

## Objective of This Document

As with any Curriculum GUIDE the document presented here is meant to be used by the teacher as a tool, a roadmap if you will. It is realized that every school in the Peoria Diocese is a unique entity unto itself. Some schools might have the resources to accomplish all of the points presented to the maximum level stated. Others, on the other hand, might be limited in their ability to do so due to the lack of equipment to accomplish a high level of proficiency. That is why the document is a “Guide”. All schools are expected to follow the guide as best they can to afford the students entrusted to them as much of the knowledge as possible.

The teacher is provided with the tools. How those tools are used is the responsibility of the individual teacher. They are the ones “on the front line”; they are the ones that best know what to use and how to use it.

The committee has attempted to collect those idea tools that could be used by the classroom teacher to best accomplish those goals set forth in the guide while engaging the students.

Accomplishing the goals of the guide the teacher will be effective. Accomplishing the goals of the guide within the parameters at their disposal and the teacher will be efficient as well as effective; “The Biggest Bang for the Buck”. In these days of limited funding, amiable attributes to say the least.

## Technology Curriculum Philosophy

The Catholic Diocese of Peoria Technology Curriculum Committee believes that the Technology Curriculum should be an integrated, interdisciplinary program that is effective, challenging, and engaging.

Specifically we believe that

- Access to all current technology is a powerful tool for research and communication. Furthermore, the skillful, responsible and ethical use of technology can be seen as the defining hallmark for success in the 21<sup>st</sup> century.
- Use of relevant and authentic student technological experience through an interdisciplinary approach will engage students of all ability levels and learning styles.
- Student ownership in technology provides a means for fostering and facilitating life-long learning.

The committee further holds that the effective use of educational technology will accomplish, to varying degrees, the following points in students and teachers:

- Encourage and provide the atmosphere for the creation of multiple strategies for effective instruction.
- Requires equal access to state-of –the-art facilities, resources and materials
- Foster and support learning, build self-confidence, and inspire creativity and self-expression
- Is to be found in every area of the curricula of the school
- Enables teachers to customize the curriculum to accommodate a variety of learning styles and ability levels
- Empowers students to access information which, in turn, can be analyzed, evaluated, and applied to specific missions
- Fosters higher order thinking skills such as problem solving, the forming of value judgments, and critical thinking
- Encourages cooperation, communication, and collaboration between school, home, and the world
- Allows the extension of learning beyond the walls of the class room and school day

In addition to the aforementioned point, the committee strongly feels that the presentation and use of technological concepts must be addressed in light of those Catholic Virtues held as vital to our faith.

## Standard 7: Curriculum Integration

When ideas/concepts are introduced

<b>Students will use technology to support all curricular areas.</b>	K	1	2	3	4	5	6	7	8
Use software which emphasized problem solving strategies	X								
Use software designed to promote creative thinking	X								
Use software for drill and practice	X								
Use simulation software		X							
Use software which develops writing skills		X							
Create graphics		X							
Create original text			X						
Practice problem solving strategies and creative thinking skills					X				
Create text documents					X				
Create text documents with graphics							X		
Create databases, spreadsheets and graphs							X		





DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Kindergarten</b>			
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify major hardware components (e.g., computer, monitor, mouse/trackpad, and keyboard)	<i>I</i>	Focus Respect Gentleness
	1.a.2 Recognize button and icons used to operate programs (e.g., print, save, back)	<i>I</i>	
	1.a.3 Demonstrate proper care of hardware components (e.g., refrains from touching computer screen; keeps computer area free from food and drink)	<i>I</i>	
	1. a.4 Use appropriate technology vocabulary (see appendix).	<i>I</i>	
<b>b. Students are proficient in the use of technology</b>	1. b.1 Use the mouse/track pad to open an application, make a choice or activate a link (e.g., click, double click, press, drag and release).	<i>I/D</i>	Determination Patience
	1.b.2 Use the keyboard to type letters and numbers (e.g., shift, enter, ESC, return, arrows, letters, numbers, spacebar, delete, control, option and command [Apple Alt], right and left side of keyboard)	<i>I/D</i>	
	1.b.3 Practice good body position	<i>I/D</i>	
	1.b.4 Log onto appropriate network	<i>I</i>	
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2. a.1 Recognize that people use computers to work, learn, communicate and play.	<i>I</i>	Thankfulness
	<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Demonstrate appropriate use of computers	<i>I</i>
2.b.2 Discuss the need for responsible uses of computers (e.g., the Diocese of Peoria acceptable use policy)		<i>I</i>	
2. b.3 Demonstrate respect for the work of others.		<i>I</i>	
2.b.4 Discuss ownership of created works as a class/group		<i>I</i>	
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Identify how technology influences work and play	<i>I</i>	Patience Responsibility
	2.c.2 Identify technology resources in the community to further life long learning (e.g., library, museums)	<i>I</i>	
<b>Standard 3</b>	<b>Technology productivity tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processor/graphic organizer for learning tasks (teache software; e.g., Kidspiration, KidPix, Word, Apple Works)	<i>I</i>	Curiosity Spontaneity
	3.a.2 Use word processor with assistance	<i>I</i>	
	3.a.3 Use basic drawing tools with assistance	<i>I</i>	
	3.a.4 Use multimedia devices with assistance (see appendix)	<i>I</i>	

<b>Standard 3</b>	Technology productivity tools	Scope	Virtue
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Produce a project, with assistance, using appropriate technology tools (e.g., create pictures, charts, slideshows, videos)	/	Industry Peace Reliability
<b>Standard 4</b>	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 As a group, e-mail to collect information and share ideas (teacher use of telecommunication tools) 4. a.2 Use technology to communicate safely and securely.	/ /	Responsibility Honesty Sincerity
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Identify media formats to share ideas and information to a local and global audience (e.g., text, images, audio and video)	/	Discretion Flexibility
<b>Standard 5</b>	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity 5.a.2 Use teacher-selected Internet resources/information to discuss ownership of creative works of individuals/groups/companies as a class activity	/ /	Caution Trustworthiness
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Use graphs/charts, with assistance, to represent ideas (e.g., Graph Club, Excel; teacher models) 5.b.2 Use graphic organizers to demonstrate/represent ideas (teacher models)	/ /	Creativity Curiosity
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select resources for gathering, sorting and reporting information (teacher )	/	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology to gather, organize, illustrate and review information to solve basic problems (teacher models tools for sequencing, matching, sorting, critical thinking; e.g., Kidspiration, Graph Club, KidPix) 6.a.2 Select technology tools and resources to address a variety of tasks and problems (teacher )	/	Reliability Courage

<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Select technology tools and/or resources to solve a problem/task (teacher models; e.g., writing tools, digital cameras, puzzles)	<i>I</i>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use software which emphasizes problem solving strategies 7.a.2 Use software designed to promote creative thinking 7.a.3 Use software for drill and practice		Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: First Grade</b>			
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify major hardware components and describe their functions (e.g., CPU, monitor, keyboard, disk drive, printer, mouse/trackpad)	<i>I/D</i>	Focus Respect Gentleness
	1.a.2 Recognize buttons and icons used to operate programs (e.g., printer, disk, speaker, camera)	<i>I/D</i>	
	1. a.3 Demonstrate proper care of hardware components (e.g., refrains from touching computer screen; keeps computer area free from food and drink).	<i>D</i>	
	1.a.4 Use appropriate grade level technology vocabulary (e.g., see appendix)	<i>D</i>	
<b>b. Students are proficient in the use of technology</b>	1.b.1 Distinguish left and right side of the keyboard	<i>I</i>	Determination Patience
	1.b.2 Practice use of both hands to type words and phrases	<i>I/D</i>	
	1.b.3 Practice correct body position	<i>I/D</i>	
	1.b.4 Use special keys where applicable (i.e., shift, enter, ESC, return, arrows, letters, numbers, spacebar, delete, control, option, and command [Apple, Alt])	<i>I/D</i>	
	1.b.5 Use mouse to click, double click, and press, drag, release	<i>I/D</i>	
	1.b.6 Log onto appropriate network	<i>D</i>	
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2. a.1 Identify ways that people use computers to work. Learn. Communicate and play	<i>D</i>	Thankfulness
	<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Demonstrate appropriate use of computers in the classroom and the community 2. b.2 Discuss ownership of computer-created work while recognizing the rights of ownership of computer-created work of others.	<i>D</i> <i>D</i>
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Describe how technology influences work and play	<i>D</i>	Patience Responsibility
	2.c.2 Describe technology resources in the community to further life long learning (e.g., library, museums)	<i>D</i>	
<b>Standard 3</b>	<b>Technology productivity tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processor/graphic organizer for learning tasks (teacher models, software; e.g. Kidspiration, KidPix)	<i>D</i>	Curiosity Spontaneity
	3.a.2 Create and revise a document with assistance and age appropriate software	<i>I</i>	
	3.a.3 Create single/multiple slide presentations using text and graphics (teacher models)	<i>I</i>	
	3.a.4 Use basic drawing tools	<i>D</i>	
	3.a.5 Use multimedia device with assistance (see appendix)	<i>D</i>	

<b>Standard 3 Continued</b>	Technology productivity tools	Scope	Virtue
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Produce a project, with assistance, using appropriate technology tools (e.g., create pictures, charts, slideshows, videos)	<i>I/D</i>	Industry Peace Reliability
<b>Standard 4</b>	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 Use e-mail, as a group, to collect information and share ideas (teacher models use of telecommunication tools) 4.a.2 Use technology to communicate safely and securely	<i>I/D</i> <i>I/D</i>	Responsibility Honesty Sincerity
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Select media formats, with assistance, to share ideas and information to a local audience (e.g., text, images, audio and video)	<i>I</i>	Discretion Flexibility
<b>Standard 5</b>	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5. a.1 Explore Internet resources and information using teacher-created bookmarks/favorites and discuss the variety and types of information found as a class activity. 5.a.2 Use teacher-selected Internet resources/information to identify, discuss, and chart elements that make an online resource useful, appropriate, and safe as a class		Caution Trustworthiness
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Use graphs/charts, with assistance, to represent ideas (e.g., Graph Club, Excel) 5.b.2 Use graphic organizers, with assistance, to demonstrate/represent ideas (e.g., Kidspiration)	<i>I/D</i> <i>I/D</i>	Creativity Curiosity
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select resources for gathering, sorting and reporting information (teacher models)	<i>I/D</i>	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology to gather, organize, illustrate and review information to solve basic problems (teacher models tools for sequencing, matching, sorting, critical thinking; e.g., Kidspiration, Graph Club, KidPix, Timeliner) 6.a.2 Select technology tools and resources to address a variety of tasks and problems (teache )	<i>I/D</i> <i>I/D</i>	Reliability Courage

<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Select technology tools and/or resources to solve a problem/task (teacher models; e.g., writing tools, digital cameras, puzzles, Internet)	<b><i>I/D</i></b>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software 7.a.2 Use software which emphasizes problem solving strategies 7.a.3 Use software designed to promote creative thinking 7.a.4 Use software which develops writing skills 7.a.5 Use software for drill and practice 7.a.6 Create graphics		Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Second Grade</b>			
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify major hardware components and describe their functions (e.g., CPU, monitor, keyboard, disk drive, printer, mouse/trackpad)	<i>I/D</i>	Focus Respect Gentleness
	1.a.2 Recognize buttons and icons used to operate programs e.g., printer, disk speaker, camera)	<i>I/D</i> <i>I/D</i>	
	1.a.3 Demonstrate proper care of computer hardware, software, peripherals and storage media (e.g., refrains from touching computer screen; keeps computer area free from food and drink)	<i>I/D</i>	
	1.a.4 Use appropriate grade level technology vocabulary (see appendix)		
<b>b. Students are proficient in the use of technology</b>	1.b.1 Use basic commands, with assistance, to save, print and locate files/folders	<i>I/D</i>	Determination Patience
	1.b.2 Demonstrate appropriate computer operation (e.g., startup the computer, locate applications, choose icons to select, open, save, print and close files and shut down the computer, monitor and printer)	<i>I/D</i>	
	1.b.3 Distinguish left and right side of the keyboard		
	1.b.4 Practice correct body position and both hands while typing	<i>I/D</i>	
	1.b.5 Use special keys where applicable (e.g., shift, enter, ESC, return, arrows, letters, numbers, spacebar, delete, control, option, and command [Apple, Alt])	<i>I/D</i>	
	1.b.6 Use the mouse to click, double click, and press, drag, release	<i>I/D</i>	
	1.b.7 Log onto the appropriate network	<i>I/D</i> <i>M</i>	
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2.a.1 Identify advantages and disadvantages of using computers to work, learn, communicate and play	<i>I/D</i>	Thankfulness
	2.a.2 Recognize that copyright affects how one can use technology systems, information and software resources	<i>I</i>	
<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Describe acceptable and unacceptable uses of computers around the world	<i>I</i>	Respect
	2.b.2 Practice responsible use of computers and discuss consequences for inappropriate use (discuss the Diocese Acceptable Use Policy (AUP))	<i>I/D</i>	
	2.b.3 Identify and discuss appropriate and safe behaviors online	<i>I/D</i>	
	2.b.4 Recognize the individual's rights of ownership of created works and computer-generated works	<i>I/D</i>	
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Explain how technology influences work and play	<i>I/D</i>	Patience Responsibility
	2.c.2 Explain how technology resources in the community further life long learning (e.g., library, museums)	<i>I/D</i>	

Standard 3	Technology productivity tools	Scope	Virtue
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processor/graphic organizer for learning tasks (teacher models software; e.g., Kidspiration, KidPix)	<i>D</i>	Curiosity Spontaneity
	3.a.2 Create and revise a document	<i>D</i>	
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.a.3 Use basic drawing tools to illustrate an idea	<i>D</i>	Industry Peace Reliability
	3.a.4 Use standard formatting toolbars	<i>I</i>	
	3.a.5 Use multimedia devices (see appendix)	<i>D</i>	
	3.a.6 Create single/multiple slide presentations using text and graphics	<i>I/D</i>	
3.b.1 Construct and/or demonstrate with other students a project using appropriate technology tools, with assistance as needed (e.g., create pictures, charts, slideshows, videos)	<i>I/D</i>		
Standard 4	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1	<i>D</i>	Responsibility Honesty Sincerity
	4.a.2 Discuss appropriate actions for safety and securely using communication tools		
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Select media formats to share ideas and information to a local and global audience (e.g., text, images, audio and video)	<i>D</i>	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Identify terms/concepts (e.g., online, browser, navigation, resources, web address, webpage, web links)	<i>I/D</i>	Caution Trustworthines s
	5. a.2 Identify responsible and safe online behavior and discuss why it is important.	<i>I/D</i>	
	5. a.3 Identify online resources as the work of individuals/groups/companies and discuss why citing resources is necessary.	<i>I/D</i>	
	5. a.4 Identify and discuss telecommunications/Internet as a tool for communication and collaboration as a class.	<i>I/D</i>	
	5. a.5 Use teacher-selected Internet resources as a class/group.	<i>I/D</i>	
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Use graphs/charts, with assistance, to represent ideas (e.g., Graph Club, Excel)	<i>D</i>	Creativity Curiosity
	5.b.2 Use graphic organizers, wit assistance to demonstrate/represent ideas	<i>D</i>	
	5.b.3 use existing databases to find and sort information (teache using dictionary, phone directory)	<i>I</i>	

<b>Standard 5 Continued</b>	Technology research tools	Scope	Virtue
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select, with assistance, resources for gathering, sorting and reporting information 5.c.2 Explain resources selected for an assigned task (teacher )	<b>D</b> <b>D</b>	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology to gather, organize, illustrate and review information to solve basic problems (teacher tools for sequencing, matching, sorting, critical thinking, concept mapping; e.g., Kidspiration, Graph Club, KidPix, Timeliner) 6.a.2 Select technology tools and resources to address a variety of tasks and problems (teacher )	<b>I/D</b> <b>D</b>	Reliability Courage
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Select technology tools and/or resources to solve a problem/task (teacher models; e.g., writing tools, digital cameras, logical thinking programs)	<b>I/D</b>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software 7.a.2 Use software which emphasizes problem solving strategies 7.a.3 Use software designed to promote creative thinking 7.a.4 Use software which develops writing skills 7.a.5 Use software for drill and practice 7.a.6 Create graphics 7.a.7 Create original graphics		Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Third Grade</b>			
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify and use appropriate grade level technology vocabulary (see appendix) 1.a.2 Demonstrate proper care of computer hardware, software, peripherals, and storage media	<i>I/D</i> <i>D/M</i>	Focus Respect Gentleness
<b>b. Students are proficient in the use of technology</b>	1.b.1 Use the basic commands to save, print, locate, and open files/folders 1.b.2 Use correct hand position and appropriate posture for keyboarding (home row keys introduced) 1.b.3 Use keyboard to input text 1.b.4 Log onto the appropriate network	<i>D/M</i> <i>I/D</i> <i>I/D</i> <i>M</i>	Determination Patience
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2.a.1 Identify advantages and disadvantages of use of technology 2.a.2 Recognize how technology affects daily life, one's future and career options 2.a.3 Recognize the importance of giving credit to a source when using electronic data	<i>D</i> <i>I/D</i> <i>I</i>	Thankfulness
<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Practice safety when communicating via the Internet (e.g., personal information, privacy, security, password) 2.b.2 Apply guidelines of Diocese AUP to use technology systems 2.b.3 Practice responsible use of computers and identify consequences for inappropriate use (e.g., software piracy, electronic privacy, downloads, copyrights)	<i>I/D</i> <i>I/D</i> <i>D</i>	Respect
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Identify the benefits of using technology to communicate and/or collaborate with others (e.g., school, community, world) 2.c.2 Identify advantages of using technology to increase productivity (e.g., ATM,; calculator and online shopping)	<i>I/D</i> <i>I/D</i>	Patience Responsibility
<b>Standard 3</b>	<b>Technology productivity tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processor/graphic organizer for learning tasks 3.a.2 Use standard formatting toolbars (e.g., spell check, font, size, color, style) 3.a.3 Use appropriate punctuation (e.g., no space before comma, single space after punctuation) 3.a.4 Format page layout(e.g., text alignment, margins) Create single/multiple presentations using text and graphics 3.a.5 Use paint and draw tools to select and manipulate objects/graphics (e.g., rotate, stretch, shrink, group, duplicate)	<i>D</i> <i>I/D</i> <i>I/D</i> <i>I/D</i> <i>I/D</i>	Curiosity Spontaneity

Standard 3.a Continued	Technology productivity tools	Scope	Virtue
	3.a.6 Take, use and manipulate digital images 3.a.7 Understand layout elements of a spreadsheet (e.g., row, column, cell) 3.a.8 Create a chart, with assistance, (e.g., spreadsheet, graphing software) 3.a.9 Use multimedia device to tell stories, record events and/or deliver information (see appendix) 3.a.10 Insert/Import an image with assistance (e.g., clipart, CD, Internet, photo)	<i>I/D</i> <i>I/D</i> <i>I/D</i> <i>I/D</i> <i>I/D</i>	Curiosity Spontaneity
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Plan, construct and/or demonstrate with other students a project using appropriate technology tools (e.g., create pictures, charts, slideshows, videos)	<i>I/D</i>	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 As a group, e-mail to collect information and share ideas (teacher models use of telecommunication tools, web pages) 4.a.2 Describe appropriate actions for safely and securely using communications tools	<i>D</i> <i>D</i>	Responsibility Honesty Sincerity
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Use, with assistance, media formats to share ideas and information to a local and global audience (e.g., text, images, audio and video) 4. b.2 Create and edit products, with assistance, to communicate information and ideas. (e.g., presentations, web pages) 4.b.3 Use elements and principles of design for presentations (teacher models use of background, white space, font size, sound effects)	<i>I</i> <i>I</i> <i>I</i>	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Use a web browser to navigate the internet (e.g., forward, back, hyperlink, home, bookmarks) 5.a.2 Use basic web browsing vocabulary (see appendix) 5.a.3 Identify keywords for electronic searches and determine relevancy (teacher models appropriate search strategies) 5.a.4 Use electronic resources to gather information (e.g., CD-ROM, DVD, Internet and video) 5.a.5 Use prepared links to gather information from electronic resources	<i>D/M</i> <i>I/D</i> <i>D</i> <i>D</i> <i>D</i>	Caution Trustworthiness
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Use graphs/charts to represent ideas 5.b.2 Use graphic organizers to demonstrate/represent ideas 5.b.3 Use existing databases to find and sort information (e.g., electronic library catalog, dictionary, encyclopedia, phone directory)	<i>D</i> <i>D</i> <i>I/D</i>	Creativity Curiosity

<b>Standard 5 Continued</b>	Technology research tools	Scope	Virtue
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select resources for gathering, sorting, and reporting information 5.c.2 Explain resources selected for an assigned task	<b>D</b> <b>D</b>	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology tools, with assistance, to plan, gather, organize, synthesize, present, and evaluate information to solve a problem (e.g., graphic organizer, chart, graph, word processor, timeline, slideshow)	<b>D</b>	Reliability Courage
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Select technology tools and/or resources, with assistance, to address and solve a problem/task (e.g., writing tools, digital cameras, Internet, logical thinking programs)	<b>D</b>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software 7.a.2 Use software which emphasizes problem solving strategies 7.a.3 Use software designed to promote creative thinking 7.a.4 Use software which develops writing skills 7.a.5 Use software for drill and practice 7.a.6 Create graphics 7.a.7 Create original graphics		Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Fourth Grade</b>			
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify and use appropriate grade level technology vocabulary (see appendix)	<b>D/M</b>	Focus Respect Gentleness
	1.a.2 Demonstrate proper care of computer hardware, software, peripherals, and storage media	<b>M</b>	
<b>b. Students are proficient in the use of technology</b>	1.b.1 Use basic commands to save, print, locate and open files/folders from local/external storage devices	<b>M</b>	Determination Patience
	1.b.2 Use home row keys proficiently while practicing correct body posture (introduce remainder of keys and reaches)	<b>D</b>	
	1.b.3 Log onto appropriate network	<b>R</b>	
	1.b.4 Transfer files to different locations (e.g., removable storage media, shared folders)	<b>I/D</b>	
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2.a.1 Identify advantages and disadvantages that technology provides in different cultures	<b>D/M</b>	Thankfulness
	2.a.2 Identify ways that technology affects daily life, one's future and career options	<b>D</b>	
	2.a.3 Identify copyright violations (e.g., music, software piracy, graphics, and text)	<b>I/D</b>	
<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Practice safety when communicating via the Internet (personal information, privacy, security)	<b>D</b>	Respect
	2.b.2 Apply guidelines of Diocese AUP when using technology systems while practicing responsible use of computers and describe consequences for inappropriate use (e.g., software piracy, electronic privacy, downloads, copyrights)	<b>M</b>	
	2.b.3 Practice citing sources when using information or graphics (plagiarism)	<b>D</b>	
	2.b.4 Practice basic netiquette	<b>I/D</b>	
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Describe the benefits of using technology to communicate and/or collaborate with others (e.g., school, community, world)	<b>D</b>	Patience Responsibility
	2.c.2 Describe advantages of using technology to increase productivity (e.g., ATM; calculator, PDA and online shopping)	<b>D</b>	
<b>Standard 3</b>	<b>Technology productivity tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processor/graphic organizer to create, print, and publish a variety of writing types (e.g., reports, letters, poems)	<b>I/D</b>	Curiosity Spontaneity
	3.a.2 Use standard formatting toolbars (e.g., spell check, font, cut, copy, and paste objects and/or text)	<b>D</b>	
	3.a.3 Use appropriate punctuation (e.g., no space before comma, space after punctuation)	<b>D</b>	
	3.a.4 Format page layout (e.g., text alignment, margins)	<b>D</b>	
	3.a.5 Create single and multiple slide presentations using text and graphics (e.g., rotate, stretch, shrink, group, duplicate)	<b>D</b>	
	3.a.6 Use paint and draw tools to select and manipulate objects/graphics (e.g., rotate, stretch, shrink, group, duplicate)	<b>I/D</b>	

<b>Standard 3.a Continued</b>	Technology productivity tools	Scope	Virtue
	3.a.7 Insert/Import an image (e.g., clipart, CD, Internet, photo) 3.a.8 Identify graphic formats (e.g., .bmp, .jpg, .gif, .pict) 3.a.9 Enter data and create a chart with assistance (e.g., spreadsheet, graphing software) 3.a.10 Use multimedia to tell stories, record events and/or deliver information	<i>I/D</i> <i>I</i> <i>I/D</i> <i>I/D</i>	Curiosity Spontaneity
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Identify appropriate technology resources to plan and construct a project with other students (e.g., create pictures, reports, charts, slideshow, newspaper, flyer)	<i>D</i>	Industry Peace Reliability
<b>Standard 4</b>	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 Use e-mail and/or web pages to collect information and share ideas 4.a.2 Use appropriate actions for safely and securely using communication tools 4.a.3 Post product to web environment to gather feedback and/or disseminate information (teacher models use of telecommunication tools; e.g., Global SchoolNet <a href="http://www.gsn.org">www.gsn.org</a> , Landmarks for Schools <a href="http://www.landmark-project.com">www.landmark-project.com</a> , school website)	<i>D</i> <i>D</i> <i>I</i>	Responsibility Honesty Sincerity
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Use media formats to share ideas and information to a local and global audience (e.g., text, images, audio and video) 4. b.2 Create and edit products, with assistance, to communicate information and ideas for intended purpose and target audience. (e.g., presentations, web pages) 4. b.3 Use elements and principles of design for presentations. (with assistance; use of background, white space, font size, sound effects),	<i>D</i> <i>I</i> <i>D</i>	Discretion Flexibility
<b>Standard 5</b>	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Use a web browser to navigate the internet (e.g., hyperlink, home, bookmarks, refresh/reload) 5.a.2 Use basic web browsing vocabulary (see appendix) 5.a.3 Identify keywords and/or subjects for electronic searches and determine relevancy with assistance (appropriate search strategies) 5.a.4 Use electronic resources to gather information (e.g., CD-ROM, DVD, Internet, video, search engine, and online databases) 5.a.5 Use prepared links to gather information from electronic resources 5.a.6 Recognize the domain of a URL as the host of the information (e.g., .gov, .com, .edu, .org) 5.a.7 Identify strategies for evaluating information for accuracy, bias, and truth	<i>M</i> <i>D/M</i> <i>D</i> <i>D</i> <i>I</i> <i>I</i>	Caution Trustworthiness
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Use graphs/charts to represent ideas, calculate results and/or display data (e.g., spreadsheets, databases) 5.b.2 Use graphic organizers to demonstrate/represent ideas 5.b.3 Use existing databases to find and sort information (e.g., electronic library catalog, dictionary, encyclopedia, phone directory)	<i>I</i> <i>D</i> <i>D</i>	Creativity Curiosity

<b>Standard 5 Continued</b>	Technology research tools	Scope	Virtue
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select resources for gathering, sorting, and reporting information 5.c.2 Explain resources selected for an assigned task	<b>D</b> <b>D</b>	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology tools, with assistance as needed, to plan, gather, organize, synthesize, present, and evaluate information to solve a problem (e.g., graphic organizer, chart, graph database, word processor, timeline, slideshow)	<b>D</b>	Reliability Courage
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Select technology tools and/or resources, with assistance, to address and solve a problem (e.g., writing tools, Internet, logical thinking programs)	<b>I/D</b>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software 7.a.2 Practice problem solving strategies and creative thinking skills 7.a.3 Use software which develops writing skills 7.a.4 Use software for drill and practice 7.a.5 Create graphics and text documents 7.a.6 Create original text		Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Fifth Grade</b>			
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify and use appropriate, grade level technology vocabulary (see appendix) 1.a.2 Demonstrate proper care of computer hardware, software, peripherals, and storage media 1.a.3 Introduce basic troubleshooting procedures for common system problems (e.g., teacher models close program, reboot, check connection)	<b>D/M</b> <b>R</b> <b>I</b>	Focus Respect Gentleness
<b>b. Students are proficient in the use of technology</b>	1.b.1 Demonstrate proficiency in file management (e.g., environment, health care, work place, education) 1.b.2 Use keyboarding skills and correct posture (90% accuracy at 15 wpm) 1.b.3 Transfer files to different locations (e.g., removable storage media, shared folders)	<b>D/M</b>  <b>D/M</b> <b>D/M</b>	Determination Patience
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2.a.1 Identify the costs and benefits of using technology (e.g., environment, healthcare, work place, education) 2.a.2 Explain the impact of technology on current and future career opportunities 2.a.3 Practice responsible use of computers and describe consequences for inappropriate use (e.g., software piracy, electronic privacy, downloads, copyrights, viruses, spam)	<b>I</b>  <b>D</b> <b>D/M</b>	Thankfulness
<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Practice safety when communicating via the Internet (e.g., personal information, privacy, security) 2.b.2 Apply guidelines of Diocese AUP for use of technology systems 2.b.3 Cite sources when using information or graphics 2.b.4 Practice basic netiquette	<b>M</b>  <b>R</b> <b>D</b> <b>M</b>	Respect
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Explain advantages of using technology to increase productivity and communication (e.g., ATM; online banking, reservations, and shopping)	<b>D</b>	Patience Responsibility
<b>Standard 3</b>	<b>Technology productivity tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processor/graphic organizer to create, print, and publish a variety of writing types 3.a.2 Use standard formatting toolbars (e.g., spell check, thesaurus, dictionary, font, cut, copy and paste objects and/or text) 3.a.3 Format page layout (e.g., text alignment, margins, headers/footers, page setup) 3.a.4 Use appropriate punctuation (e.g., no space before comma, space after punctuation) 3.a.5 Create single/multiple slide presentations using text and graphics 3.a.6 Use paint and draw tools to select and manipulate objects/graphics (e.g., rotate, stretch, shrink, group, duplicate)	<b>M</b> <b>M</b>  <b>D</b> <b>D/M</b> <b>M</b> <b>D/M</b>	Curiosity Spontaneity

Standard 3.a Continued	Technology productivity tools	Scope	Virtue
	3.a.7 Insert/Import an image (e.g., clipart, CD, Internet, photo) 3.a.8 Describe graphic formats (e.g., .bmp, .jpg, .gif, .pict) 3.a.9 Enter data and create a chart (e.g., spreadsheet, graphing software) 3.a.10 Identify and use multimedia to tell stories, record events and/or deliver information	<i>M</i> <i>D</i> <i>D</i> <i>D</i>	Curiosity Spontaneity
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Use appropriate technology resources to plan/design, construct and/or demonstrate a project with other students (e.g., create pictures, reports, charts, slideshow, newspaper, and flyer)	<i>D</i>	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 Discuss and/or demonstrate appropriate uses of e-mail, list servers, chats, and/or discussion boards to read, send, and post electronic messages (e.g., teacher models experts, authors, peers, e-pals) 4. a.2 Use appropriate actions for safely and securely using communication tools. 4.a.3 Post product to web environment to gather feedback and/or disseminate information (e.g., Global SchoolNet <a href="http://www.gsn.org">www.gsn.org</a> , Landmarks for schools <a href="http://www.landmark-project.comm">www.landmark-project.comm</a> , school website)	<i>I</i>  <i>R</i> <i>D</i>	Responsibility Honesty Sincerity
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Use text, images, audio and video to share ideas and information to a local and global audience 4. b.2 Create and edit products, with assistance, to communicate information and ideas for intended purpose and target audience. (e.g., presentations, web pages) 4.b.3 Use elements and principles of design for multimedia products (e.g., background, white space, font size, sound effects, images, page layout)	<i>D</i> <i>D/M</i> <i>D</i>	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Use a web browser to navigate the Internet (see appendix) 5.a.2 Use basic web browsing vocabulary (see appendix) 5.a.3 Identify keywords and/or subjects for electronic searches and determine relevancy 5.a.4 Use electronic resources to gather information (e.g., CD-ROM, DVD, Internet, video, search engine, and online databases) 5.a.5 Use prepared links to gather information from electronic resources 5.a.6 Use domain of a URL to determine the type of host (e.g., government, education, commercial, military, organization) 5.a.7 Locate the author/creator of a website to determine credibility of the information 5.a.8 Practice strategies for evaluation of information for accuracy, bias, and truth	<i>R</i> <i>D/M</i> <i>M</i> <i>M</i>  <i>M</i> <i>D</i>  <i>I</i> <i>D</i>	Caution Trustworthiness
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Use graphs/charts to represent ideas, calculate results and/or display data (e.g., spreadsheets, databases, timeline) 5.b.2 Use graphic organizers to demonstrate/represent ideas 5.b.3 Create simple database to organize, sort and manage information	<i>D</i>  <i>M</i> <i>I/D</i>	Creativity Curiosity

<b>Standard 5 Continued</b>	Technology research tools	Scope	Virtue
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select resources for gathering, sorting, and reporting information 5.c.2 Explain resources selected for an assigned task	<b>M</b> <b>M</b>	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology tools to plan, gather, organize, synthesize, present, and evaluate information to solve a problem (e.g., graphic organizer, chart, graph, spreadsheet, database, word processor, timeline, slideshow)	<b>D</b>	Reliability Courage
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Select, with assistance, technology tools and/or resources to solve and address a problem/task (e.g., writing tools, Internet, logical thinking programs)	<b>D</b>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software 7.a.2 Practice problem solving strategies and creative thinking skills 7.a.3 Use software which develops writing skills 7.a.4 Use software for drill and practice 7.a.5 Create graphics and text documents 7.a.6 Create original text		Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Sixth Grade</b>					
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>		
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify and use appropriate, grade level technology vocabulary (see appendix)	<b>D/M</b>	Focus Respect Gentleness		
	1.a.2 Identify appropriate use of productivity and multimedia applications (e.g., word processor, spreadsheet, multimedia presentation tools, and multimedia resources)	<b>I/D</b>			
	1.a.3 Introduce basic troubleshooting procedures for common system problems (e.g., teacher models close program, reboot, check connection)	<b>D</b>			
<b>b. Students are proficient in the use of technology</b>	1.a.4 Identify function of components of the computer (e.g., hard disk, RAM, modem, network card, processor)	<b>I</b>	Determination Patience		
	1.b.1 Use touch typing skills and correct posture (90% accuracy at 20 wpm)	<b>D/M</b>			
	1.b.2 Describe and/or demonstrate how to connect and use a variety of media and technology resources (e.g., scanners, digital probes, digital cameras, and video projectors)	<b>I</b>			
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>		
		<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2.a.1 Define ways that technology can positively and negatively impact one’s personal life and future (e.g., career exploration education, entertainment)	<b>D</b>	Thankfulness
			2.a.2 Practice responsible use of computers and explain consequences for inappropriate use (e.g., software piracy, electronic privacy, downloads, copyrights, spam)	<b>M</b>	
2.a.3 Identify the issues and consequences of using copyrighted material (legal uses, gain permission, cite sources)	<b>M</b>				
<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.a.4 Describe ethical and unethical access to information and software stored on a computer system (e.g., someone else’s files, changing data, destroying data)	<b>I</b>	Respect		
	2.a.5 Explain the importance of protecting technology systems (e.g., viruses, spam security)	<b>I</b>			
	2.b.1 Discuss safety when using technology (e.g., secure passwords, PINs, ATM)	<b>R</b>			
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.b.2 Apply guidelines of Diocese AUP when using technology systems	<b>R</b>	Patience Responsibility		
	2.b.3 Practice appropriate netiquette	<b>R</b>			
	2.b.4 Make appropriate and informed choices when accessing electronic information sources	<b>M</b>			
	2.b.5 Use copyrighted materials appropriately and cite when using information or graphics (e.g., legal use, gain permission)	<b>D</b>			
	2.c.1 Discuss how technology can be used to influence audiences (e.g., mass marketing, Internet shopping/advertising, persuading)	<b>D</b>			
	2.c.2 Examine technology resources to identify paths leading to personal/career goals and interests	<b>D</b>			

<b>Standard 3</b>	<b>Technology productivity tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processing applications to create, print, and publish a variety of writing types including stories, poems, reports, letters, and brochures	<b>R</b>	Curiosity Spontaneity
	3.a.2 Edit and proofread document drafts using appropriate tools and functions (thesaurus, dictionary, word count, spell check, grammar check, cut and paste, copy)	<b>M</b>	
	3.a.3 Use templates for newsletters, catalogues, flyers	<b>I</b>	
	3.a.4 Use text wrap with graphics in documents	<b>I</b>	
	3.a.5 Use graphic organizers to organize, brainstorm, and pre-write documents	<b>I/D</b>	
	3.a.6 Use page setup (e.g., landscape, portrait, margins, columns, page size)	<b>M</b>	
	3.a.7 Create a table to organize and display data	<b>I/D</b>	
	3.a.8 Format fonts (e.g., superscript, animations, spacing, styles)	<b>I/D</b>	
	3.a.9 Use a variety of paragraph formats (indentations, line spacing, alignment)	<b>I/D</b>	
	3.a.10 Create multimedia presentation, using text, graphics, music, animations, and transitions	<b>D</b>	
	3.a.11 Insert/Import an image from clipart, CD, or the Internet to enhance a document	<b>R</b>	
	3.a.12 Enter data and create a chart from a simple spreadsheet	<b>M</b>	
	3.a.13 Manipulate a prepared spreadsheet to produce charts/graphs	<b>M</b>	
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Identify and use appropriate technology resources to plan/design, construct and/or demonstrate a project with other students (e.g., produce edited videos, create formatted, multi-page reports, collect, analyze and report data)	<b>M</b>	Industry Peace Reliability
<b>Standard 4</b>	<b>Technology communication tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 Use telecommunications to enhance and support student learning, collaborate, and share ideas (e.g., e-mail, discussion boards, and online collaborative environments)	<b>D</b>	Responsibility Honesty Sincerity
	4.a.2 Describe how to send, receive, reply and attach files to electronic communications in a manner consistent with the Diocese AUP (teacher model)	<b>I</b>	
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Create and edit products to communicate information and ideas for intended purpose and target audience (e.g., presentations, web pages)	<b>R</b>	Discretion Flexibility
	4.b.2 Use elements and principles of design for multimedia products (e.g., background, white space, font size, sound effects, images, page layout)	<b>D/M</b>	
<b>Standard 5</b>	<b>Technology research tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Discuss keyword and search strategies (e.g., Boolean, natural language query to locate information)	<b>I</b>	Caution Trustworthiness
	5.a.2 Search the Internet using appropriate search engine	<b>D</b>	
	5.a.3 Search electronic card catalogs, Virtual Libraries, electronic dictionaries, encyclopedias, and almanacs	<b>R</b>	
	5.a.4 Use the "Find" feature of browsers on long pages of text	<b>I</b>	

<b>Standard 5.a Continued</b>	Technology research tools	Scope	Virtue
	5.a.5 Use domain of a URL to determine the type of host (e.g., government, education, commercial, military, organization) 5.a.6 Use strategies, with assistance to collect and organize resources (e.g., bookmarks, targets, text selection, hot lists) 5.a.7 Locate the author/creator of a website to determine credibility of the information 5.a.8 Summarize information found during an Internet search 5.a.9 Apply strategies for evaluation information for accuracy bias, and truth	<i>M</i> <i>I</i> <i>D</i> <i>I/D</i> <i>D</i>	Caution Trustworthiness
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Copy relevant information into word processing document, with appropriate citing (e.g., notes, images, URLs) 5.b.2 Create simple electronic databases and spreadsheets to organize and analyze information and generate reports	<i>I/D</i> <i>D</i>	Creativity Curiosity
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select and evaluate appropriate technology tools for a given task 5.c.2 Investigate and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information	<i>M</i> <i>I</i>	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Select and use technology tools to plan, gather, organize, synthesize, present and evaluate information to solve a problem	<i>D</i>	Reliability Courage
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Select technology tools and/or resources to solve and address a problem/task (e.g., writing tools, Internet, logical thinking programs)	<i>M</i>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software 7.a.2 Practice problem solving strategies and creative thinking skills 7.a.3 Use software for drill and practice 7.a.4 Create text documents with graphics 7.a.5 Create original text 7.a.6 Create databases, spreadsheets and graphs		Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Seventh Grade</b>			
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify and use appropriate, grade level technology vocabulary (see appendix)	<b>D/M</b>	Focus Respect Gentleness
	1.a.2 Identify computer and hardware components and peripheral devices (e.g., computer hardware; file server, digital camera, scanner)	<b>R</b>	
	1.a.3 Demonstrate proper care of computer hardware, software, peripherals, and storage media	<b>R</b>	
	1.a.4 Identify function of components of the computer (e.g., hard disk, RAM, modem, network card, processor)	<b>D</b>	
<b>b. Students are proficient in the use of technology</b>	1.b.1 Use touch typing skills and correct posture (90% accuracy at 25 wpm)	<b>D/M</b>	Determination Patience
	1.b.2 Demonstrate correct procedures for using menu options and commands in appropriate grade/subject instructional software	<b>R</b>	
	1.b.3 Demonstrate appropriate computer operation (e.g., taskbar, system tray, function keys)	<b>D</b>	
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2.a.1 Define ways that technology can positively and negatively impact one's personal life and future (e.g., career exploration, education, entertainment)	<b>D/M</b>	Thankfulness
	2.a.2 Explain the issues and consequences of using copyrighted material (legal uses, gain permission, cite source)	<b>D</b>	
	2.a.3 Describe the interrelationship between technology and society (e.g., technology changes bring social, political, and economic changes)	<b>D</b>	
	2.a.4 Differentiate between ethical and unethical access to information and software stored on a computer system (e.g., someone else's files, changing data, destroying data)	<b>D</b>	
<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Discuss safety when using technology e.g., online shopping, credit cards, communicating with strangers)	<b>R</b>	Respect
	2.b.2 Use copyrighted materials appropriately (e.g., legal use, cite source, gain permission)	<b>M</b>	
	2.b.3 Practice appropriate netiquette	<b>R</b>	
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Use technology to increase productivity and influence audiences (e.g., personal web sites, multimedia presentations, publications)	<b>R</b>	Patience Responsibility
<b>Standard 3</b>	<b>Technology productivity tools</b>	<b>Scope</b>	<b>Virtue</b>
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Use word processing application for work across the curriculum	<b>R</b>	Curiosity Spontaneity
	3.a.2 Use templates to construct documents (e.g., resume, memos, invoice)	<b>D</b>	
	3.a.3 Create multimedia presentation using text, graphics, music, animations and transitions	<b>M</b>	
	3.a.4 Insert/Import an image from clipart, CD, or the Internet to enhance a document	<b>R</b>	
	3.a.5 Use page setup (e.g., landscape, portrait, margins, columns, page size)	<b>R</b>	
	3.a.6 Format a table to organize and display data (e.g., cell alignment, shading, borders, autoformat)	<b>D</b>	

<b>Standard 3.a Continued</b>	Technology productivity tools	Scope	Virtue
	3.a.7 Format fonts (e.g., superscript, animations, spacing, styles) 3.a.8 Use a variety of paragraph formats (indentations, line spacing, alignment) 3.a.9 Create a spreadsheet using simple formulas 3.a.10 Use spreadsheet to create a graph 3.a.11 Select and utilize graph/chart styles that correctly represent data	<i>D/M</i> <i>D/M</i> <i>I/D</i> <i>R</i> <i>I/D</i>	Curiosity Spontaneity
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Use technology resources to plan/design, construct and/or demonstrate a project with other students (e.g., produce/edit videos; create formatted, multi-page reports; collect, analyze and report data	<i>R</i>	Industry Peace Reliability
<b>Standard 4</b>	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 Use telecommunications to enhance and support student learning, collaborate, and share ideas (e.g., e-mail, discussion boards, and online collaborative environments, web pages, web portals, homework hotlines) 4.a.2 With assistance, send, receive, reply and attach files to electronic communications in a manner consistent with the Diocese AUP	<i>M</i>  <i>D</i>	Responsibility Honesty Sincerity
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Convert sounds and images, with assistance, into appropriate file types (e.g., CE to mp3, .jpg to .bmp) 4.b.2 Use a range of publishing, design and presentation tools to create products that effectively communicate knowledge and learning (e.g. video, slideshow, web pages. brochures, newsletters) 4.b.3 Use elements and principles of design for multimedia products (e.g., background, white space, font size, sound effects, images, page layout)	<i>I</i>  <i>R</i>  <i>R</i>	Discretion Flexibility
<b>Standard 5</b>	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Use simple Boolean search strategies and natural language queries to streamline searches and locate appropriate information more efficiently 5.a.2 Locate information on the internet using appropriate search engines 5.a.3 Search electronic card catalogs, virtual libraries, electronic dictionaries, encyclopedias, and almanacs 5.a.4 Recognize how various search engines work (e.g., Google, Yahoo, metasearch engines) 5.a.5 Understand components of Internet addressing (Uniform Resource Locator – URL) 5.a.6 Use strategies, to collect and organize resources (e.g., bookmarks, targets, text selection, hotlists) 5.a.7 Evaluate the accuracy and appropriateness of electronic information (e.g., research author, date, reliability of information on website) 5.a.8 Summarize information found during an Internet search	<i>D</i>  <i>D</i> <i>R</i>  <i>I</i>  <i>R</i> <i>D</i>  <i>D</i>  <i>M</i>	Caution Trustworthiness

<b>Standard 5 Continued</b>	Technology research tools	Scope	Virtue
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Copy relevant information into word processing document, with appropriate citing, (e.g., notes, images, URL's)	<b>D</b>	Creativity Curiosity
	5.b.2 Create simple spreadsheet to calculate results or chart data	<b>M</b>	
	5.b.3 Use simple electronic databases and spreadsheets to organize and analyze information and generate reports	<b>M</b>	
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select the best technology tool for a given task	<b>R</b>	Caution Obedience Prudence
	5.c.2 Investigate and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information	<b>D</b>	
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology tools to plan, gather, organize, synthesize, present, and evaluate information to solve a problem	<b>D</b>	Reliability Courage
	6.b.1 Recognize different purposes, techniques, and outcomes of using various technology tools (e.g., Internet tools and resources, spreadsheets, databases, productivity software, statistical tools) 6.b.2 Use strategies to select and apply appropriate technology for evaluating, analyzing and synthesizing information	<b>I</b>	Courage Flexibility Responsibility
<b>I</b>			
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software		Creativity Honesty Responsibility Patience
	7.a.2 Practice problem solving strategies and creative thinking skills		
	7.a.3 Use software for drill and practice		
	7.a.4 Create graphics		
	7.a.5 Create original text		
	7.a.6 Create text documents with graphics		
	7.a.7 Create databases, spreadsheets and graphs		

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

*I = Introduce; D = Develop; M = Master; R = Reinforce*

<b>Grade Level: Eighth Grade</b>				
<b>Standard 1</b>	<b>Basic Operations and Concepts</b>	<b>Scope</b>	<b>Virtues</b>	
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>	1.a.1 Identify and use appropriate technology vocabulary (see appendix)	<b>D/M</b>	Focus Respect Gentleness	
	1.a.2 Identify computer and hardware components and peripheral devices (e.g., file server, network components, digital camera, scanner)	<b>R</b>		
<b>b. Students are proficient in the use of technology</b>	1.a.3 Demonstrate proper care of hardware, software, peripherals, and storage media	<b>R</b>	Determination Patience	
	1.a.4 Identify function of components of the computer (e.g., hard disk, RAM, modem, network card, processor, USB/parallel/serial devices)	<b>M</b>		
	1.b.1 Use touch typing skills and correct posture (90% accuracy at 30 wpm)	<b>D/M</b>		
	1.b.2 Demonstrate correct procedures for opening, closing and saving files using menu options and commands in appropriate grade/subject instructional software	<b>R</b>		
<b>Standard 2</b>	<b>Social, ethical and human issue</b>	<b>Scope</b>	<b>Virtue</b>	
	<b>a. Students understand the ethical, cultural, and societal issues related to technology</b>	2.a.1 Define ways that technology can positively and negatively the world (e.g., travel, economics, culture)	<b>D</b>	Thankfulness
		2.a.2 Explain the interrelationship between technology and society (e.g., technology changes bring social, political, and economic changes)	<b>D</b>	
		2.a.3 Explain technology's power in shaping perceptions (e.g., mass media, advertising, propaganda)	<b>I/D</b>	
		2.a.4 Recognize the implications of network misuse in the workplace, distinguish between public and private data	<b>I/D</b>	
2.a.5 Differentiate between ethical and unethical access to information and software stored on a computer system (e.g., someone else's files, changing data, destroying data)		<b>D</b>		
<b>b. Students practice responsible use of technology systems, information, and software.</b>	2.b.1 Discuss safety when using technology e.g., online shopping, credit cards, communicating with strangers)	<b>R</b>	Respect	
	2.b.2 Use copyrighted materials appropriately (e.g., legal use, cite source, gain permission)	<b>M</b>		
	2.b.3 Practice appropriate netiquette	<b>R</b>		
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	2.c.1 Explain how to use technology to collaborate and communicate with the larger world (e.g., e-mail, discussion boards, web sites)	<b>R</b>	Patience Responsibility	
	2.c.2 Explain how to use technology resources in the world to further lifelong learning (e.g., distance learning, Internet)	<b>I</b>		
	2.c.3 Use technology to influence audiences (e.g., personal web sites, multimedia presentations, publications)	<b>R</b>		
	2.c.4 Explain how information technology can bring users together or widen separations between peoples (e.g., digital divide)	<b>I</b>		

Standard 3	Technology productivity tools	Scope	Virtue
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>	3.a.1 Produce and format multi-page documents and reports (e.g., table of contents, cover page, bibliography, page numbers, headers)	<b>R</b>	Curiosity Spontaneity
	3.a.2 Create and format tables in documents (e.g., shaded rows or columns)	<b>M</b>	
	3.a.3 Use search strategies to gather and synthesize information	<b>R</b>	
	3.a.4 Use a blank template to enter data	<b>R</b>	
	3.a.5 Create multimedia presentation using text, graphics, music, animations, and transitions	<b>R</b>	
	3.a.6 Create a spreadsheet using simple formulas	<b>M</b>	
	3.a.7 Use spreadsheet to create a graph and select the graph style that correctly represent the data	<b>R</b>	
	3.a.8 Use spreadsheets to calculate, discover patterns, and track data	<b>I/D</b>	
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	3.b.1 Use technology resources to plan/design, construct and/or demonstrate a project with other students (e.g., produce/edit videos; create formatted, multi-page reports; collect, analyze and report data)	<b>M</b>	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	4.a.1 Use telecommunications to enhance and support student learning, collaborate, and share ideas (e.g., e-mail, discussion boards, and online collaborative environments, web pages, web portals, homework hotlines)	<b>R</b>	Responsibility Honesty Sincerity
	4.a.2 With assistance, send, receive, reply and attach files to electronic communications in a manner consistent with the Diocese AUP	<b>D</b>	
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>	4.b.1 Convert sounds and images, with assistance, into appropriate file types (e.g., CE to mp3, .jpg to .bmp)	<b>D</b>	Discretion Flexibility
	4.b.2 Create and refine multimedia presentations that enhance/facilitate oral communications (e.g., video, slideshow)	<b>I</b>	
Standard 5	Technology research tools	Scope	Virtue
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>	5.a.1 Use simple Boolean search strategies and natural language queries to streamline searches and locate appropriate information more efficiently	<b>M</b>	Caution Trustworthiness
	5.a.2 Locate information on the internet using appropriate search engines	<b>D/M</b>	
	5.a.3 Search electronic card catalogs, virtual libraries, electronic dictionaries, encyclopedias, and almanacs	<b>R</b>	
	5.a.4 Evaluate the accuracy and appropriateness of electronic information (e.g., research the author, date, reliability of information on website)	<b>D</b>	
	5.a.5 Use strategies to collect and organize resources (e.g., bookmarks, targets, text selection, hotlists)	<b>M</b>	
	5.a.6 Summarize information found during an Internet search	<b>R</b>	

<b>Standard 5 Continued</b>	Technology research tools	Scope	Virtue
<b>b. Students use technology tools to process data and report results.</b>	5.b.1 Use simple electronic databases and spreadsheets to organize and analyze information and generate reports	<b>R</b>	Creativity Curiosity
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</b>	5.c.1 Select the best technology tool for a given task 5.c.2 Investigate and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information	<b>R</b> <b>M</b>	Caution Obedience Prudence
<b>Standard 6</b>	Technology problem-solving and decision-making tools	Scope	Virtue
<b>a. Students use technology resources for solving problems and making informed decisions.</b>	6.a.1 Use technology tools to plan, gather, organize, synthesize, present, and evaluate information to solve a problem	<b>D</b>	Reliability Courage
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>	6.b.1 Recognize different purposes, techniques, and outcomes of using various technology tools (e.g., Internet tools and resources, spreadsheets, databases, productivity software, statistical tools) 6.b.2 Use strategies to select and apply appropriate technology for evaluating, analyzing and synthesizing information	<b>D</b> <b>D</b>	Courage Flexibility Responsibility
<b>Standard 7</b>	Curriculum Integration	Scope	Virtue
<b>a. Students will use technology to support all curricular areas.</b>	7.a.1 Use simulation software 7.a.2 Practice problem solving strategies and creative thinking skills 7.a.3 Use software for drill and practice 7.a.4 Create graphics 7.a.5 Create original text 7.a.6 Create text documents with graphics 7.a.7 Create databases, spreadsheets and graphs		Creativity Honesty Responsibility Patience

# GLOSSARY

Grade level of introduction and responsibility for technology terminology

TERM	DEFINITION	GRADE LEVEL
<b>Application Software</b>	Programs that allow you to accomplish certain tasks such as write letters, analyze numbers, sort files, manage finances, draw pictures, and play games.	K -- 8
<b>Arrow Keys</b>	The keys on the computer keyboard that are used to move the cursor left-right-up-down	K – 8
<b>Acceptable Use Policy (AUP)</b>	A set of rules and guidelines that are adopted to regulate the use of the Internet and protect the individual	K – 8
<b>Central Processing Unit (CPU)</b>	The hardware which allows the computer to process information at a high rate of speed	K – 8
<b>Cursor</b>	The marker at which what you enter, using the keyboard, is displayed	K – 8
<b>Delete</b>	The key use to remove characters after the cursor	K – 8
<b>Enter/Return</b>	The key used to begin a new line in any word processor or to enter information into a spreadsheet or database. By clicking OK in a dialog box accomplishes the same result.	K – 8
<b>Hardware</b>	Any part of the computer system. This would include but not be limited to keyboard, monitor, mouse, joystick, etc.	K – 8
<b>Keyboard</b>	Hardware used to enter characters and commands into the system	K – 8
<b>Monitor</b>	Displays what has been entered into the computer and allows the user to navigate within the software	K – 8
<b>Mouse</b>	Hardware used to move the cursor around the monitor screen	K – 8
<b>Multimedia</b>	The use of a combination of media in a presentation/document. i.e. text, animation, pictures, sound	K – 8
<b>Numeric Keyboard</b>	That portion of the keyboard that can be used in the same manner as a calculator to enter numeric information into the computer.	K – 8
<b>Online Safety</b>	Precautions, taken by the user, to protect any personal information or pictures from being improperly/illegally used by a second party.	K – 8
<b>Password</b>	Security code, either user or mechanically derived, that allows access to a computer or software program.	K – 8
<b>Printer</b>	Hardware device employed to produce a hard copy of the work performed on a computer.	K – 8
<b>Select</b>	Choosing a section of a document or text by clicking and dragging over it with the mouse to highlight the desired characters	1 -- 8
<b>Software/Application</b>	Programs that allow you to accomplish certain tasks such as write letters, analyze numbers, sort files, manage finances, draw pictures, and play games.	K – 8
<b>Stand Alone Computer</b>	A computer operating on its own. It is not connected or dependent on another computer or network server.	K – 8
<b>Text</b>	Characters appearing/entered in a document	K – 8
<b>Vandalism</b>	Any intentional act of destroying and/or causing a computer system or software to be damaged.	K -- 8
<b>Highlight</b>	Choosing a section of a document or text by clicking and dragging over it with the mouse to highlight the desired characters	1 -- 8
<b>Internet</b>	The term used to refer to the network of computers that provides for the input, storage and retrieval of information world wide.	1 – 8
<b>Word Processing</b>	Using a computer system to create, edit, share and/or print a document. i.e. letters, reports, newsletters, etc.	1 – 8
<b>Bar Graph</b>	A graph creation option, included in a spreadsheet, that uses parallel bars to compare and show changes in data over time.	2 -- 8

<b>Button Bar</b>	Also known as a Toolbar. It is a horizontal strip of buttons, usually found at the top of the screen when operating a program. The buttons are shortcuts for the commands that are used for the program. Many times the bars can be hidden or moved to be vertical.	2 – 8
<b>Buttons</b>	Shortcuts that appear in a program to aid the user to more easily navigate to perform activities.	2 – 8
<b>Chart</b>	One of the ways spreadsheets can represent data found in the spreadsheet	2 – 8
<b>Clip Art</b>	An art form, i.e. maps, cartoons, etc., that can be inserted into a document or presentation. Some software comes with clipart. Clipart can also be purchased or found on free source web sites.	2 – 8
<b>Database</b>	Software application program that is specifically designed to manage large volumes of information. Membership rosters, address books, personal information are types of database files. Each record in the file has the same data fields.	2 – 8
<b>Desktop</b>	The background that appears on the screen. It is supposed to represent a desk.	2 – 8
<b>Desktop Publishing (DTP)</b>	Using the characteristics of a word processing program or DTP software in order to produce reports, documents, letters, etc.,	2 – 8
<b>Graph</b>	A pictorial representation of the relationship between two or more sets of variable values. Types of graphs would include line, bar, pie.	2 – 8
<b>Home Row</b>	The row of keys on the keyboard where the fingers of the left hand are on the keys, A-S-D-F and those of the right hand are on J-K-L-;	2 – 8
<b>Host</b>	Refers to the computer directly connected to the Internet. Also pertains to computers connected to networks, online services and/or bulletin board systems	2 – 8
<b>Pictogram</b>	Those pictures that are used to create a bar graph.	2 – 8
<b>Print</b>	Produce what is on the screen in the form of hard copy.	2 – 8
<b>Retrieve</b>	Open a document that has been saved.	2 – 8
<b>Sort</b>	Organizing information in a prescribed order, i.e., ascending or descending.	2 – 8
<b>Storyboard</b>	A graphic organizer which allows for the planning and development of a multimedia presentation.	2 – 8
<b>Telecommunication</b>	The exchange of information within a building or via the Internet	2 – 8
<b>Word Wrap</b>	Occurs when entering text into a document and the entry comes to the end of the line and continues onto the next line.	2 -- 8
<b>Active Cell</b>	The cell in a spreadsheet into which data or formulas can be entered. The cell usually has a thick dark border	3 -- 8
<b>Alignment</b>	How the text on a page appears with respect to the right hand margin, left hand margin or the center of the page.	3 – 8
<b>Application</b>	A program or piece of software	3 – 8
<b>Axis</b>	Where data can be plotted in a graph. The horizontal axis is named the “x-axis” while the vertical axis is called the “y-axis”.	3 – 8
<b>Bold</b>	Making a character darker and thicker than other characters in the text to have that character stand out	3 – 8
<b>Button Bar</b>	The small bar on the screen where the cursor is moved to and clicked on to accomplish a particular task	3 – 8
<b>Cell</b>	The intersection of a column and row	3 – 8
<b>Circle Graph</b>	Shows the relationship between two or more sets of data in circular form. The data is usually represented in percentages.	3 – 8
<b>Column</b>	Vertical divisions in a spreadsheet. The columns are identified alphabetically	3 – 8
<b>Copy</b>	To duplicate data in a document at a new location. The location can be in the current document or another document.	3 – 8
<b>Credits</b>	To cite the origins of material used in a document and/or presentation that is not the work of the creator of the document and/or presentation	3 – 8
<b>Edit</b>	To make changes in documents and/or presentations	3 – 8
<b>Entry Bar</b>	The area on the spreadsheet screen where data being entered into a cell is shown	3 – 8

<b>Font</b>	The shape and style of the text to be entered	3 – 8
<b>Freeware</b>	Software that is created and then given to the public so that anyone can copy and use. Freeware is not the same as Shareware or other commercial forms of Software which are to be paid for.	3 – 8
<b>Graphic Interchange Format (GIF)</b>	A file format used for pictures, drawings, and photographs which are compressed in order to be sent electronically. This format is widely use on bulletin boards and the Internet. Since they use only 256 colors .gif files cannot be used for desktop publishing	3 – 8
<b>Graphic</b>	Images and/or pictures that are created, edited or published using a computer	3 – 8
<b>Home Page</b>	The introductory screen of a web page posted on the World Wide Web. The home page usually contains special text and/or graphics along with links to other related sites.	3 – 8
<b>Hyperlink/Hypertext</b>	Special text that allows the user move between related topics and/or sites.	3 – 8
<b>Illustration</b>	Pictures, graphs, clipart, drawings which appear on a computer	3 – 8
<b>Indent</b>	Placing the first character of a line of text in from the left margin	3 -- 8
<b>Joint Photographic Experts Group (Jpeg, .jpg)</b>	A format designed for the compressing of graphics which allows for faster transmission and less storage space. The original graphic can be shrunk to 5% of their size; however, 30-40% compression has minimal loss of quality.	3 – 8
<b>Label</b>	A term used to signify the naming of a column in a spreadsheet	3 – 8
<b>Landscape</b>	Having a document printed in a horizontal position	3 – 8
<b>Line Graph</b>	A type of graph used to show trends over a period of time when comparing data.	3 – 8
<b>Line Spacing</b>	The amount of separation between two lines of text.	3 – 8
<b>Linear</b>	Moving, in a multimedia presentation, in a linear order, i.e. first, second, third, etc.	3 – 8
<b>Links</b>	The connection between one image, page or word to another by clicking onto the picture, work or button.	3 – 8
<b>Non-linear</b>	Not moving in a straight line or path	3 – 8
<b>Online Resources</b>	Information found on the Internet	3 – 8
<b>Paste</b>	The insertion of the information that has been cut or copied from a document. The cut and paste or copy and paste practice is used to move information either within or between documents.	3 – 8
<b>Pie Graph</b>	A graphical representation of percentages in circular form. The segments of the finished product look like slices of a pie.	3 – 8
<b>Portrait</b>	The orientation of a document to be printed	3 – 8
<b>Public Domain</b>	Software that has been written and donated to the general public for use. Anyone having access to the internet can copy and use public domain software with no charge. One point to remember is that public domain software is not of the same level of quality as commercially produces software.	3 – 8
<b>Row</b>	The horizontal division of a spreadsheet. The rows are identified by numeric values.	3 – 8
<b>Save</b>	The storing of information to a disk, CD, or hard drive to be used at some future date. Saving frequently during a session is a prudent practice.	3 – 8
<b>Save As</b>	To store information under a new name	3 – 8
<b>Server</b>	A special computer that stores programs to be sent to another computer(s) one at a time or a group of computers simultaneously.	3 – 8
<b>Shareware</b>	Software that can be tested and used for a short period of time before purchasing it.	3 – 8
<b>Spreadsheet</b>	An application program that is intended to be used to do calculations, analyze and present numerical information	3 – 8
<b>Table</b>	Columns and rows creating cells that can be filled with information that needs to be organized	3 – 8
<b>Thesaurus</b>	A function of a word processing program that allows for the replacement of a word with one that is more appropriate.	3 – 8

<b>Uniform Resource Locator (URL)</b>	A website address. i.e., http://www.icc.edu	3 – 8
<b>Value</b>	Spreadsheet term denoting a character that can be used in a calculation.	3 – 8
<b>Web address</b>	Uniform Resource Locator (URL)	3 – 8
<b>World Wide Web (www)</b>	Another name for the Internet	3 -- 8
<b>WYSIWYG</b>	Pronounced “wizzy wig”. “What You See Is What You Get” Simply put whatever text and graphics appearing on the screen is what will be printed out.	3 -- 8
<b>AND</b>	Command in Boolean logic used in a search query. All of the conditions listed need to be true.	4 -- 8
<b>Ascending Order</b>	Arranging data from the lowest to the highest.	4 – 8
<b>Calculate</b>	Using a mathematical equation or formula to arrive at a solution. Concept is used in a spreadsheet.	4 – 8
<b>Descending Order</b>	Arranging data from the highest to the lowest	4 – 8
<b>Domain</b>	Indicates where a user’s account is located (all following @ )	4 – 8
<b>E-mail</b>	The name of the process of sending and receiving communication using a computer. All messages are sent and received instantaneously. The user needs a computer, Internet access capability and an email address.	4 -- 8
<b>Field</b>	That point in a database where information can be entered or located	4 – 8
<b>File</b>	A group of related records saved in a database	4 – 8
<b>Format</b>	Setting the font, font size, margins, tabs and page orientation (portrait or landscape) of a document	4 – 8
<b>Keyword</b>	A word used by a search engine to index the contents of a web page when attempting to locate information on the Internet	4 – 8
<b>Symbols Used in Searching</b>	<ul style="list-style-type: none"> <li>▪ &gt; Greater Than</li> <li>▪ &lt; Less Than</li> <li>▪ ≤ Less Than or Equal To</li> <li>▪ ≥ Greater Than or Equal TO</li> <li>▪ ≠ Not Equal To</li> <li>▪ = Equal To</li> </ul>	4 -- 8
<b>OR</b>	Command in Boolean logic used in a search query. One of the two situations listed needs to be true	4 – 8
<b>Page Set Up</b>	Formatting a document for text entry and printing	4 – 8
<b>Record</b>	Collection of related fields and/or information	4 – 8
<b>Search</b>	Attempt to locate information or a file on a computer or the internet	4 – 8
<b>Search Engine</b>	Software designed to identify, locate, gather information from a database determined by keywords, titles and text	4 – 8
<b>Search Strategies</b>	Basically, there are three search strategies that can be employed: <ol style="list-style-type: none"> <li>1. Try to guess the URL</li> <li>2. Use the directories provided by search engines. Keywords can be used or the categories can be browsed.</li> <li>3. Use a search engine for large searches by using unique keywords or a Boolean logic statement using a combination of keywords</li> </ol>	4 – 8
<b>Security</b>	The process of protecting a computer, program, file or network from unauthorized use	4 – 8
<b>User Name</b>	The first part of an e-mail address (appears before @). Can also refer to the name that is needed to enter a protected computer, program, or web page	4 -- 8
<b>Animated Clip Art</b>	Art form that incorporates motion when used in a presentation	5 – 8
<b>Anti-Virus</b>	A program designed to locate, quarantine or destroy viruses while repairing any damaged files	5 – 8
<b>Firewall</b>	Device which restricts access to unauthorized web sites while protecting the network from unauthorized users	5 – 8
<b>Hacker</b>	An unauthorized individual who attempts to secretly gain access to computer files	5 – 8
<b>Network</b>	A system of connected computers which allows for the sharing of files and information. Two types of networks can be formed: Local Area Networks (LAN) or Wide Area Networks (WAN)	5 – 8
<b>Virus</b>	Program designed to corrupt computer files	5 – 8

<b>Worm</b>	Program designed to go through a computer and/or a network in order to cause damage to the files on the computer.	5 – 8
<b>Probeware</b>	Programs that assist a computer in the collection of data	6 -- 8

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