

Red Hill CUSD #10

Technology Curriculum

February 2012

THE BIG IDEA

The Red Hill School District Technology Curriculum is designed to promote technological and information literacy as well as critical thinking, problem-solving, and decision-making skills necessary for all individuals to compete in our ever-changing global economy. The curriculum will enhance students' conceptual understanding, procedural knowledge, and problem solving skills in technology including its nature, impact, along with social, ethical, and human aspects.

Recognizing that technology is multi-disciplinary by nature and has applications in any environment, our curriculum seeks to promote academic success by embedding technology tools and applications into the teaching and learning process rather than attempting to teach skills in isolation. This will enable students including those that have special needs to develop technology skills in a wide-range of contexts while simultaneously strengthening understanding of essential academic knowledge and skills. This real-world approach allows classroom teachers to enhance the learning process, enrich the academic experience, and bestow students with the skills necessary to succeed throughout life. Students become active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world.

Technology Curriculum

Goal and Objectives

Goal: Every student will be technologically literate, as defined in the ISTE NETS and Performance Indicators for Students, by grade 8 and will refine skills in grades 9-12.

Objectives (by Grade Level)

Students will...

Kindergarten:

K.1 ...have an awareness of computer components and basic computer operations

K.2 ...be aware of the Internet as a source for information and communication

K.3 ...be introduced to Internet Safety rules

K.4 ...be introduced to iPods and iPads

Grade 1:

1.1 ...name computer components and execute basic computer operations

1.2 ...be exposed to the Internet as a source for information and communication through teacher modeling

1.3 ...be aware of Internet Safety rules

1.4 ...be introduced to Flip cameras and digital cameras

1.5 ...be able to find and open apps on iPods and iPads

Grade 2:

2.1 ...begin to use the computer as a word processor and be exposed to proper keyboarding techniques

2.2 ...use the Internet as a resource for information under teacher direction

2.3 ...contribute to curriculum-based technology projects

2.4 ...use the Mimio or Smartboard to manipulate items on board

2.5 ...be able to create projects using different types of technology

2.6 ...be able to communicate about technology

Grade 3:

- 3.1 ...type edit and alter a word processing document
- 3.2 ...use the Internet as a resource for information
- 3.3 ...use technology for solving problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives
- 3.4 ...be introduced to the term copyright and issues surrounding it, as well as acceptable uses of technology
- 3.5 ...be introduced to the spreadsheet environment
- 3.6 ...be able to discuss the uses and advantages/disadvantages of technology
- 3.7 ...be able to communicate about Internet Safety

Grade 4:

- 4.1 ...use word processing/proper keyboarding techniques to aid in specific tasks and be able to produce a fully edited, spell checked, finished piece
- 4.2 ...use the internet as a resource for information
- 4.3 ...will use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives
- 4.4 ...follow copyright laws and policies concerning acceptable use
- 4.5 ...be introduced to the concept and use of a database
- 4.6 ...be introduced to the spreadsheet environment
- 4.7 ...choose the technology most appropriate to solve problems and tasks
- 4.8 ...use digital tools to create projects – Digital Camera's, Video Camera's, iPods, iPads

Grade 5:

- 5.1 ...use word processing/proper keyboarding techniques to aid in specific tasks and be able to produce a fully-edited, spell checked, finished piece
- 5.2 ...use the Internet as a resource for information
- 5.3 ...use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives

- 5.4 ...follow copyright laws and policies concerning acceptable use
- 5.5 ...use databases to aid in completing specific tasks
- 5.6 ...use spreadsheets to aid in completing specific tasks
- 5.7 ...choose the technology most appropriate to solve problems and tasks
- 5.8 ...collaborate using technology
- 5.9 ...present final project to class using technology

Grade 6:

- 6.1 ...use word processing/proper keyboarding techniques to aid in specific tasks and be able to produce a fully edited, spell-checked, grammar-checked finished piece.
- 6.2 ...use the Internet as a resource for information
- 6.3 ...use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives
- 6.4 ...follow copyright laws and policies concerning acceptable use
- 6.5 ...use databases to complete specific tasks
- 6.6 ...use spreadsheets to aid in completing specific tasks and analyze data
- 6.7 ...choose the technology most appropriate to solve complex problems and multilevel tasks
- 6.8 ...use technology to present completed project to class
- 6.9 ...start learning digital media troubleshooting skills
- 6.10 ..collaborate using technology

Grade 7:

- 7.1 ...use word processing /proper keyboarding techniques to aid in specific tasks and be able to produce a fully-edited, spell checked, grammar checked finished piece
- 7.2 ...use the Internet as a resource for information
- 7.3 ...use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives
- 7.4 ...follow copyright laws and policies concerning acceptable use

7.5 ...use databases to complete specific tasks

7.6 ...use spreadsheets to aid in completing specific tasks and analyze data

7.7 ...choose the technology most appropriate to solve complex problems and multilevel tasks

7.8 ...use troubleshooting skills to determine source of problem having with digital media

7.9 ...collaborate using technology

Grade 8:

8.1 ...use word processing /proper keyboarding techniques to aid in specific tasks and be able to produce a fully-edited, spell checked, grammar checked finished piece

8.2 ...use the Internet as a resource for information

8.3 ...use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives

8.4 ...follow copyright laws and policies concerning acceptable use

8.5 ...use databases to complete specific tasks

8.6 ...use spreadsheets to aid in completing specific tasks and analyze data

8.7 ...choose the technology most appropriate to solve complex problems and multilevel tasks

8.8 ...use troubleshooting skills to determine source of problem having with digital media

8.9 ...investigate the history of various technologies; research and assess the impacts of technology on individuals, society, and the environment; investigate the interactive and dynamic relationship between people and technology; and to apply technological knowledge and use systems and tools to solve practical problems.

8.9 ...collaborate using technology

High School:

HS.1 ...use all the knowledge and skills learned in previous grades and be able to do advanced word processing tasks

HS.2 ...use all the knowledge and skills learned in previous grades and be able to do advanced database skills

HS.3 ...use all the knowledge and skills learned in previous grades and be able to do the following advanced technological skills

HS.4 ...follow copyright laws and policies concerning acceptable use

HS.5 ...be offered technology courses

HS.6 ...choose the technology most appropriate to solve complex problems and multilevel tasks

HS.7 ...engage in activities that require them to investigate the history of various technologies; research and assess the impacts of technology on individuals, society, and the environment; investigate the interactive and dynamic relationship between people and technology; and to apply technological knowledge and use systems and tools to solve practical problems

HS.8 ...receive technology literacy instruction integrated across the curriculum

HS.9 ...present project to class using technology

HS.10 ..evaluate life long learning

HS.11 ..use troubleshooting skills to determine source of problem with digital media

HS.12 ..collaborate using technology