

Cayuse Prairie School Technology Plan 2014-2019

I. Needs Statement

Cayuse Prairie is a rural elementary school which is making an effort to incorporate technology K-8th grade. The school has a wide range of teachers with varying teaching experience. Each staff member is embracing technology at his/her comfort level. All classes K-4 have structured technology classes to teach basic technology skills. Grades 5-8 technology skills are incorporated into their day to day lessons with the help of 1:1 Chromebooks for each student. The problems the district faces are: 1) to continue to update hardware and software appropriately and when needed; 2) to provide ongoing training to teachers to maximize integration of technology in the classroom, along with providing training for Google Applications, the student management system, district software for reporting; and 3) to put a stronger emphasis to integrate that technology into the curriculum and student products.

(Note: A district inventory and replacement schedule is listed in Appendix A and a district workshop listing in Appendix B)

II. Goals, Objectives & Strategies

Goal 1: Update and maintain hardware, software, speed connectivity, and provide individual classrooms, the library, and the labs access internet tool and information technology.

Objective 1: Improve the infrastructure connectivity to increase speed and access to the internet.

Strategy: As we move to a wireless environment our infrastructure will need to be upgraded from 100 MB/s to 1 G/s. Access points and switches will have to handle State testing requirements, along with migration to Google Apps for Education (GAFE)

Objective 2: Purchase and install appropriate hardware and software

Strategy: Grant monies have enabled us to launch 1:1 in the middle school. Each teacher will be given a laptop with a student management system. Because students are doing more collaboration and accessing curriculum via the internet teachers will be able to monitor student activity.

Every classroom uses a document camera and ipad to project lessons and instructional materials. Aged projectors will be replaced with Epson 95 or the equivalent, and be wireless connection capable (Apple TV or C2G).

Objective 3: Develop internet use and data interpretation skills.

Strategy: The Technology, Instructions and Assessment (TIA) committee, comprised of the tech facilitator, the superintendent, the district clerk, one board member, a parent and 4 teachers will meet yearly to review the district's hardware and software needs

and budget. The district's technology plan will be revised each summer to reflect the identified needs and projected available budget.

Objective 4: Improve communication between parents and school using technology tools.

Strategy: Upgrade Alert Now system to Connect 5. This upgrade allows for communication by phone and text messaging.

Family Link access is given to every parent with internet capabilities to stay abreast of their student's grades and progress.

GAFE will allow absent students to access their work from home.

Objective 5: Stay abreast of new technology and applications.

Strategy: Staff will be instructed in new tech. applications through professional development opportunities.

Objective 6: Provide a safe internet environment for district students and personnel.

Strategy: The district will continue to access and install adequate, up to date filtering hardware and software to limit student access or exposure to inappropriate matter on the web. Student e-mail accounts will be strictly monitored and only established on a yearly basis for teacher/student communication. All students and parents will be given copies of the district Internet Policy Agreement on a yearly basis to read and sign. The district has implemented strict policies regarding cyber-bullying. Staff and students are continuing to receive training identifying patterns and/or trends that put our students at risk.

Goal 2: All students will have a working knowledge of technology and information literacy skills.

Objective 1: Students will meet grade level competencies following our Five Year Plan Goals and state benchmarks.

Strategy: Teachers will assess each student's growth by using a district technology objectives. Accommodations will be made for individual student needs.

Objective 2: Provide elective classes that promote technological workplace skills.

Strategy: Our world is ever changing. We will provide classes such as video production, coding, web building, robotics, etc., to help engage middle school students in real world applications of technology.

Goal 3: All teachers and appropriate staff will use technology effectively.

Objective 1: The district will continually redefine staff needs and provide appropriate professional development opportunities.

Strategy: Staff will be surveyed each year in order to determine general areas of competency and areas that continue to need more instruction. Workshops are scheduled for the following year incorporating that information along with needs that come with upgraded platforms in hardware, new management software, and new curriculum

software. Ongoing professional development will be provided to staff with information on new technology tools and products and on integrating curriculum and technology.

Objective 2: Teachers will be able to use technology effectively to help students achieve high academic standards.

Strategy: Assessment programs such as Study Island and DIBELS will be used to pinpoint individual student strengths and needs. Technology programs are used to individualize instruction and content. Incorporation of technology-based projects that enhance self-paced learning will be used. Specialized technology software to address high needs students with disabilities is utilized in the Resource Room and by individual teachers. The district will actively seek internet-based resources to help teachers supplement the curriculum. Development of state data warehousing ability has allowed the district to track student achievement and help pinpoint any areas for intervention.

Objective 3: Technology will be integrated into all curriculum areas.

Strategy: The staff will incorporate technology as a research tool, productivity tool, and communication tool to support and enhance the curriculum. Cross-curriculum assignments can be used to individualize student assignments.

Objective 4: Teachers will use technology to assess student progress.

Strategy: IXL Math & ELA, Read Naturally, DIBELS, Study island and keyboard testing programs are already in place to use technology to assess student progress. The district will actively seek any additional technology to help its students and the district reach Montana Standards.

Goal 4: Actively coordinate resources to provide technology.

Objective 1: Utilize existing funding and coordinate funding sources.

Strategy: Collaboration will happen between administration, the technology committee to examine federal, state and regular budgeted funds for technology uses. The Board of Trustees will request local technology levies to help support the technology plan as needed.

Objective 2: Pursue partnerships with local agencies, businesses and education institutions.

Strategy: Continue with the partnership formed with OPI for surplus hardware. We will continue to actively seek other partnerships that would be beneficial to the district. The district will also continue to seek federal, state or local grants to help fund the technology plan. Cayuse Prairie School will join cooperative and state technology purchasing groups.

Objective 3: Maintain a technology committee to provide leadership and assess changing needs.

Strategy: Maintain a core group consisting of a board member, administration, clerk, and technology facilitator along with a rotating group of teachers and parents to

provide leadership in assessing changing needs of the district. The technology committee will make recommendations for annual technology plan revisions.

Goal 5: The district will involve the local community in its technology plan.

Objective 1: The district will provide better communications to the community.

Strategy: The district provides parent-available grades, attendance and discipline reports through the School Master program. Cayuse Prairie School will continue to provide an informational web page for the community which includes the school's yearly calendar, a weekly newsletter, staff and school information, special events and notices, etc. The site is continually upgraded to provide the parents and community with more information concerning the district.

III. Evaluation Process

Evaluation will be ongoing for both implementation of the technology plan as a whole and for informal and formal staff and student evaluations of programs and workshops. Administrator informal evaluations with students, staff, and parents will be conducted each school year. More formal evaluations in the following areas will also be done annually:

A. Staff Assessment: Staff assessment is done with a Google Form questionnaire yearly. Staff professional development evaluation forms are also used.

B. Student Assessment: Each grade level has technology objectives that will be assessed using standards based grading scale.

C. Technology Plan Review: The technology committee will make recommendations for technology plan revisions and updates yearly using student/parent/teacher recommendations and information received from professional development. The administration will take those recommendations to the Board of Trustees annually concerning proposed revisions.

D. Hardware & Software: The technology facilitator and the tech service person will jointly do annual evaluations on existing hardware and software and utilized donations to determine life expectancy and help to determine meeting district needs. The evaluations will be completed before spring budgets are set. Recommendations for new technology will also be made to the technology committee.

Appendix B
Professional Development Schedule
Title Year Frequency

Northwest Regional Tech Conference	2014	As budget allows
New Tech Equipment	2014	Annually
Keyboarding Software	2014	As Needed
Schoolmaster	2014	Annually
Study Island/Education City	2014	As Needed
DIBELS	2014	As Needed
GIS - GPS	2014	Year 2
AVAYA Phone System	2010	As Needed
i Works	2014	As Needed
GAFE-Google Apps for Education	2014	As Needed
Google Chrome OS	2014	As Needed
Windows 8	2014	As Needed
Interwrite White Board	2014	As Needed
Teacher Web Page Development	2014	Annually
Connect 5 (Alert Now)	2014	As Needed

Tech Inventory

computers	speed	year	notes		
3 Mac Book Pro	i3	2014			
25 Dell Lptps	Celeron 2.0	2005	not in use		
25 Tosiba laptops	Core 2	2010			
1 office (HP)	i5	2012			
1 Secretary (Bytespeed)	i5	2012			
1 office	Core2	2009	Back desk		
7 Dell desktop	Pentium D	donated			
8 Dell laptops	Core 2	donated			
112 Acer C720 Chromebook	NA	2014			
26 Ipad2 tablets	NA	2012			
4 Surface2 tablets	?	2013			
1Mac mini server	Inel I7	2013			
1 Byte speed server	2.4GHZ C2Xeon	2010			
30 Alpha Smart	NA	2002	Not in use		
1 bytespeed laptop	i3				
15 Mac Mini's	core2 2.2GHZ	2009			
20 Mac Mini's	core2 2.4GHZ	2010			
10 Mac Mini's	Core 2 2.4 GHZ	2011			
3 Mac Mini's	i3 2.3Ghz	2012			
1 bytespeed laptop	i3	2010			
1 Hp laptop	Core 2	2010			
3 Lenovo desktops	Core 2	donated			
Switches	Size				
3 TP link Gigabit	24 port	2014			
1 Dlink 10/100	24port	2008			
1 Sonic Wall Net filter	4port	2006			

The1 air ports		2008			
2 Air ports		2010			
sd2 air port		2011			
1 air port		2012			
3 Air port extreme Peripherals		2014			
55 LCD Monitors	17Inch	donated			
2 monitors LCD	15 inch	2011			
3 UPS	NA	2012			
1 Scanner/printer	NA	2006	Clerk		
1laser printers	Hp 3015	2011			
Color laser printer	2600n	2006			
Laser printer	HP 2025	2006			
Laser Printer	HP 2055	2005			
Laser Printer	HP 2035	2008			
1 Copier	NA	2006			
2 Copiers	NA	2011			
1 Color inkjet printer	HP 8500	2010			
1 Color lazer printers	Hp 2600n	2006			
1 Data Fax	Brother	2011			
1 digital projector		2002			
4 digital projector	EPSON	2 in2006 2in 2007			
9 document camera Elmo	Elmo	2007			
3 Hoover cam doc camera	Hoover cam	2012			
1 digital camera	Lumix	2007			

2 digital cameras	Lumix	2010			
1 DVI video camera	Cannon	2006			
1 Sony digital video camera		2013	donated		
10 TV's	21 inch	2000	not in use		
1 flat screen TV	27 inch	2012			
4 Flat screen TV	25 inch	2011			
2 Flat bed Scanners		Donated			
3 VCR		2000			
3 TV	27 inch	donated			
1 DVD Recorder		2005			
7 VCR/DVD		2007			

These expectations may change as Montana standards for Technology are modified or adopted by this school or by state direction.

Cayuse Prairie School's Technology Grade Descriptors

Kindergarten

By the end of Kindergarten, students will be able to:

Outcome 1

- Use and control of mouse or pointer device
- Turn computers and other devices on/off
- Have introductory understanding of placement of letters on keyboard
- Identify keyboard, mouse, monitor, printer, etc.
- Demonstrate good form in keyboarding (Body Posture)
- Launch and quit applications and documents

Outcome 2

- Show respect for privacy and ownership
- Demonstrate proper care of equipment, software, by not having food or drink near.
- Share ideas and skills related to technology with others

Outcome 3

- Use problem solving and critical thinking software programs like ixl.com

Grade 1

By the end of First grade, students will be able to:

Outcome 1

- Use and control of mouse or pointer device
- Turn computers and other devices on/off
- Have introductory understanding of placement of letters on keyboard
- Identify keyboard, mouse, monitor, printer, desktop, USB devices, CD-ROM/DVD, etc.
- Demonstrate good form in keyboarding
- Understand and use the shift, delete, and backspace keys
- Launch and quit applications and documents
- Log in and out without assistance

Outcome 2

- Show respect for privacy and ownership
- Demonstrate proper care of equipment, software, by not having food or drink nearby.
- Share ideas and skills related to technology with others

Outcome 3

- Use problem solving and critical thinking software programs like ixl.com
- Use word processing software to create simple documents

- Have an introductory understanding of managing documents (saving, copying, opening, printing) and changing fonts and type size
- Do basic editing with assistance
- Access the internet

Grade 2

By the end of Second grade, students will be able to:

Outcome 1

- Use and control of mouse or pointer device
- Turn computers and other devices on/off
- Locate placement of letters on keyboard
- Identify keyboard, mouse, monitor, printer, desktop, USB devices, CD-ROM, etc.
- Demonstrate good form in keyboarding
- Launch and quit applications and documents
- Use audio and video devices as appropriate for projects
- Locate and access computer directories
- Verbalize the process of using a specific application

Outcome 2

- Show respect for privacy and ownership
- Share ideas and skills related to technology with others
- Demonstrate proper care of equipment, software, by not having food or drink near, and always grounding oneself before touching the computer, etc

Outcome 3

- Use problem solving and critical thinking software programs like ixl and enchanted learning.com
- Begin to use word processing software to create simple documents with these specifics:

1. Create and save (caps, tab, home, end, file, save, save-as)
2. Editing (insert, delete, highlight, undo, redo)
3. Managing Documents (copying, opening, printing)
4. Changing Fonts (Font, Typeface, Type Size)
5. Multiple Page Documents (Page Breaks, Page Layout)

- Create a slideshow with assistance
- Do basic editing with assistance
- Access the internet
- Have introductory use of a web browser with these specifics:

1. Basic understanding what the internet is
2. Be familiar with internet terms i.e. browser, taskbar, search engine, smart searches techniques
3. Understanding of Address Bar and its uses
4. Able to maneuver pages (back, forward, page)
5. Introduce the concept of electronic intellectual property
6. Use different browsers
7. Gather information using smart search techniques (search engines)

Grade 3

By the end of Third grade, students will:

Outcome 1

- Use and control of mouse or pointer device
- Turn computers and other devices on/off
- Master placement of letters on keyboard and type 5-10 words correct per minute (wpm) with correct fingering for high use keys
- Master identification of keyboard, mouse, monitor, printer, etc.
- Demonstrate good form and accuracy in keyboarding
- Master launching and quitting of applications and documents
- Use audio and video devices as appropriate for projects
- Locate and access computer directories
- Verbalize the process of using a specific application
- Troubleshoot computer problems with the direction of the teacher

Outcome 2

- Show respect for privacy and ownership
- Share ideas and skills related to technology with others
- Begin to acknowledge/ reference the work of others
- Demonstrate compliance with Acceptable Use Policy
- Begin to describe personal consequences of inappropriate use of technology and information
- Demonstrate proper care of equipment, software, etc
- Recognize and respond appropriately to material or messages that are inappropriate or potentially compromise their safety.

Outcome 3 / 4

- Use problem solving and critical thinking software programs like ixl and ?
- Use word processing software to create formatted documents with these specifics:

1. Editing a Document (Inserting, Deleting, Highlighting, Undo, Redo, Line Spacing)
2. Using Writing Tools (Spell-check, Grammar Check, Thesaurus, Word Count, Find & Replace)
3. Merging Documents (Blocks of Text, Cutting and Pasting Between Windows)
4. Enhancing & Manipulating Documents (Borders, Clip Art, Draw, Word Art)
5. Cut & Paste from Internet
6. Create and manipulate multi-page documents (page breaks, hard return, zoom in/out, page setup, etc.)

- Use desktop publishing to create text and graphics
- Have introductory use of spreadsheets to organize and analyze information
- Have introductory use of multimedia authoring to create presentations
- Have introductory use of a web browser

Outcome 5 / 6

- Demonstrate search strategies for finding information.

- Begin to use electronic library tools

Grade 4

By the end of Fourth grade, students will:

Outcome 1

- Master placement of letters on keyboard including special keys (shift, tab, etc.)
- Demonstrate good form and accuracy in keyboarding with 10-15 wpm with correct fingering
- Use audio and video devices as appropriate for projects
- Locate and access computer directories in both mac and pc platforms
- Locate and access network directories
- Begin to move between active applications
- Master verbalization of process of using a specific application
- Troubleshoot computer problems with the direction of the teacher
- Begin to use Google docs as a source for storing electronic work

Outcome 2

- Share ideas and skills related to technology with others
- Acknowledge/ reference the work of others
- Demonstrate compliance with Acceptable Use Policy
- Demonstrate proper care of equipment, software, etc
- Describe personal consequences of inappropriate use of technology and information
- Explain and use accepted rules of netiquette when communicating with others
- Recognize and respond appropriately to material or messages that are inappropriate or potentially compromise their safety.
- Discuss basic issues related to responsible use of technology and information.

Outcome 3 / 4

- Use problem solving and critical thinking software programs like ixl.com
- Begin to save work in different formats so it can be worked on using other programs like Pages or MS word
- Use word processing software to create formatted documents using these specifics:

1. Spell-check, Grammar Check, Thesaurus, Word Count, Find & Replace
2. Manipulating Tabs (on the Ruler, visually aligning columns, formatting text into columns)
3. Create and manipulate multi-page documents (page breaks, hard return, zoom in/out, page setup, etc.)
4. Ability to Merge documents (blocks of texts to one document, cutting, copying and pasting between windows/applications)
5. Ability to enhance and manipulate documents (borders, clip art, draw, word art, tool bars)

- Introduce creating folders for different uses and save to these folders
- Use i photo or picassa to create text and graphics doing these skills:

1. able to manipulate graphic without distorting the image
2. able to compress the graphic in physical size and storage space used

3. copy & paste images & text, knowing copyright issues from internet and other sources

4. digital camera for taking pictures

5. multimedia software to make a presentation

- Use spreadsheets to organize and analyze information

- Use multimedia authoring to create presentations using these specifics:

1. Set up one and two color backgrounds

2. Set up preset backgrounds

3. Set up pattern and texture backgrounds

4. Set up clip art animation

5. Set up slide transition

6. Import Graphics from outside sources including the internet
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7. Present an animated slide show with an educational topic

- Use a web browser independently to navigate and use educational resources on the internet
- Introduce use of web page/sites to explore and complete projects.
- Begin to use hyperlinks in CD's and web pages
- Reinforce use of email (teacher-directed, group/class account)
- Reinforce use of electronic library tools

Outcome 5 / 6

- Begin to compare results from two or more search resources.
- Demonstrate initial search strategies for finding information.
- Compare results from two or more search resources with teacher direction
- Evaluate information gathered from the Internet for accuracy, relevance, appropriateness, and date of posting, with teacher direction.
- Explain initial concept of network connectivity
- Discuss common uses of technology in daily life and the advantages and disadvantages it provides.
- Use web search resources and strategies to gather relevant information
- Analyze and evaluate resources on the internet for credibility and accuracy

Grade 5

By the end of Fifth grade, students will:

Outcome 1

- Demonstrate good form and accuracy in keyboarding with 15-20 wpm with correct fingering
- Use audio and video devices as appropriate for projects
- Locate and access computer directories both local and network
- Move between active applications
- Explain initial concept of network connectivity
- Do advanced troubleshooting under the direction of the teacher

- Discuss common uses of technology in daily life and the advantages and disadvantages it provides.

Outcome 2

- Share ideas and skills related to technology with others working collaboratively
- Acknowledge/ reference the work of others
- Demonstrate compliance with Acceptable Use Policy
- Demonstrate proper care of equipment, software, etc
- Describe personal consequences of inappropriate use of technology and information
- Explain and use accepted rules of netiquette when communicating with others
- Recognize and respond appropriately to material or messages that are inappropriate or potentially compromise their safety.
- Discuss basic issues related to responsible use of technology and information.

Outcome 3 / 4

- Reinforce use of problem solving and critical thinking software programs
- Reinforce saving documents in different formats to allow editing or working on them in different Applications like Pages or MS Word
- Reinforce use of word processing software to create formatted documents using these specifics:

1. Spell-check, Grammar Check, Thesaurus, Word Count, Find & Replace, hyperlinks columns, print preview, etc.
2. Creating Indexes (Table of Contents, Index, Table of Figures, Appendices, Bibliography)
3. Creating Charts (Creating, Moving, Sizing, Charting Data, Pie, Graph/Bar Graph)
4. Create and manipulate multi-page documents (page breaks, hard return, zoom in/out, page setup, etc.)
5. Ability to Merge documents (blocks of texts to one document, cutting, copying and pasting between windows/applications)
6. Ability to enhance and manipulate documents (borders, clip art, draw, word art picture boxes, text boxes, and tool bars)

- Reinforce creating folders for different uses and save to these folders
- Reinforce use of desktop publishing to create text and graphics. Photos, clip art, etc. using these specifics:

1. able to manipulate graphic without distorting the image
2. able to compress the graphic in physical size and storage space used
3. copy & paste images & text, knowing copyright issues
4. digital camera for taking pictures

- Reinforce use of spreadsheets to organize and analyze information and create graphs
- Reinforce use of multimedia authoring to create presentations like slide shows with these specifics:

1. Set up one and two color backgrounds
2. Set up preset backgrounds
3. Set up pattern and texture backgrounds
4. Set up word art animation
5. Set up text animation
6. Set up clip art animation

7. Set up slide transition
8. Import Graphics from outside sources including the internet
9. Present an animated slide show with an educational topic

- Master use of web browser (forward, back, refresh, entering URL's, etc.)
- Use a web browser independently to navigate and use educational resources on the internet
- Introduce creation of hyperlinks within a document
- Reinforce use of web pages/sites to explore and complete projects.

Outcome 5 / 6

- Master initial search strategies for finding information.
- Master use of email (teacher-directed, group/class account)
- Use electronic library tools
- Use hyperlinks in CD's and web pages
- Use web search resources and strategies to gather relevant information
- Begin to publish products or solutions using multimedia and/or website appropriate.
- Begin to determine when a project may be enhanced by using technology
- Begin to discriminate between internet, email, and other technologies with teacher direction
- Compare and evaluate information from two or more sources gathered from the Internet for accuracy, credibility, relevance, appropriateness, and date of posting, with teacher direction.

Grade 6

By the end of Sixth grade, students will:

Outcome 1

- Demonstrate good form and accuracy in keyboarding 20-25 wpm with correct fingering
- Master use of audio and video devices as appropriate for projects
- Master ability to locate and access computer directories
- Master ability to move between active applications
- Explain initial concept of network connectivity
- Begin to explain the concept of networking including the Internet and simple network architecture
- Discuss common uses of technology in daily life and the advantages and disadvantages it provides
- Troubleshoot computer problems with the direction of the teacher

Outcome 2

- Master acknowledgement/ referencing the work of others
- Master compliance with Acceptable Use Policy
- Describe personal consequences of inappropriate use of technology and information
- Explain and use accepted rules of netiquette when communicating with others
- Demonstrate proper care of equipment, software, etc
- Recognize and respond appropriately to material or messages that are inappropriate or potentially compromise their safety.
- Discuss basic issues related to responsible use of technology and information.
- Share ideas and skills related to technology with others

Outcome 3 / 4

- Master use of hyperlinks in CD's and web pages.
- Master saving documents in different formats to allow editing or working on them in different applications like Pages or MS Word
- Master use of word processing software to create formatted documents using these specifics:

1. Spell-check, Grammar Check, Thesaurus, Word Count, Find & Replace, hyperlinks columns, print preview, etc.
2. Creating Indexes (Table of Contents, Index, Table of Figures, Appendices, Bibliography)
3. Creating Charts (Creating, Moving, Sizing, Charting Data, Pie, Graph/Bar Graph)
4. Create and manipulate multi-page documents (page breaks, hard return, zoom in/out, page setup, etc.)
5. Ability to Merge documents (blocks of texts to one document, cutting, copying and pasting between windows/applications)
6. Ability to enhance and manipulate documents (borders, clip art, draw, word art picture boxes, text boxes, and tool bars)

- Reinforce use of desktop publishing to create text and graphics using these specifics:

1. manipulate graphic without distorting the image
compress the graphic in physical size and storage space used
copy & paste images & text, knowing copyright issues
a digital camera for taking pictures
multimedia software

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- Reinforce use of spreadsheets to organize and analyze information using these specifics:

1. Select cells
Enter Texts
Enter Numbers
Calculate a sum
Use the fill handle to copy a cell to adjacent cells
Formatting
Use the name box to select a cells
Add charts to the worksheet
Save a workbook
Print the worksheet
Auto Calculate
Correct Errors (formula)
Use functions in application
Change the widths of columns and heights of rows
Preview and print selected sheets in a workbook

- Reinforce use of multimedia authoring to create presentations
- Use a web browser independently to navigate and use educational resources on the internet
- Reinforce creation of simple hyperlinks within a document
- Reinforce use of web pages/sites to explore and complete projects.

- Reinforce use of problem solving and critical thinking software programs like Ixl.com
- Master use of email (teacher-directed, group/class account)

Outcome 5 / 6

- Use electronic library tools
- Use web search resources and strategies to gather relevant information
- Reinforce web search strategies to gather relevant information.
- Publish products or solutions using multimedia and/or website appropriate.
- Determine when a project may be enhanced by using technology
- Discriminate between internet, email, and other technologies with teacher direction
- Select appropriate search resources and software programs for the intended purpose
- Compare and evaluate information from two or more sources gathered from the Internet for accuracy, credibility, relevance, appropriateness, and date of posting, with teacher direction.

Grade 7

By the end of Seventh grade, students will:

Outcome 1

- Demonstrate good form and accuracy in keyboarding 25-30 wpm with correct fingering
- Master use of audio and video devices as appropriate for projects
- Master ability to locate and access computer directories
- Master ability to move between active applications
- Explain initial concept of network connectivity
- Explain the concept of networking including the Internet and simple network architecture
- Begin to demonstrate an understanding of concepts underlying hardware, software, and connectivity
- Discuss common uses of technology in daily life and the advantages and disadvantages it provides

Outcome 2

- Master acknowledgement/ referencing the work of others
- Master compliance with Acceptable Use Policy
- Describe personal consequences of inappropriate use of technology and information
- Master and use accepted rules of netiquette when communicating with others
- Describe personal safety rules in Social networking
- Master proper care of equipment, software, etc
- Recognize and respond appropriately to material or messages that are inappropriate or potentially compromise their safety.
- Discuss basic issues related to responsible use of technology and information.
- Share ideas and skills related to technology with others

Outcome 3 / 4

- Master use of word processing software to create formatted documents
- Reinforce use of software to create text and graphics
- Reinforce use of databases and spreadsheets to organize and analyze information
- reinforce the use of video editing software to create simple video projects
- Reinforce use of multimedia authoring to create presentations

- Use a web browser independently to navigate and use educational resources on the internet
- Master creation of simple hyperlinks within a document
- Master use of hyperlinks in CD's and web pages.
- Reinforce use of web pages/sites to explore and complete projects.
- Construct simple webpages
- Master use of email (teacher-directed, group/class account)
- Reinforce use of problem solving and critical thinking software programs
- Use web based communication tools under teacher supervision

Outcome 5 / 6

- Use electronic library tools
- Use web search resources and strategies to gather relevant information
- Master web search strategies to gather relevant information.
- Publish products or solutions using multimedia and/or website appropriate.
- Determine when a project may be enhanced by using technology
- Discriminate between internet, email, and other technologies with teacher direction
- Select appropriate search resources and software programs for the intended purpose
- Analyze and evaluate resources on the internet for credibility and accuracy
- Compare results from two or more search resources with teacher direction
- Evaluate information gathered from the Internet for accuracy, relevance, appropriateness, and date of posting, with teacher direction.
- Compare results from two or more search resources

Grade 8

By the end of Eighth grade, students will:

Outcome 1

- Demonstrate good form and accuracy in keyboarding 30+ wpm accurately
- Master use of audio and video devices as appropriate for projects
- Master ability to locate and access computer directories
- Master ability to move between active applications
- Master saving work to all locations; portable(usb), local, network, and cloud
- Master ability to move and store work on local drives, network drives, and cloud storage
- Explain initial concept of network connectivity
- Explain the concept of networking including the Internet, cloud computing, and simple network architecture
- Demonstrate an understanding of concepts underlying hardware, software, and connectivity
- Discuss common uses of technology in daily life and the advantages and disadvantages it provides

Outcome 2

- Master acknowledgement/ referencing the work of others
- Master compliance with Acceptable Use Policy
- Describe personal consequences of inappropriate use of technology and information

- Master and use accepted rules of netiquette when communicating with others
- Explain and demonstrate safe practices regarding social networking
- Master proper care of equipment, software, etc
- Recognize and respond appropriately to material or messages that are inappropriate or potentially compromise their safety.
- Discuss basic issues related to responsible use of technology and information.
- Share ideas and skills related to technology with others

Outcome 3 / 4

- Master use of word processing software to create formatted documents
- Master use of desktop publishing to create text and graphics
- Master use of databases and spreadsheets to organize and analyze information
- Master use of multimedia authoring to create presentations
- Use a web browser independently to navigate and use educational resources on the internet
- Master creation of simple hyperlinks within a document
- Master use of hyperlinks in CD's and web pages.
- Reinforce use of web pages/sites to explore and complete projects.
- Construct simple webpages
- Master use of email (teacher-directed, group/class account)
- Use problem solving and critical thinking software programs
- Use web based communication tools under teacher supervision

Outcome 5 / 6

- Use electronic library tools
- Use web search resources and strategies to gather relevant information
- Master web search strategies to gather relevant information.
- Publish products or solutions using multimedia and/or website appropriate.
- Determine when a project may be enhanced by using technology
- Discriminate between internet, email, and other technologies with teacher direction
- Select appropriate search resources and software programs for the intended purpose
- Analyze and evaluate resources on the internet for credibility and accuracy
- Evaluate appropriate use of internet and traditional sources
- Compare results from two or more search resources with teacher direction
- Evaluate information gathered from the Internet for accuracy, relevance, appropriateness, and date of posting, with teacher direction.
- Compare results from two or more search resources