Technology

Grades 1st- 12th

Course: Elementary Technology

District Adopted Materials:
Keyboarding for Kids (Ellsworth Publishing), Success Maker (Pearson), Star Math and Star Reading (Renaissance Place)

Standard 1 - **Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. applies existing knowledge to generate new ideas, products, or processes.	Application		I	R	M	M	
• identifies parts of a toolbar, cut/paste, save/save as, formatting, undo etc.							
• demonstrates how to insert/delete graphics							
B. creates original works as a means of personal or group expression.	Application			I	R	M	
• creates documents in Word							
• creates documents in Power Point							
• creates documents in Excel							
C. uses models and simulations to explore complex systems and issues.	Knowledge				I	R	
D. identifies trends and forecast possibilities.	Knowledge			I	I	R	
• keeps up with current technology and its application							
							3 hours total

Standard 2 – **Communication and Collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media.	Synthesis	I	I	R	R	R	
• utilizes Microsoft Word, Excel, and PowerPoint							
• saves and prints documents							
B. communicates information and ideas effectively to multiple audiences using a variety of media and formats	Synthesis		I	I	R	R	
• identifies communication tools terms							
• discusses communication with others using email							
C. develops cultural understanding and global awareness by engaging with learners of other cultures	Synthesis					I	
D. contributes to project teams to produce original works or solve problems	Synthesis				I	R	
							2 hours total

Standard 3 – **Research and Information Fluency**: Students apply digital tools to gather, evaluate, and use information.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. plans strategies to guide inquiry.	Application			I	R	R	
• explains basic terms related to the Internet.							
• uses the Internet as a research tool.							
B. locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media.	Analysis				I	R	
• navigates the Internet using Bookmarks, search engine, menu bar and links.							
• uses the Internet as a research tool.							
C. evaluates and selects information sources and digital tools based on the appropriateness to specific tasks.	Evaluation				I	R	
• discusses websites for content, bias, appropriateness.							
D. processes data and report results.	Process					I	
• discusses websites for content, bias, appropriateness.							
							2 hours total

Standard 4 – **Critical Thinking, Problem Solving, and Decision Making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. identifies and defines authentic problems and significant questions for investigation.	Comprehension			I	R	R	
B. plans and manages activities to develop a solution or complete a project.	Synthesis				I	R	
C. collects and analyzes data to identify solutions and/or make informed decisions.	Evaluation				I	R	
D. uses multiple processes and diverse perspectives to explore alternative solutions.	Synthesis					I	
E. uses Star Math/Reading to test skills 3-5 times a year	Evaluation	I	R	R	R	R	5 hours
F. utilizes Success Maker to assess/teach math/reading skills individually	Application	25	20	15	10	10	10 Hrs per gr.

Standard 5 – **Digital Citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. advocates and practices safe, legal, and responsible use of information and technology. • follows the Districts Guidelines for the use of technology. • recognizes and understands the copyright icons, trade icons, and site resources. • practices security/safety measures when accessing the network.	Comprehension		I	R	M	M	
B. exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity. • respects others' ideas and information. • works cooperatively with peers using the computers. • discusses communication with others using email.	Applications		I	R	M	M	
C. demonstrates personal responsibility for lifelong learning. • maintains clean hands when using the computer. • leaves the computer and workspace in a neat fashion for the next user. • understands the copyright policy, citations, and plagiarism. • uses the internet as a curriculum research tool	Evaluations	I	I	R	M	M	
D. exhibits leadership for digital citizenship. • works cooperatively with peers using the computers. • discusses websites for content, bias, appropriateness, etc.	Evaluations		I	R	M	M	
							2 hours

Standard 6 – **Technology Operations and Concepts**: Students demonstrate a sound understanding of technology concepts, systems, and operations.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. understands and uses technology systems. • identifies and names the parts of the computer such as CPU, monitor, printer, mouse, and keyboard. • interacts with programs using keyboard and mouse. • demonstrates start, shutdown, and restart computer • works with windows, icons, and menus/ close, drag, resize, and scroll. • communicates about technology using developmentally appropriate and accurate terminology.	Analysis	I	I/R	M	M	M	
B. selects and uses applications effectively and productively. • interacts with programs using keyboard and mouse. • demonstrates start, shutdown, and restart computer • works with windows, icons, and menus/ close, drag, resize, and scroll. • communicates about technology using developmentally appropriate and	Application	I	I	12	12	12	Hrs per gr

accurate terminology. • prints documents • identifies/types letters and numbers on keyboard • identifies and utilizes home row. • practices formal keyboarding instructions (Keyboarding for Kids) • uses special keys: delete, shift, caps lock, space bar, arrow keys, tab, and return/enter • knows keyboard shortcuts for menu commands • uses quotation mark, comma, exclamation, apostrophe, colon, semi-colon • saves and retrieves a file.							
C. troubleshooting applications.	Analysis	I	R	R	R	R	
D. transfers current knowledge to learning of new technologies. • knows keyboard shortcuts for menu commands	Synthesis			I	R	R	
							12 hours

Grade: 6th **Course:** Keyboarding

District Adopted Materials: Keyboarding Training Software, Office Word Processing Software, Online Keyboarding Software. Currently using: Microsoft Office, Mavis Beacon Teaches Typing, Internet Explorer

Standard 2: The student who is information literate evaluates information critically and competently.
- Indicator 4: Selects information appropriate to the problem or question at hand

Standard 3: The student who is information literate uses information accurately and creatively
- Indicator 2: Integrates new information into one's own knowledge
- Indicator 3: Applies information to critical thinking and problem solving
- Indicator 4: Produces and communicates information and ideas in appropriate formats

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.
- Indicator 2: Designs, develops, and evaluates information products and solutions related to personal interests

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- Indicator 3: Develops creative products in a variety of formats

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology
- Indicator 2: Respects intellectual property rights

Standard 9: Shares knowledge and information with others
- Indicator 1: Shares knowledge and information with others
- Indicator 4: Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

Standard 10: Basic operations and concepts
- Indicator 2: Students are proficient in the use of technology

Standard 12: Technology productivity tools
- Indicator 1: students use technology tools to enhance learning, increase productivity, and promote creativity
- Indicator 2: students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works

Standard 2: The student who is information literate evaluates information critically and competently.

Indicators The student...	Blooms	Strand	Sequence	Teaching Time
☐ Selects information appropriate to the problem or question at hand	applying	2.4	I R	3

Standard 3: The student who is information literate uses information accurately and creatively

Indicators The student...	Blooms	Strand	Sequence	Teaching Time
☐ Integrates new information into one's own knowledge	Analyzing	3.2	I R M	3
☐ Applies information to critical thinking and problem solving	Applying	3.3	I R	6
☐ Produces and communicates information and ideas in appropriate formats	Applying	3.4	I R	1

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Indicators The student...	Blooms	Strand	Sequence	Teaching Time
☐ Designs, develops, and evaluates information products and solutions related to personal interests	Creating	4.2	R	1

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Indicators The student...	Blooms	Strand	Sequence	Teaching Time
☐ Develops creative products in a variety of formats	Creating	5.3	I R	4

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology

Indicators The student...	Blooms	Strand	Sequence	Teaching Time
☐ Respects intellectual property rights	Applying	8.2	I	1

Standard 9: Shares knowledge and information with others

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Shares knowledge and information with others	**Evaluating**	**9.1**	**I**	**1**
☐ Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions	Analyzing	9.4	R	5

Standard 10: Basic operations and concepts

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Students demonstrate a sound understanding of the nature and operation of technology system.	Applying	10.1	I R	2
☐ Students are proficient in the use of technology	Creating	10.2	I R M	20

Standard 12: Technology productivity tools

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Students use technology tools to enhance learning, increase productivity, and promote creativity	Creating	12.1	I R	3
☐ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works	Evaluating	12.2	I R	5

Standard 13: Technology communications tools

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences	Creating	13.1	I	5

I=Introduce
R=Review
M=Mastery
S=Support (Future class support) ie. Future Computers/Tech (9-12)

Grade: 7th - 8th **Course:** Computers 1

District Adopted Materials: **Microsoft Office software package, graphic organizer software program, web design software, internet browsers, currently using: MS Word, Excel, PowerPoint, Inspiration, Kompozer, Internet Explorer**

Standard 2: The student who is information literate evaluates information critically and competently

Indicator 1: Determines accuracy, relevance, and comprehensiveness
Indicator 4: Selects information appropriate to the problem or question at hand

Standard 3: The student who is information literate uses information accurately and creatively

Indicator 2: Integrates new information into one's own knowledge
Indicator 3: Applies information to critical thinking and problem solving
Indicator 4: Produces and communicates information and ideas in appropriate formats

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Indicator 2: Designs, develops, and evaluates information products and solutions related to personal interests

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups and to pursue and generate information.

Indicator 4: Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

Standard 10: Basic operations and concepts

Indicator 1: students demonstrate a sound understanding of the nature and operation of technology system.

Standard 13: Technology communications tools

Indicator 2: students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

Standard 14: Technology research tools

Indicator 2: students use technology tools to process data and report results

Standard 15: Technology problem-solving and decision-making tools

Indicator 1: students use technology resources for solving problems and making informed decisions

Standard 2: The student who is information literate evaluates information critically and competently

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Determines accuracy, relevance, and comprehensiveness	Evaluating	2.1	R	1
☐ Selects information appropriate to the problem or question at hand	Analyzing	2.4	R	1

Standard 3: The student who is information literate uses information accurately and creatively

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Integrates new information into one's own knowledge	Analyzing	3.2	I, R	6
☐ Applies information to critical thinking and problem solving	Creating	3.3	I, R, M	19
☐ Produces and communicates information and ideas in appropriate formats	Analyzing	3.4	R, M	3

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Designs, develops, and evaluates information products and solutions related to personal interests	Applying	4.2	R	5

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups and to pursue and generate information.

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions	Creating	9.4	R	1

Standard 10: Basic operations and concepts

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Students demonstrate a sound understanding of the nature and operation of technology system.	Applying	10.2	I	1

Standard 13: Technology communications tools

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ students use a variety of media and formats to communicate information and ideas effectively to multiple audiences	Creating	13.2	I, R, M	11

Standard 14: Technology research tools

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ students use technology tools to process data and report results	Evaluating	14.2	I, R, M	11

Standard 15: Technology problem-solving and decision-making tools

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ students use technology resources for solving problems and making informed decisions	Creating	15.1	R	1

Grade: 7th-8th **Course:** Computers 2

District Adopted Materials: Database Software, Media Creation Software, Photo Editing Software, Animation Software, Video Editing Software. Currently using: MSWorks, Acid Music, Photoshop Elements, Cool3D, Ulead Video Studio

Standard 1: The student who is information literate accesses information efficiently and effectively.
Indicator 5: Develops and uses successful strategies for locating information follow throughout

Standard 3: The student who is information literate uses information accurately and creatively
Indicator 1: Organizes information for practical application
Indicator 3: Applies information to critical thinking and problem solving
Indicator 4: Produces and communicates information and ideas in appropriate formats

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
Indicator 2: Derives meaning from information presented creatively in a variety of formats
Indicator 3: Develops creative products in a variety of formats

Standard 9: Shares knowledge and information with others
Indicator 4: Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

Standard 10: Basic operations and concepts
Indicator 2: Students are proficient in the use of technology

Standard 12: Technology productivity tools
Indicator 1: students use technology tools to enhance learning, increase productivity, and promote creativity
Indicator 2: students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works

Standard 13: Technology communications tools
Indicator 2: students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

Standard 1: The student who is information literate accesses information efficiently and effectively.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Develops and uses successful strategies for locating information follow through	Applying	1.5	R	2

Standard 3: The student who is information literate uses information accurately and creatively

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching**

				Time
☐ Organizes information for practical application	Analyzing	3.1	R	2
☐ Applies information to critical thinking and problem solving	Applying	3.3	RM	4
☐ Produces and communicates information and ideas in appropriate formats	Applying	3.4	I	2

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Derives meaning from information presented creatively in a variety of formats	Evaluating	5.2	RM	3
☐ Develops creative products in a variety of formats	Creating	5.3	RM	9

Standard 9: Shares knowledge and information with others

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions	Analyzing	9.4	RM	3

Standard 10: Basic operations and concepts

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Students are proficient in the use of technology	Creating	10.2	RM	7

Standard 12: Technology productivity tools

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Students use technology tools to enhance learning, increase productivity, and promote creativity	Creating	12.1	RM	7
☐ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works	Evaluating	12.2	RM	5

Standard 13: Technology communications tools

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences	Creating	13.2	RM	6

I=Introduce
R=Review
M=Mastery
S=Support (Future class support) ie. Future Computers/Tech (9-12)

Grade: 9 **Course:** Computer Applications I

District Adopted Materials: Office 2007: Introductory Concepts and Techniques; Thomson Course Technology, 2008.

Standard 1: Computer Literacy
Benchmark 1: To operate and navigate computer systems and hardware

Standard 2: Word Processing Applications
Benchmark 1: Creating and Editing a Word Document--Flyer
Benchmark 2: Creating a Research Paper
Benchmark 3: Creating a Cover Letter, Resume and Using Templates

Standard 3: Presentation Applications
Benchmark 1: Creating and Editing a Presentation
Benchmark 2: Using Illustrations and Shapes in a Presentation
Benchmark 3: Preparing and Making Effective Oral Presentations

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Define terms related to hardware and software systems	Knowledge		I	.5
☐ Identify the major components of hardware systems	Knowledge		I	.5
☐ Manage files (naming, sorting, deleting directories/folders)	Application		M	.5
☐ Access online help	Application		M	.5
☐ Use My Computer to locate a specific file or folder	Application		M	.5
☐ Use folders to organize a disk (including creating a new folder and copying files)	Application		M	1
☐ Identify major uses of word processing	Analysis		M	1
☐ Create word processing documents (flyers, letterheads, letters, resumes, reports, memos, etc.)	Application		M	28
☐ Enhance documents (line spacing, bold, underline, italics, justification, fonts, size of characters, font colors, background colors, paragraph spacing, borders, shading, graphics)	Application		M	
☐ Use the sort feature	Application		M	.5
☐ Modify and arrange graphics (change colors, textwrap, etc.)	Application		M	1
☐ Design and create publications (flyers, letters, reports, brochures)	Application		M	
☐ Access a blank presentation template or a design template	Application		M	.5
☐ Add text inside and outside of placeholders in a presentation	Application		M	5
☐ Insert and edit a table in a presentation	Application		M	.5
☐ Insert and modify images on a presentation slide	Application		M	1
☐ List and utilize the views in PowerPoint; describe the features of each view	Analysis		M	.5

☐ Change, arrange, move, and resize objects on a slide to increase visual appeal	Evaluation		M	2
☐ Change the presentation's design template (color, spacing, bullets, headers/footers, borders, etc.)	Application		M	1
☐ Apply transitions, animations, and timings to a presentation	Application		M	2
☐ Write speaker notes to be given with an oral presentation	Application		M	2
☐ Print slides in a variety of formats	Application		M	.5
☐ Evaluate slides for readability, consistency, and simplicity	Evaluation		M	1
☐ Manipulate the presentation software to create a seamless performance	Synthesis		M	2

Grade: 9 **Course:** Keyboarding/Business Technology

District Adopted Materials: Keyboarding I Information processing, Southwestern Publishing, 1997.

Standard 1: Computer Literacy
- Benchmark 1: To operate and navigate a personal computer
- Benchmark 2: To identify and operate auxiliary/peripheral devices of a computer

Standard 2: Keyboarding Skills
- Benchmark 1: Develop proper techniques for all key reaches
- Benchmark 2: Develop proper technique for 10-key keypad
- Benchmark 3: Demonstrate proficiency in basic text formatting
- Benchmark 4: Demonstrate proper usage of text entry features

Standard 3: Document Processing
- Benchmark 1: Key and format business documents

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Will perform power up and power down procedures.	Application		M	.5
☐ Respond to operating system dialogue	Analysis		R	.5
☐ Name, save, and retrieve files to/from various locations	Application		M	.5
☐ Print documents using various print options	Analysis		M	.5
☐ Proofread to produced error-free documents	Evaluation		R	5
☐ Use the proper techniques for all key reaches (including numerics)	Application		M	11
☐ Use caps lock, bold, underline, italics, center, flush right, tabs, etc.)	Application		M	2
☐ Use deletion, temporary margins, hanging indent, headers, footers, etc.)	Application		M	1
☐ Key memorandums in Formal and Simlified styles	Application		M	2
☐ Key letters in personal and business formats on plain and letterhead paper	Application		M	3
☐ Key envelopes using latest address styles recommended by postal officials	Application		M	1
☐ Key reports using footnotes, endnotes, and textual citation formats	Application		M	3
☐ Key tabular material with leaders, boxes, rulings, and other special features	Application		M	3