Section VIII: Appendix

- National Standards for Foreign Language Learning
- NC Latin Goals and Standards
- Computer and Technology Skills
- Grade Level Strand Guide
- Acceptable Use Policy
- Copyright Information
- Electronic Citation Format
- Downloading and Saving Graphics from the Internet
- Diacritical Marks in the Foreign Language
- Specialized Technology-Related Vocabulary and Translations
National Standards for Foreign Language Learning

COMMUNICATIONS
Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES
Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS
Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS
Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES
Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.


Technology: The Common Language, 1999

**Goal 1: COMMUNICATION** Understand written Latin

Standard 1.1: Students read, understand, and interpret Latin.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

**Goal 2: CULTURE** Gain knowledge and understanding of Greco-Roman culture

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

**Goal 3: CONNECTIONS/ COMPARISONS** Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

**Goal 4: COMMUNITIES** Participate in wider communities of languages and cultures

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.
K-12 Computer/Technology Skills
Competency Goals

The Revised *K-12 Computer/Technology Skills Standard Course of Study* (1998) outlines the essential knowledge and skills necessary for students “to be active, life-long learners in a technology intensive environment” (p. 8).

**COMPETENCY GOAL 1:** The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

*This goal addresses the role of technology in all parts of society. Students must understand the impact of computer technology on society in a technology-based information rich world. Students must understand appropriate use of computer technology and exhibit ethical behavior in using hardware, software, and information accessing resources.*

**COMPETENCY GOAL 2:** The learner will demonstrate knowledge and skills in the use of computer and other technologies.

*This goal is concerned with fundamental computer operations and application software use that make students independent, productive users of computer technology. Students must master certain computer operations, application software skills, know computer terms and functions, demonstrate basic keyboarding skills, and be able to use software correctly. The application software skills identified include word processing, database management, spreadsheet problem-solving, multimedia production, and accessing information resources via telecommunications.*

**COMPETENCY GOAL 3:** The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

*This goal focuses on the application of computer/technology skills access. Students will access information using search strategies and analyze information using database, spreadsheet, and graphing software. They will then communicate and share the results through desktop publications, multimedia productions, video-conferencing, and telecommunications with audiences near and far.*
**Grade Level Strand Guide**

**Kindergarten Objectives**

The student will...

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/ Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Identify the computer as a machine that helps people work and play. (G1)</td>
<td>2.3...Identify items by different attributes using manipulatives and/or software. (G2)</td>
<td>3.1...Group items by different attributes using manipulatives and/or software. (G3)</td>
<td>1.5...Identify word processing software as a tool for writing. (G1)</td>
<td>2.4...Recognize the characteristics of multimedia. (G2)</td>
<td>3.2...Arrange a picture story in sequential/linear order. (G3)</td>
</tr>
<tr>
<td>1.2...Identify the physical components of a computer system. (G1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.3...Demonstrate respect for the work of others. (G1)</td>
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<td></td>
</tr>
<tr>
<td>1.4...Demonstrate correct care and use of computers. (G1)</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
# Grade Level Strand Guide

## 1st Grade Objectives

The student will...

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/ Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Identify uses of technology at home and at school. (G1)</td>
<td></td>
<td>3.1...Group items by different attributes using manipulatives and/or software. (G2)</td>
<td>2.2...Locate and use letters, numbers, and special keys on a keyboard. (G2)</td>
<td>2.4...Participate in the creation of a class multimedia sequential/linear story. (G2)</td>
<td>1.4...Identify the Internet as a source of information. (G1)</td>
</tr>
<tr>
<td>1.2...Discuss ownership of computer-created work. (G1)</td>
<td></td>
<td>3.2...Gather, organize, and display data. (G3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3...Identify physical components of a computer system. (G1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1...Identify and discuss fundamental computer terms. (G1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
## Grade Level Strand Guide

### Grade 2

### 2nd Grade Objectives

**The student will...**

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/ Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Identify uses of technology in the community. (G1)</td>
<td>1.3...Identify how electronic databases are used in the school, neighborhood, and community. (G1)</td>
<td>2.6...Use a graphing program to enter data and graph the results. (G2)</td>
<td>2.3...Demonstrate correct finger placement for home row keys. (G1)</td>
<td>2.7...Identify and use electronic drawing tools to combine graphics and text. (G2)</td>
<td>1.5...Identify how telecommunications has changed the ways people work and play. (G1)</td>
</tr>
<tr>
<td>1.2...Recognize an individual's rights of ownership to computer-generated work. (G1)</td>
<td>1.4...Identify print and electronic databases as ways to collect, organize, and display data. (G1)</td>
<td>3.1...Collect, sort, and organize information to display as a graph or chart. (G3)</td>
<td>2.4...Use word processing to enter, save, print and retrieve text. (G2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1...Identify essential computer terms. (G2)</td>
<td>2.5...Use electronic databases to locate information. (G2)</td>
<td>3.2...Interpret data on charts/graphs and make predictions. (G3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2...Identify the function of physical components of a computer system. (G2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
### 3rd Grade Objectives

#### Social Issues
1.1...Identify uses of technology in the community and how it has changed people's lives. (G1)
1.2...Recognize that the Copyright Law protects what a person, group, or a company has created. (G1)
2.1...Identify the technology tools used to collect, analyze, and display data. (G2)
2.2...Identify the physical components of a computer system as either input, output, or processing devices. (G2)

#### Databases
1.4...Recognize how electronic databases are used in the community. (G1)
2.5...Recognize the differences between print and electronic databases. (G1)
3.2...Locate and use information in electronic databases. (G3)

#### Spreadsheet
2.6...Identify the parts of a spreadsheet. (G2)
2.7...Enter and edit data in a prepared spreadsheet and observe the results. (G3)
3.3...Use a prepared spreadsheet to enter and graph data as a group activity. (G3)

#### Keyboard Utilization/Word Processing/DTP
1.3...Recognize the benefits of word processing. (G1)
2.3...Demonstrate proper keyboarding techniques for upper and lowercase letters. (G2)
2.4...Retrieve and edit a word processed document. (G2)
3.1...Create, save, and print a word processed document. (G3)

#### Multimedia/Presentation
2.8...Create a multiple-outcome storyboard as a class activity. (G2)
2.9...Identify the difference between linear and nonlinear multimedia presentations. (G2)
2.10...Create a multimedia project as a group/class activity. (G2)

#### Telecommunications
1.5...Identify telecommunications technologies used to locate information. (G1)
2.11...Use telecommunications to locate community information as a group/class project. (G2)
3.4...Evaluate the usefulness of information obtained using telecommunication technologies. (G3)

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Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
**Grade Level Strand Guide**

**Grade 4**

### 4th Grade Objectives

The student will...

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/ Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Identify the ways in which technology has changed the lives of people in North Carolina. (G1)</td>
<td>2.5...Define the parts of a database. (G2)</td>
<td>2.1...Use technology tools used to collect, analyze, and display data. (G2)</td>
<td>2.2...Practice proper keyboarding techniques for upper and lower case letters. (G1)</td>
<td>1.4...Recognize the correct use of copyrighted materials in multimedia products. (G2)</td>
<td>2.9...Use e-mail as a means of communications. (G2)</td>
</tr>
<tr>
<td>1.2...Identify the differences between non-networked and networked computers. (G1)</td>
<td>2.6...Develop a simple database and enter and edit information as a class activity. (G2)</td>
<td>2.7...Define spreadsheet terms. (G3)</td>
<td>2.3...Recognize word processing terms and functions. (G2)</td>
<td></td>
<td>2.10...Use search strategies to locate information electronically. (G2)</td>
</tr>
<tr>
<td>1.3...Identify violations of the Copyright Law. (G1)</td>
<td>3.2...Search and sort prepared databases for information to use in classroom projects. (G3)</td>
<td>2.8...Enter data into a prepared spreadsheet to perform calculations and recognize the changes that occur. (+,-,*, (G2)</td>
<td>2.4...Edit a word processing file to make indicated corrections. (G2)</td>
<td></td>
<td>3.5...Evaluate information found via telecommunications for content and usefulness. (G3)</td>
</tr>
<tr>
<td>2.11...Recognize the differences between non-networked and networked computers. (G2)</td>
<td>3.3...Create a table/graph from spreadsheet data. (G3)</td>
<td>3.1...Create, format, save and print a word processed document. (G3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)  
Goal 2 = (G2)  
Goal 3 = (G3)
### 5th Grade Objectives

#### The student will...

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/ Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Recognize the influence of technology on life in the United States. (G1)</td>
<td>2.5...Create/modify an electronic database. (G2)</td>
<td>2.1...Use technology tools to collect, analyze, and display data. (G2)</td>
<td>2.3...Use keyboarding skills to improve speed and accuracy. (G1)</td>
<td>3.5...Create a multimedia presentation citing sources of copyrighted materials. (G3)</td>
<td>1.3...Recognize video conferencing as a method of interactive communication. (G1)</td>
</tr>
<tr>
<td>1.2...Recognize the need for protection of software and hardware from computer viruses and vandalism. (G1)</td>
<td>2.6...Search and sort information using one criterion. (G2)</td>
<td>2.8...Create/modify and use spreadsheets to perform calculations (+,-,*,/). (G2)</td>
<td>2.4...Use a word processing application to create and format a document. (G2)</td>
<td></td>
<td>3.6...Participate in curriculum-based telecommunications projects as a class activity. (G3)</td>
</tr>
<tr>
<td>1.4...Describe the use of Acceptable Use Policy (AUP) (G1)</td>
<td>2.7...Add and delete records in a database. (G2)</td>
<td>3.4...Select the most appropriate graph to display data and state reason. (G3)</td>
<td></td>
<td></td>
<td>3.7...Evaluate information found via telecommunications for appropriateness, content, and usefulness. (G3)</td>
</tr>
<tr>
<td>2.2...Explain the differences between a non-networked and networked computer. (G1)</td>
<td>3.1...Create a product using information located in a database. (G3)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3.2...Evaluate the accuracy, credibility, and validity of data in a database. (G3)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>3.3...Select search strategies to obtain information. (G3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
## 6th Grade Objectives

The student will...

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Recognize ownership, security, and privacy of information. (G1)</td>
<td>2.2...Create/modify a database relevant to classroom assignments. (G2)</td>
<td>2.4...Enter and edit data into a prepared spreadsheet to test simple &quot;what if&quot; statements. (G2)</td>
<td>2.1...Use keyboarding skills to increase productivity and accuracy. (G2)</td>
<td>3.6...Create nonlinear multimedia projects related to content areas. (G3)</td>
<td>3.7...Evaluate electronic information from various sources as to validity, appropriateness, content, and usefulness. (G3)</td>
</tr>
<tr>
<td>1.2...Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (G1)</td>
<td>2.3...Search and sort information using more than one criterion and explain strategies used to locate information. (G2)</td>
<td>2.5...Use order of operations in spreadsheet formulas. (G3)</td>
<td>3.2...Use word processing/desktop publishing applications to create documents related to content areas. (G3)</td>
<td></td>
<td>3.8...Apply search strategies to locate and retrieve information via telecommunications. (G3)</td>
</tr>
<tr>
<td>1.3...Model ethical behavior relating to security, privacy, passwords, and personal information. (G1)</td>
<td>3.3...Use information located in database files to create/modify a personal product. (G3)</td>
<td>3.4...Create/modify and use spreadsheets to solve real-world problems. (G3)</td>
<td></td>
<td></td>
<td>3.9...Use telecommunications to share and publish information. (G3)</td>
</tr>
<tr>
<td>1.4...Identify users of technology in the workplace. (G1)</td>
<td></td>
<td>3.5...Select most appropriate type of graph to display data and state the reason. (G3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1...Select and use technology tools to collect, analyze, and display data. (G3)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

Revised, 1998 391 Computer/Technology Skills
6th Grade Objectives

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/ Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Demonstrate ethical behavior relating to security, privacy, passwords, and personal information. (G1)</td>
<td>3.4...Search and sort information using more than one criterion and explain strategies used to find information. (G3)</td>
<td>2.1...Enter and edit data into a prepared spreadsheet to test simple &quot;what if&quot; statements. (G2)</td>
<td>3.2...Use word processing/desktop publishing for assignments/projects. (G3)</td>
<td>3.3...Research, create, publish, and present projects related to content areas using a variety of technological tools. (G3)</td>
<td>3.8...Evaluate the information from electronic sources as to validity, appropriateness, content, and usefulness. (G3)</td>
</tr>
<tr>
<td>1.2...Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (G1)</td>
<td>3.5...Create/modify and use a database relevant to a classroom assignment. (G3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3...Describe the impact of technology on the skills needed for the workplace. (G1)</td>
<td></td>
<td>3.6...Create/modify and use spreadsheets to solve problems related to content areas. (G3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1...Select and use technology tools to collect, analyze, and display data. (G3)</td>
<td></td>
<td>3.7...Choose charts/tables or graphs to best represent data and state reason. (G3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
# Grade Level Strand Guide

## Grade 8

### 8th Grade Objectives

The student will...

<table>
<thead>
<tr>
<th>Social Issues</th>
<th>Databases</th>
<th>Spreadsheet</th>
<th>Keyboard Utilization/Word Processing/DTP</th>
<th>Multimedia/Presentation</th>
<th>Telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Model ethical behavior relating to security, privacy, passwords, and personal information. (G1)</td>
<td>2.1...Create/modify and print a database report. (G2)</td>
<td>3.6...Create/modify and use spreadsheets to solve problems related to content areas. (G3)</td>
<td>3.2...Use word processing/desktop publishing for assignments/projects. (G3)</td>
<td>3.3...Research, create, publish, and present projects related to content areas using a variety of technological tools. (G3)</td>
<td>3.9...Conduct online research and evaluate the information found as to the validity, appropriateness, content and usefulness. (G3)</td>
</tr>
<tr>
<td>1.2...Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (G1)</td>
<td>3.4...Create/modify and use databases relevant to classroom assignments. (G3)</td>
<td>3.7...Explain the rationale for choosing charts/tables or graphs to best represent data. (G3)</td>
<td>3.8...Use spreadsheets to explore various formulas/functions and relationships. (G3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3...Investigate occupations dependent on technology. (G1)</td>
<td>3.5...Apply search and sort strategies used in a database. (G3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1...Select and use technology tools to collect, analyze, and display data. (G3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
## Grade 9-12

### Subject Area Objectives

The student will...

<table>
<thead>
<tr>
<th>ALL SUBJECT AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1...Practice ethical behavior in using computer-based technology for class assignments and projects. (G1)</td>
</tr>
<tr>
<td>1.2...Identify issues surrounding complex technology environments. (G1)</td>
</tr>
<tr>
<td>2.1...Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia and telecommunications in preparing classroom assignments and projects. (G2)</td>
</tr>
<tr>
<td>2.2...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G2)</td>
</tr>
</tbody>
</table>

Goal 1 = (G1)  
Goal 2 = (G2)  
Goal 3 = (G3)
## Grade 9-12

### Subject Area Objectives

The student will...

<table>
<thead>
<tr>
<th>Arts Education (Dance, Music, Theatre Arts, Visual Arts)</th>
<th>English</th>
<th>Foreign Language</th>
<th>Health/Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3)</td>
<td>3.1...Use word processing and/or desktop publishing for a variety of writing assignments/projects. (G3)</td>
<td>3.1...Select and use appropriate technologies to communicate in other languages with other cultures. (G3)</td>
<td>3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3)</td>
</tr>
<tr>
<td>3.2...Select and use appropriate technologies as a means of artistic expression. (G3)</td>
<td>3.2...Use electronic resources for research. (G3)</td>
<td>3.2...Select and use technological tools for class assignments, projects, and presentations. (G3)</td>
<td>3.2...Use technology for experiments and/or research. (G3)</td>
</tr>
<tr>
<td>3.3...Use electronic resources for research. (G3)</td>
<td>3.3...Select and use technological tools for class assignments, projects, and presentations. (G1)</td>
<td>3.3...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
<td>3.3...Use electronic resources for research. (G3)</td>
</tr>
<tr>
<td>3.4...Select and use technological tools for class assignments, projects, and presentations. (G3)</td>
<td>3.4...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
<td>3.4...Select and use technological tools for class assignments, projects, and presentations. (G3)</td>
<td>3.4...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
</tr>
<tr>
<td>3.5...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)
## Grade 9-12

### Subject Area Objectives

The student will...

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Workforce Development (Agriculture, Business, Technology, Health)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3)</td>
<td>3.1...Use scientific instruments to perform experiments. (G3)</td>
<td>3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3)</td>
<td>3.1...Select and use appropriate technologies to prepare for the workplace. (G3)</td>
</tr>
<tr>
<td>3.2...Use spreadsheets to solve problems and display data. (G3)</td>
<td>3.2...Use appropriate technology tools to efficiently collect, analyze, and display data. (G3)</td>
<td>3.2...Use databases to collect, record, analyze and display data. (G3)</td>
<td>3.2...Use electronic resources for research. (G3)</td>
</tr>
<tr>
<td>3.3...Use a calculator, scientific calculator or graphing calculator for problem-solving. (G3)</td>
<td>3.3...Use electronic resources for research. (G3)</td>
<td>3.3...Use electronic resources for research. (G3)</td>
<td>3.3...Select and use technological tools for class assignments, projects, and presentations. (G3)</td>
</tr>
<tr>
<td>3.4...Select and use technological tools for class assignments, projects, and presentations. (G3)</td>
<td>3.4...Use spreadsheets to solve problems and display data. (G3)</td>
<td>3.4...Select and use technological tools for class assignments, projects, and presentations. (G3)</td>
<td>3.4...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
</tr>
<tr>
<td>3.5...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
<td>3.5...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
<td>3.6...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)</td>
<td></td>
</tr>
</tbody>
</table>

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

Revised, 1998
INTERNET ACCEPTABLE USE

CHARLOTTE-MECKLENBURG BOARD OF EDUCATION POLICY (6160)

Charlotte-Mecklenburg Schools offers an Internet network, CMSNET, accessible by students, teachers, and staff. The Internet, an electronic highway, connects thousands of computers, computer networks and individual subscribers around the world. CMS users will sign an “Internet Acceptable Use Agreement” prior to being given access to CMSNET. This agreement will define the educational objectives and guidelines for use as well as unacceptable uses which will lead to revocation of access and possible legal action.

CMS will install centralized software to control, monitor, and filter inappropriate material. Students under age 18 must have written parental permission before being given access to CMSNET.

CHARLOTTE-MECKLENBURG SCHOOLS REGULATIONS

Internet provides access to computer systems located all over the world. Users (and parents of users, if the user is younger than age 18) must understand that CMSNET cannot control the content of the information available. Some of the information is controversial and, sometimes, offensive. However, the valuable information and interaction accessible on this worldwide network outweigh the possibility that users may find inappropriate material. The Charlotte-Mecklenburg School System does not condone the use of such materials and takes all reasonable precautions to filter access to these materials. The responsibilities accompanying freedom of speech and access to information will be taught. School employees, students, and parents must be aware that access to the Internet will be withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established by the Charlotte-Mecklenburg School System. Following is a listing of CMSNET goals and the types of information students will be able to access:

CMSNET Goals:
1. To support the implementation of Charlotte-Mecklenburg Schools’ Performance Standards and the North Carolina Standard Course of Study,
2. To enhance learning opportunities by focusing on the application of skills in information retrieval, searching strategies, research skills, and critical thinking, and
3. To promote life-long learning.

Access Includes:
1. Information, news, and resources from businesses, libraries, educational institutions, government agencies, research institutions, and a variety of other sources,
2. Telecommunications with individuals and groups around the world, and
3. Public domain and shareware software.
VII. VANDALISM
Vandalism will result in cancellation of user privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy equipment and/or data of anyone connected to the Internet. This includes, but is not limited to uploading, creating, or transmitting computer viruses.

VIII. AGREEMENT
Students must sign the CMS Agreement Form #6160, located in the Forms Notebook, prior to accessing CMSNET. Parent or guardian must sign the CMS Agreement Form #6160 prior to students under age 18 accessing CMSNET.

Other users must sign the CMS Agreement Form #6160.1, located in the Forms Notebook, prior to accessing CMSNET.

I, ________________________________ (typed or printed name), understand and will abide by the Charlotte-Mecklenburg Schools’ Internet Acceptable Use rules and regulations for CMSNET. I further understand that any violation will result in the loss of access privileges and school disciplinary action.

Student Signature: ________________________________

Student ID#: ________________________________

Date: ________________________________

I, ________________________________ (typed or printed name), have read the Charlotte-Mecklenburg Schools’ Internet Acceptable Use rules and regulations for CMSNET and understand that this access is designed for educational purposes only. I also recognize that it is impossible to restrict access to all inappropriate materials. However, I accept full responsibility for my child’s compliance and, hereby, give my permission for my child to use CMSNET.

Parent/Guardian’s Signature: ________________________________

Date: ________________________________

I, ________________________________ (typed or printed name), understand and will abide by the Charlotte-Mecklenburg Schools’ Internet Acceptable Use rules and regulations for CMSNET. I further understand that any violation will result in the loss of access privileges and possible disciplinary action.

Revised, 1998
I. ACCEPTABLE USE
CMSNET will be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives and the student behavior guidelines of the Charlotte-Mecklenburg Schools. Transmission of any material in violation of any federal or state regulation is prohibited. Unacceptable uses include, but are not limited to the following:
   A. Violating copyright laws
   B. Forwarding personal communications without the author’s prior consent
   C. Using threatening or obscene material
   D. Distributing material protected by trade secret
   E. Utilizing CMSNET for commercial purposes
   F. Providing political or campaign information

II. RESTRICTIONS
CMS will install WebTrack, a centralized software solution that provides Internet control, monitoring, and filtering. This software is the critical component of the Internet protection package since it allows valuable online Internet access while restricting access to specific unwanted categories including pornography, gambling, illegal drugs, online merchandising, hate speech, criminal skills, alternative journals, and games. The program will be updated on a regular basis to keep the restriction list as current as possible.

III. ETIQUETTE RULES
Users must abide by network etiquette rules. These rules include, but are not limited to the following:
   A. Be polite; rudeness is never acceptable
   B. Use appropriate language; do not swear, use vulgarities or other abusive or inappropriate language
   C. Do not reveal personal addresses or phone numbers
   D. Do not disrupt the use of the network
   E. Assume that all communications and information accessible via the network is private property

IV. PRIVILEGES
The use of CMSNET is a privilege, not a right. Inappropriate use will result in limitation or cancellation of us privileges and possible disciplinary actions.

V. DISCLAIMER
CMSNET will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information. The usa accepts personal responsibility for any information obtained via CMSNET.

VI. SECURITY
Security on any computa system is a high priority, especially when the system involves many users. Attempts to tamper with the program, access the system as any otha user, or to share a password will result in cancellation of usa privileges. Electronic mail is not guaranteed to be private; system operators have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities, and disciplinary action will follow.

User Signature: ___________________________ Date: ________________________
Revised, 1998
Bellingham Public Schools

You may copy this form.

Parent Permission Letter

Internet and Electronic Mail Permission Form

The Bellingham Public Schools

We are pleased to offer students of the Bellingham Public Schools access to the district computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form to the LIBRARY MEDIA SPECIALIST. Students 18 and over may sign their own forms.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Bellingham Public Schools support and respect each family’s right to decide whether or not to apply for access.

District Internet and E-Mail Rules

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.

Revised, 1998
Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in Board policy and procedures on student rights and responsibilities (3200), copies of which are available in school offices, the following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another’s password
- Trespassing in another’s folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

User Agreement and Parent Permission Form - 1995

As a user of the Bellingham Public Schools computer network, I hereby agree to comply with the above stated rules - communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Signature ________________________________________

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Parent Signature ________________________________________ Date __________________

Name of Student _______________________________________

School ____________________________________________ Grade ______

Revised, 1998
Pillager School District Internet Acceptable Use Agreement

Please read this document carefully before signing.

Internet access is now available to students and teachers in the Pillager School District. We are very pleased to bring this access to Pillager School and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

1. electronic mail communication with people all over the world.
2. information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions.
3. public domain software and shareware of all types.
4. discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics.
5. access to many University Library Catalogs, the Library of Congress and ERIC.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Pillager School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information. We (Pillager School District) firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a Pillager user violates any of these provisions, his or her account will be terminated and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.
Internet - Terms and Conditions

1. Acceptable Use - The purpose of NSFNET, which is the backbone network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Pillager School District. Use of other organization’s network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

2. Privileges - The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who receives an account will be part of a discussion with a Pillager School District faculty member pertaining to the proper use of the) network.) The school administrators will deem what is inappropriate use and their decision is final. Also, the school administrators may close an account at any time as required. The administration, faculty, and staff of Pillager School District may request the technology coordinator to deny, revoke, or suspend specific user accounts.

3. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
   1. Be polite. Do not get abusive in your messages to others.
   2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
   3. Do not reveal your personal address or phone numbers of students or colleagues.
   4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
   5. Do not use the network in such a way that you would disrupt the use of the network by other users.
   6. All communications and information accessible via the network should be assumed to be private property.

4. Pillager School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Pillager School District will not be responsible for any damages you suffer. This include loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions caused by it’s own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk Pillager School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

5. Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a school administrator or the technology coordinator. Do not demonstrate the problem to other users. Do not use another individual’s account without written permission from that individual. Attempts to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.

Revised, 1998
6. Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data or equipment of another user, Internet, or any of the above listed agencies or other networks that are connected to the NSFNET Internet backbone. This includes, but not limited to, the uploading or creation of computer viruses.

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Pillager School District Internet Use Agreement

I understand and will abide by the above Internet Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

User Name (please print): ________________________________

User Signature: ______________________________________ Date: __________________

PARENT OR GUARDIAN

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes. Pillager School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for Pillager School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child’s use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian’s Name (please print): ________________________________

Signature: ______________________________________ Date: __________________

If you have comments or questions about this page, contact Mark Oehrlein via email at moehrlei@pillager.k12.mn.us. I’d love to hear your comments.
Copyright in an Electronic Environment
(Guidelines from Consortium of College and University Media Centers)

General Guidelines

- Students may use portions of lawfully acquired copyrighted works in their academic multimedia projects, with proper credit and citations. They may retain them in personal portfolios as examples of their academic work.
- Students and teachers must include on the opening screen of their programs and on any printed materials that their presentation has been prepared under fair use exemption of the US Copyright Law and are restricted from further use.
- Educators may claim fair use for their own productions providing these productions are:
  - For face-to-face curriculum-based instruction
  - Demonstrations of how to create multimedia productions
  - Presented at conferences (but you may not share copies of the actual production)
  - For remote instruction as long as the distribution signal is limited
  - Kept for only 2 years
- Fair use ends when the multimedia creator loses control of his product’s use, such as when it is accessed by others over the Internet.
- Educators or students need not write for permission if their presentation falls within the specific multimedia fair use guidelines; however, “educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

Fair Use Guidelines for Multimedia

Text

- Up to 10% of a copyrighted work or 1000 words, whichever is less
- Poems
  - Entire poem if less than 250 words
  - 250 words or less if longer poem
  - No more than 5 poems (or excerpts) of different poets, from an anthology
  - Only 3 poems (or excerpts) per poet
Motion Media

- Up to 10% of a copyrighted work or 3 minutes, whichever is less
- Clip cannot be altered in any way

Illustrations

- A photograph or illustration may be used in its entirety
- No more than 5 images of an artist's or photographer's work
- When using a collection, no more than 10% or no more than 15 images, whichever is less

Music

- Up to 10% of a copyrighted musical composition, but no more than 30 seconds
- Up to 10% of a body of sound recording, but no more than 30 seconds
- Any alterations cannot change the basic melody or the fundamental character of the work

Internet

- Internet resources often combine both copyrighted and public domain sites; therefore care should be used in downloading any sites for use in multimedia presentations
- Until further clarification, educators and students are advised to write for permission to use Internet resources and to be mindful of the copyright ramifications of including embedded additional links to that particular site

Numerical Data Sets

- Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table
- A field entry is defined as a specific item of information (e.g., name, Social Security number) in a record of database file
- A cell entry is defined as the intersection where a row and a column meet on a spreadsheet

Copying and Distribution Limitations

- Do not post multimedia projects claiming fair use exemption on an unsecured web sites
- No more than 2 copies of the original production may be made
- Only 1 may be placed on reserve for others to use for instructional purposes
• An additional copy may be made for preservation purposes, but may be used or copied only to replace a used copy that has been lost, damaged, or stolen
• If more than one person had created a multimedia presentation, each principal creator may retain only one copy

**Alteration Limitations**

• Multimedia selections falling within the above guidelines may be altered to illustrate a specific technique or to support a specific instructional objective
• Notation of the alteration should be documented within the presentation itself

**Multimedia Presentations Citations**

• Educators and students must credit sources, giving full bibliographic information when available
• Educators and students must display the copyright notice and copyright ownership information if this is shown in the original source
• Copyright information for images may be shown in a separate bibliographic section unless the presentation is being used for distance learning. In this case, the information must be incorporated within the image itself (i.e., it must appear on the screen when the image is viewed)

**Permission Requirements**

• For multimedia projects used for non-educational or commercial purposes
• For duplication or distribution of multimedia projects beyond limitations outlined above

*Information Technology Evaluation Services, Public Schools of North Carolina, 1997*
Electronic Citation Formats

CD-ROM Encyclopedia
Contributor. "Article Title." Title of Software Version. CD-ROM. Place Produced: Vendor, copyright date.


CD-ROM Periodical Database
Author. "Title of Article." Journal volume date: page numbers. (Category if applicable, Article if applicable) Database. CD-ROM. Place Produced: Vendor, copyright date.


Multimedia CD-ROM
"Title of Section." Name of Software. CD-ROM. Place Produced: Vendor, Copyright date.


Internet


Listserv Message
Author of Message. {Internet address}. "Title of Message.” In Listserv. {Listserv address}. Date of message.

Bradburn, Frances. {fbradburn@dpi.state.nc.us}. "Reply: Designing Your School’s AUP.” In NCLA-L. {ncla-l@ils.unc.edu}. 15 April 1996.

E-mail
Author of Message. {Interned address}. "Title of Message.” Means of transmission to individual. {Internet address}. Date of message.
Bradburn, Frances. {fbradburn@dpi.state.nc.us}. “Your AUP.” Private e-mail message to Molly Media Coordinator, {mmedco@anyschool.nc.org}. 1 April 1996.

(CD-ROM MLA citation information from Using the Internet, Online Services, & CD-ROMs for Writing Research and Term Papers, edited by Charles Harmon. Neal-Schuman Publishers, 1996. Listserv and e-mail citation information from Melvin E. Page. {pagem@etsuarts.east.tenn-st.edu} “A Brief Citation Guide for Internet Sources in History and the Humanities” for H-AFRICA {h-africa@msu.edu} 30 October 1995.)

Downloading and Saving Graphics from the Internet

For the Mac
A graphics program is needed on the desktop. Some examples are Graphic Converter, Photo Shop, etc. Some of these programs and others may be downloaded free of charge from specific sites.

- Place Mac diskette into the disk drive and name the disk.
- Point the mouse over the picture and hold down.
- A pop-up menu will appear.
- Choose “Save this image as...”
- Window pops up
- Select desktop
- Select disk
- Click save
- Go to disk
- Open
- Drag the icon into the graphics program (e.g., graphics converter) which is located on the desktop and it opens it up.

For PC with Windows 95
A graphics program is needed on the desktop. Some examples are Graphic Converter, Photo Shop, etc. Some of these programs and others may be downloaded free of charge from specific sites.

- Place diskette into the A drive
- Point mouse button over graphic
- Right click over the image
- A pop-up menu will appear
- Choose “Save this image as...”
- Click
- Window appears
- Select where you want to save the image
- Click on “save” button
Diacritical Marks

I. MacIntosh Keyboards

To Make  Do This

á, é, í, ó, ú  Press option, e, and the vowel
à, è, ù  Press option, the ~and ‘ key, and the vowel
â, ê, î, ô, û  Press option, i, and the vowel
â, î  Press option, u, and the vowel
ç  Press option, c
ñ  Press option, n, n
ß  Press option, s
æ  Press option, ‘
œ  Press option, q
i  Press option, l and 1 key
ï  Press option, shift, /

When using a Mac, you can change the keyboard setting (under the Apple menu>Control Panels>Keyboard) to a Spanish setting. In that case accented letters are included as part of the regular keying process. You and your students would have to memorize the locations of the keys.

You may also use a program called Popchar. It can be downloaded if you do a search with a browser, and it be installed easily. It will make doing all kinds of accents an easy task.

II. IBM Keyboards

Windows 95: Option 1
The easiest keyboard layout is “English (United States-International)” the sequence for setting this keyboard layout is as follows:

- Click on the START icon
- Go to SETTINGS
- Click on CONTROL PANEL
- Double click on the KEYBOARD icon
- Click on the LANGUAGE tab
- Click on the ADD button
- Click on the arrow besides Afrikaans
- Scroll down to English (United States)
- Click once
- Click on OK
- Click on Properties
- Scroll down to United States-International
- Click on OK and then OK again.
With this “English United States International” keyboard, special characters are created as follows:

<table>
<thead>
<tr>
<th>To Make</th>
<th>Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>á</td>
<td>‘ (apostrophe) and a</td>
</tr>
<tr>
<td>é</td>
<td>‘ (apostrophe) and e</td>
</tr>
<tr>
<td>í</td>
<td>‘ (apostrophe) and i</td>
</tr>
<tr>
<td>ú</td>
<td>‘ (apostrophe) and u</td>
</tr>
<tr>
<td>ó</td>
<td>‘ (apostrophe) and o</td>
</tr>
<tr>
<td>ã, ë, ĩ, ò, ũ</td>
<td>′ and a, e, i, o, u</td>
</tr>
<tr>
<td>å, ë, ĩ, ò, ũ</td>
<td>Shift and ^ and a, e, i, o, u</td>
</tr>
<tr>
<td>à, ë, ĩ, ò, ũ</td>
<td>Shift and &quot; and a, e, i, o, u</td>
</tr>
<tr>
<td>ç</td>
<td>‘ (apostrophe) and c</td>
</tr>
<tr>
<td>i</td>
<td>Hold down the RIGHT ALT key and press ?</td>
</tr>
<tr>
<td>!</td>
<td>Hold down the RIGHT ALT key and press !</td>
</tr>
<tr>
<td>ñ</td>
<td>Hold down the RIGHT ALT key and press n</td>
</tr>
<tr>
<td>ß</td>
<td>Hold down the RIGHT ALT key and press s</td>
</tr>
</tbody>
</table>

**Windows 95: Option 2**
This option seems a little tedious, but it works as follows: after opening your word processing software or e-mail):

- Click on START
- Go to Programs
- Go to Accessories
- Click on Character Map
- Under FONT, select Standard
- Click a character (á, etc.) then click Copy
- Go to your document and paste

The Character Map can be left open so as to switch back and forth as needed.

**Windows 95: Option 3**
This alternative works on IBM compatible machine. Hold down the ALT key and at the same time type a number on the number pad. Then release the ALT key. The letter appears:

| AL + 160 = á | AL + 131 = ã | AL + 168 = ç |
| AL + 130 = é | AL + 136 = ë | AL + 164 = ñ |
| AL + 161 = í | AL + 140 = ï | AL + 173 = i |
| AL + 162 = ó | AL + 147 = ò | AL + 135 = ç |
| AL + 163 = û | AL + 150 = ũ | AL + 225 = ß |
| AL + 133 = à | AL + 132 = ã | AL + 149 = ò |
| AL + 138 = è | AL + 137 = ë | AL + 151 = û |
| AL + 141 = í | AL + 139 = ï | AL + 129 = ũ |
For Windows 3.1
The “US International” keyboard works just like the Windows 95 “English United States International” keys described above. However, the set up in Program Manager is slightly different.

- Double click on the MAIN icon
- Double click on CONTROL PANEL
- Double click on the INTERNATIONAL icon (not the keyboard icon)
- Click on the “Keyboard layout” tab
- Scroll down to US International
- Click once
- Click on OK

All the above instructions have been provided by Bruce R. Swayne, Director of the Modern Language Resource Center at Boise State University. His Web page can be accessed at <http://www.idbsu.edu/modlang/mlrcfolder/accents.htm>

Windows and Word 95 and 97
ctrl + apostrophe + vowel gives the vowel with ’
ctrl + grave (on keyboard) + gives the vowel with ‘
ctrl + comma gives ç
ctrl + colon gives ¦
ctrl + shift gives ^
ctrl + shift + tilde give the n with ~
ctrl + alt + shift + question mark or exclamation point for upside-down marks

Type the accent first then type the letter and they both show up on the screen. The same system works for capital letters. If you forget, go to the “Help” function and it will tell you everything.

Windows
á—0225
é—0233
í—0237
ó—0243
ú—0250
ü—0252
“—0171 and “—0187
ñ—0241
¿—0191
¡—0161
## Specialized Technology-Related Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
<th>Spanish</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>a browser</td>
<td>un fouineur</td>
<td>un hojeador</td>
<td>das Browser</td>
</tr>
<tr>
<td></td>
<td></td>
<td>un navegador</td>
<td></td>
</tr>
<tr>
<td>to click</td>
<td>cliquer</td>
<td>cliquear</td>
<td>klicken</td>
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<tr>
<td></td>
<td></td>
<td>chasquear</td>
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<td>pulsar</td>
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<td>CD-ROM</td>
<td>un CD-ROM</td>
<td>un CD-ROM</td>
<td>CD-ROM</td>
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<tr>
<td>a computer</td>
<td>un ordinateur</td>
<td>un ordenador</td>
<td>der Computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>der Rechner</td>
</tr>
<tr>
<td>to connect</td>
<td>connecter</td>
<td>conectar</td>
<td>anschließen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>verbinden</td>
</tr>
<tr>
<td>to delete</td>
<td>effacer</td>
<td>borrar</td>
<td>löschen</td>
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<tr>
<td></td>
<td>supprimer</td>
<td>suprimir</td>
<td></td>
</tr>
<tr>
<td>a diskette</td>
<td>une disquette</td>
<td>un disco</td>
<td>die Diskette</td>
</tr>
<tr>
<td></td>
<td></td>
<td>un disquete</td>
<td></td>
</tr>
<tr>
<td>a diskdrive</td>
<td>un lecteur de disquettes</td>
<td>un lector de disquettes</td>
<td>das Diskettenlaufwerk</td>
</tr>
<tr>
<td>e-mail</td>
<td>e-mail</td>
<td>e-mail</td>
<td>die E-Mail</td>
</tr>
<tr>
<td></td>
<td>le courrier electronique</td>
<td>el correo electronico</td>
<td></td>
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<tr>
<td>a font</td>
<td>la police de caractère</td>
<td>un tipo de letra</td>
<td>die Schrift</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>der Schriftfont</td>
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<tr>
<td>graphics</td>
<td>les graphiques</td>
<td>los gráficos</td>
<td>die Graphik</td>
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<tr>
<td>a homepage</td>
<td>une page d'accueil</td>
<td>una página principal</td>
<td>die Homepage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>una página de entrada</td>
<td></td>
</tr>
<tr>
<td>an icon</td>
<td>une icône</td>
<td>un icono</td>
<td>das Icon</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
<td>Spanish</td>
<td>German</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>the information highway</td>
<td>l'autoroute de l'information</td>
<td>la autopista de información supercarretera de información</td>
<td>das Internet</td>
</tr>
<tr>
<td>Internet</td>
<td>l'Internet</td>
<td>Internet</td>
<td>die Tastatur das Keyboard</td>
</tr>
<tr>
<td>keyboard</td>
<td>un clavier</td>
<td>un teclado</td>
<td>der Speicher</td>
</tr>
<tr>
<td>memory</td>
<td>la mémoire</td>
<td>la memoria</td>
<td>der Monitor der Bildschirm</td>
</tr>
<tr>
<td>a monitor</td>
<td>un moniteur</td>
<td>un monitor</td>
<td>der Monitor der Bildschirm</td>
</tr>
<tr>
<td>a mouse</td>
<td>une souris</td>
<td>un ratón</td>
<td>die Maus</td>
</tr>
<tr>
<td>a network</td>
<td>un réseau</td>
<td>una red</td>
<td>das Netzwerk</td>
</tr>
<tr>
<td>a newsgroup</td>
<td>un groupe de discussion</td>
<td>un grupo de discusión</td>
<td>Internet Newsgroup</td>
</tr>
<tr>
<td></td>
<td>un forum</td>
<td>un foro de discusión</td>
<td></td>
</tr>
<tr>
<td>a password</td>
<td>un mot de passe</td>
<td>un código secreto</td>
<td>das Paßwort</td>
</tr>
<tr>
<td></td>
<td></td>
<td>una clave de entrada</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>una clave de acceso</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>una contraseña</td>
<td></td>
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<tr>
<td>a program</td>
<td>un logiciel</td>
<td>un programa</td>
<td>das Programm</td>
</tr>
<tr>
<td>a printer</td>
<td>une imprimante</td>
<td>una impresora</td>
<td>der Drucker</td>
</tr>
<tr>
<td>to scan</td>
<td>scanner</td>
<td>buscar</td>
<td>scannen</td>
</tr>
<tr>
<td>a scanner</td>
<td>un scanneur</td>
<td>buscador rastreo scanner</td>
<td>der Scanner</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
<td>Spanish</td>
<td>German</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>a screen</td>
<td>un écran</td>
<td>una pantalla</td>
<td>der Bildschirm</td>
</tr>
<tr>
<td>a server</td>
<td>un serveur</td>
<td>un server un servidor</td>
<td>der Server</td>
</tr>
<tr>
<td>to select</td>
<td>choisir</td>
<td>escoger seleccionar</td>
<td>wählen</td>
</tr>
<tr>
<td>a site</td>
<td>un site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>software</td>
<td>un logiciel</td>
<td>un software</td>
<td>die Software</td>
</tr>
<tr>
<td>a spreadsheet</td>
<td>un tableur</td>
<td>una hoja de calculo</td>
<td>die Tabellenkalkulation</td>
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<tr>
<td>to surf the web</td>
<td>surfer sur l'Internet surfer sur les ondes naviguer le réseau</td>
<td>navegar recorrer por la Red</td>
<td>im Internet surfen</td>
</tr>
<tr>
<td>the web</td>
<td>le web la toile d’araignée mondiale</td>
<td>una malla une teleraña web</td>
<td>das Web</td>
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<tr>
<td>an answering machine</td>
<td>un répondeur</td>
<td></td>
<td>der Anrufbeantworter</td>
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<tr>
<td>a camcorder</td>
<td>un caméscope</td>
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<td>der Kamerarekorder der Camcorder</td>
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<tr>
<td>a cordless phone</td>
<td>un téléphone sans fil</td>
<td></td>
<td>das Drahtlostelefon</td>
</tr>
<tr>
<td>a fax</td>
<td>un fax une télécopie</td>
<td>un fax un teleproductor de imágines</td>
<td>das Fax die Faxkopie</td>
</tr>
<tr>
<td>a remote control</td>
<td>une télécommande</td>
<td></td>
<td>die Fernbedienung</td>
</tr>
<tr>
<td>a telephone/fax</td>
<td>un phonefax</td>
<td></td>
<td>das Telefax</td>
</tr>
</tbody>
</table>
Access to Spanish Computer Terms:
http://www.actlab.utexas.edu/~seagull/spanglish.html
http://www.com/translation/netglos/glossary/spanish.html
http://www.uco.es/ccc/glosario/glosario.html
http://www.telefonica.es/fat/elex.html
http://www.ctv.es/USERS/angelaj/

Access to French Computer Terms:
http://www.neomedia.com/iabdd/glossari/glossai.htm
http://www.cidif.org/Bibliotheque/termino.htm
http://www.bucknell.edu/~rbeard/diction3.html#french
http://globegate.utm.edu/french/globegate_mirror/compdico.html

Access to German Computer Terms:
http://www.bucknell.edu/~rbeard/diction3.html#german
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Your suggestions and insights are needed to improve curriculum products. Please review *Technology: The Common Language* and take a moment to let us know if this document meets your expectations.

Rate the following statements 1-5, with 1 being poor and 5 being excellent.

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   - 1  
   - 2  
   - 3  
   - 4  
   - 5

2. Does the document promote effective teaching? 
   - 1  
   - 2  
   - 3  
   - 4  
   - 5

3. Is the document well-structured? 
   - 1  
   - 2  
   - 3  
   - 4  
   - 5

4. Are the suggestions in the document applicable to your specific situation? 
   - 1  
   - 2  
   - 3  
   - 4  
   - 5

5. Does the document provide guidance for integrating Technology and Foreign Languages? 
   - 1  
   - 2  
   - 3  
   - 4  
   - 5

6. Additional suggestions and comments:

Please return this form to:

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