St. Joseph School Technology Curriculum

INTRODUCTION

The computer/technology curriculum standards for St. Joseph's school will identify and define the progressive development of essential knowledge and skills necessary for students to access, evaluate, use and create information using technology. These standards will provide a framework for technology literacy and demonstrate a progression from physical manipulation skills for the use of technology, to intellectual skills necessary for information use, to skills needed for working responsibly and productively within groups or independently. Computer/technology proficiency is not an end in itself, but lays the foundation for continuous learning. The focus is on learning using technology rather than learning about technology.

To become technologically proficient, the student must develop the skills through integrated activities in all content areas K-8, rather than through one specific course. These skills should be introduced and refined collaboratively by all K-8 teachers as an integral part of the learning process. Teachers can use these standards as guidelines for planning technology-based activities in which students achieve success in learning, communication, and prepare them to meet the challenges of technology in high school.

St. Joseph Schools technology curriculum was developed using the performance indicators of NETS*S (National Educational Technology Standard for Students). NETS*S uses performance indicators for development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

TECHNOLOGY CURRICULUM
KINDERGARTEN

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Use major keys. a. Delete, backspace, letters, numbers, period, return/enter, shift, spacebar
2. Use the keyboard appropriately. a. Recognize that the letters on the key board are capital letters. b. Recognize that letters typed on the keyboard are in lower case unless the Shift key is used. c. Recognize that some key combinations create different effects. (Ex. Shift/letter for capitalization) d. Recognize that the left hand is to be used on the left side of the keyboard and right hand is to be used on the right side of the keyboard.
3. Communicate about technology using developmentally appropriate and accurate terminology. a. Terms: Computer, cursor, Internet, keyboard, monitor, mouse, printer b. Functions: log in, log out, select, double click, click and drag, and scroll
4. Demonstrate basic computer operational techniques. a. Turn on and shut down the computer properly. b. Log in and log out. c. Open and quit a program d. Use the parts of a window: 1. Pull-down menus, scroll bars, scroll arrows, e. Use the mouse appropriately to select items and double click

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1. Work cooperatively and collaboratively when using technology a. Follow verbal directions. b. Demonstrate respect for the work of others.
2. Participate in discussions regarding responsible use of technology. a. Demonstrate safe and appropriate use of technology. b. Demonstrate the importance of cleanliness around the technology.

3. Understand the person sequences of inappropriate use. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Recognize the Internet is a resource for information.

Standard: Technology Productivity Tools

As creative and practical problem solvers who use technology productivity tools to produce quality work, students will be able to:

Indicator
1. Use a variety of media and technology resources for directed and independent learning activities. a. Choose the correct application to accomplish a goal. b. Use CD-ROMs such as interactive books, educational software, picture dictionaries, etc. c. Explore appropriate Internet sites.
2. Use technology resources to express thoughts, ideas, and stories. a. Logical thinking programs, writing applications, pictures, drawing applications.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

Indicator
1. Recognize that technology is a source of information
2. Recognize that technology is a resource for problem solving, communication, and illustration of thoughts, ideas, and stories.

TECHNOLOGY CURRICULUM
GRADE ONE

Standard: Basic Operations and Concepts
As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Use major keys. a. Delete, backspace, letters, numbers, period, return/enter, shift, spacebar
2. Use the keyboard appropriately. a. Recognize that the letters on the key board are capital letters. b. Recognize that letters typed on the keyboard are in lower case unless the Shift key is used. c. Recognize that some key combinations create different effects. (Ex. Shift/letter for capitalization) d. Recognize that the left hand is to be used on the left side of the keyboard and right hand is to be used on the right side of the keyboard.
3. Communicate about technology using developmentally appropriate and accurate terminology. a. Terms: Computer, cursor, Internet, keyboard, monitor, mouse, printer b. Functions: log in, log out, select, double click, click and drag, and scroll
4. Demonstrate basic computer operational techniques. a. Turn on and shut down the computer properly. b. Log in and log out. c. Open and quit a program d. Use the parts of a window: 2. Pull-down menus, scroll bars, scroll arrows, e. Use the mouse appropriately to select items and double click

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1.Work cooperatively and collaboratively when using technology a. Follow verbal directions. b. Demonstrate respect for the work of others.
2. Participate in discussions regarding responsible use of technology. c. Demonstrate safe and appropriate use of technology. d. Demonstrate the importance of cleanliness around the technology.
3. Understand the person sequences of inappropriate use.

a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Recognize the Internet is a resource for information.

Standard: Technology Productivity Tools

As creative and practical problem solvers who use technology productivity tools to produce quality work, students will be able to:

Indicator
1. Use a variety of media and technology resources for directed and independent learning activities. a. Choose the correct application to accomplish a goal. b. Use CD-ROMs such as interactive books, educational software, picture dictionaries, etc. c. Explore appropriate Internet sites.
2. Use technology resources to express thoughts, ideas, and stories. a. Logical thinking programs, writing applications, pictures, drawing applications.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

Indicator
1. Recognize that technology is a source of information
2. Recognize that technology is a resource for problem solving, communication, and illustration of thoughts, ideas, and stories.
3. Understands word processing terminology.
4. Edit their computer work
5. Recognize and use paint and/of drawing tools.

TECHNOLOGY CURRICULUM
GRADE TWO

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Use major keys. a. Delete, backspace, letters, numbers, period, return/enter, shift, spacebar
2. Use the keyboard appropriately. a. Review that letters typed on the keyboard are in lower case unless the Shift key is used. b. Recognize that some key combinations create different effects. (Ex. Shift/letter for capitalization) c. Recognize that the left hand is to be used on the left side of the keyboard and right hand is to be used on the right side of the keyboard.
3. Communicate about technology using developmentally appropriate and accurate terminology. a. Terms: Computer, cursor, Internet, keyboard, monitor, mouse, printer b. Functions: log in, log out, select, double click, click and drag, and scroll
4. Demonstrate basic computer operational techniques. a. Turn on and shut down the computer properly. b. Log in and log out. c. Open and quit a program d. Use the parts of a window: 3. Pull-down menus, scroll bars, scroll arrows, e. Use the mouse appropriately to select items and double click

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1.Work cooperatively and collaboratively when using technology a. Follow verbal and written directions. b. Demonstrate respect for the work of others.
2. Participate in discussions regarding responsible use of technology. a. Demonstrate safe and appropriate use of technology. b. Demonstrate the importance of cleanliness around the technology.
3. Understand the person sequences of inappropriate use. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Recognize that e-mail is a method of communication
2. Recognize the Internet is a resource for information.
3. Recognize that technology is used in a variety of ways in the community. a. Identify that computers are used in the community, businesses, homes, schools, etc.

Standard: Technology Productivity Tools

As creative and practical problem solvers who use technology productivity tools to produce quality work, students will be able to:

Indicator
1. Use a variety of media and technology resources for directed and independent learning activities. a. Choose the correct application to accomplish a goal. b. Use CD-ROMs such as interactive books, educational software, picture dictionaries, etc. c. Explore appropriate Internet sites.
2. Create developmentally appropriate multimedia products.
3. Use technology resources to express thoughts, ideas, and stories. a. Logical thinking programs, writing applications, pictures, drawing applications. b. Insert and manipulate graphics.
4. Understand word processing terminology. a. Font, Size, style, tools, tab, delete, center, text color, justify.
5. Edit their computer work. a. Identify and correct mistakes, independently. 1. Delete, insert, highlight, drag, select all, replace text, spell check.
6. Recognize and use paint and/or drawing tools. a. Paint bucket, paint brush, eraser, pencil.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

Indicator

1. Use technology as a source of information. a. Recognize that web pages have a web address. b. Recognize that hyperlinks and that they connect to other pages. c. Use navigation command. 1. Back, forward
2. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.

TECHNOLOGY CURRICULUM
GRADE THREE

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Continue to use and define major keys. a. Arrow keys, caps, lock, delete/backspace, letters, numbers, period, return/enter, shift, space bar, tab.
2. Demonstrate proper keyboarding techniques. a. Use both hands simultaneously on the keyboard. b. Use the thumb on the space bar. c. Develop proper home row techniques and hand placement.
3. Understand the reasons for and demonstrate correct posture (ergonomics).
4. Communicate about technology using developmentally appropriate and accurate terminology. a. Terms: CD-drive, CD-Rom, computer, cursor, disks, disk drives, hardware, Internet, keyboard, monitor, mouse printer, and software.
5. Demonstrate basic computer operational techniques. a. Turn on and shut down the computer b. Log in and log out. c. Open and quit a program. d. Use the parts of a window: 1. Pull-down menus; scroll bars, scroll arrows, button bar. e. Use the mouse appropriately to highlight text, select items, and click-and-drag.
6. Manipulate windows. a. Collapse b. Resize c. Zoom in and out d. Scroll bar and scroll arrows

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1.Work cooperatively and collaboratively when using technology a. Follow verbal and written directions. b. Demonstrate respect for the work of others.
2. Participate in discussions regarding responsible use of technology.

a. Demonstrate safe and appropriate use of technology. b. Demonstrate the importance of cleanliness around the technology.
3. Understand the person sequences of inappropriate use. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Recognize that e-mail is a method of communication
2. Recognize the Internet is a resource for information.
3. Recognize that technology is used in a variety of ways in the community. a. Identify that computers are used in the community, businesses, homes, schools, etc.

Standard: Technology Productivity Tools

As creative and practical problem solvers who use technology productivity tools to produce quality work, students will be able to:

Indicator
1. Create and format a document. a. Highlight and change font, size, color, and style. b. Align text using alignment buttons. c. Use Tab to indent. d. Adjust line spacing.
2. Edit a document. a. use Undo and Redo features b. Highlight one or more words or Select All and edit. c. Cut, copy, paste, insert text. d. Check document spelling. e. Practice identifying and correcting mistakes.
3. Manipulate documents. a. Name, save, and print a document. b. Navigate through a document. c. Locate and open an existing document. d. Adjust page orientation – portrait or landscape.
4. Manipulate graphics. a. Insert, resize, move, duplicate, copy, and paste graphics.
5. Recognize and use paint and/or drawing tools. a. Paint bucket, paintbrush, eraser, pencil, line, shape tools.
6. Create developmentally appropriate multimedia products.
7. Use technology resources to express thoughts, ideas, and stories.

a. Puzzles, logical thinking programs, writing applications pictures, drawing applications.
8. Understanding word processing terminology. a. Font, size, style, tools, tab, delete, center, text color, word wrap, justify.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

Indicator
1. Use technology as a source of information. a. Recognize that web pages have a web address. b. Recognize that hyperlinks and that they connect to other pages. c. Use navigation command. 1. Back, forward, home, stop.
2. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.

TECHNOLOLGY CURRICULUM
GRADE FOUR

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Continue to use and define major keys. a. Arrow keys, caps, lock, delete/backspace, letters, numbers, period, return/enter, shift, space bar, tab.
2. Demonstrate proper keyboarding techniques. a. Use both hands simultaneously on the keyboard. b. Use the thumb on the space bar. c. Develop proper home row techniques and hand placement.
3. Continue to understand the reasons for and demonstrate correct posture (ergonomics).
4. Communicate about technology using developmentally appropriate and accurate terminology. a. Terms: CD-drive, CD-Rom, computer, cursor, disks, disk drives, hardware, Internet, keyboard, monitor, mouse printer, and software.
5. Demonstrate basic computer operational techniques. a. Turn on and shut down the computer b. Log in and log out. c. Open and quit a program. d. Use the parts of a window: 1. Pull-down menus; scroll bars, scroll arrows, button bar. e. Use the mouse appropriately to highlight text, select items, and click-and-drag.
6. Manipulate windows. a. Collapse b. Resize c. Zoom in and out d. Scroll bar and scroll arrows

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1.Work cooperatively and collaboratively when using technology a. Follow verbal and written directions.

b. Demonstrate respect for the work of others.
2. Participate in discussions regarding responsible use of technology. a. Demonstrate safe and appropriate use of technology. b. Demonstrate the importance of cleanliness around the technology.
3. Understand the person sequences of inappropriate use. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Recognize that e-mail is a method of communication
2. Recognize the basic terminology of telecommunications. a. Favorites/bookmarks, menu items, hyperlinks, address, online, login/logon, logout/logoff, password, e-mail, home page, Internet, modem, network, server, World Wide Web.
3. Recognize that technology is used in a variety of ways in the community. a. Identify that computers are used in the community, businesses, homes, schools, etc.

Standard: Technology Productivity Tools

As creative and practical problem solvers who use technology productivity tools to produce quality work, students will be able to:

Indicator
1. Create and format a document. a. Highlight and change font, size, color, and style. b. Align text using alignment buttons. c. Use Tab to indent. d. Adjust line spacing.
3. Edit a document. a. Use Undo and Redo features b. Highlight one or more words or Select All and edit. c. Cut, copy, paste, insert text. d. Check document spelling. e. Practice identifying and correcting mistakes.
3. Manipulate documents. a. Name, save, and print a document. b. Navigate through a document. c. Locate and open an existing document. d. Adjust page orientation – portrait or landscape.
4. Manipulate graphics.

a. Insert, resize, move, duplicate, copy, and paste graphics.
5. Recognize and use paint and/or drawing tools. a. Paint bucket, paintbrush, eraser, pencil, line, shape tools.
6. Create developmentally appropriate multimedia products.
7. Use technology resources to express thoughts, ideas, and stories. a. Puzzles, logical thinking programs, writing applications pictures, drawing applications.
8. Understanding word processing terminology. a. Font, size, style, tools, tab, delete, center, text color, word wrap, justify.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

Indicator
1. Use technology as a source of information. a. Recognize the anatomy of a URL- web address. b. Recognize that hyperlinks and that they connect to other pages. c. Use navigation commands. 1. Back, forward, home, stop, refresh. d. Understand what a search engine does. e. Use bookmarks to access specific web pages.
2. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
3. Understand that the Internet is a resource for information. a. Recognize that there are some Internet sites that have inaccurate information.

CURRICULUM TECHNOLOGY
GRADE FIVE

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Continue to use and define major keys. a. Arrow keys, caps, lock, delete/backspace, letters, numbers, period, return/enter, shift, space bar, tab.
2. Demonstrate proper keyboarding techniques. a. Demonstrate proper finger placement on the home row keys and space bar. b. Use some key combinations to create different effects. c. Increase keyboarding accuracy and fluency.
3. Continue to understand the reasons for and demonstrate correct posture (ergonomics).
4. Communicate about technology using developmentally appropriate and accurate terminology. a. Terms: CD-drive, CD-Rom, computer, cursor, disks, disk drives, hardware, Internet, keyboard, monitor, mouse printer, and software. b. Functions: click-and-drag, highlight, insert, log in, log out, select, scroll.
5. Demonstrate basic computer operational techniques. a. Turn on and shut down the computer b. Log in and log out. c. Open and quit a program. d. Use the parts of a window: 1. Pull-down menus; scroll bars, scroll arrows, button bar. e. Use the mouse appropriately to highlight text, select items, and click-and-drag.
6. Manipulate windows. a. Collapse b. Resize c. Zoom in and out d. Scroll bar and scroll arrows

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator

1.Work cooperatively and collaboratively when using technology a. Follow verbal and written directions. b. Demonstrate respect for the work of others.
2. Participate in discussions regarding responsible use of technology. a. Demonstrate safe and appropriate use of technology. b. Demonstrate the importance of cleanliness around the technology.
3. Understand the person sequences of inappropriate use. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Understand that e-mail is a method of communication
2. Understand the basic terminology of telecommunications. a. Browsers, favorites/bookmarks, menu items, hyperlinks, address, online, login/logon, logout/logoff, password, e-mail, home page, Internet, modem, network, server, World Wide Web.
3. Understand that technology is used in a variety of ways in the community. a. Identify that computers are used in the community, businesses, homes, schools, etc.
4. Understand that the Internet is a resource for information a. Understand that there are some Internet sites that have inaccurate information.

Standard: Technology Productivity Tools

As creative and practical problem solvers who use technology productivity tools to produce quality work, students will be able to:

Indicator
1. Create and format a document. a. Highlight and change font, size, color, and style. b. Align text using alignment buttons. c. Use Tab to indent. d. Adjust line spacing. e. Create numbered lists. f. Create bulleted lists. g. Create an outline.
4. Edit a document. a. Use Undo and Redo features b. Highlight one or more words or Select All and edit.

c. Cut, copy, paste, insert text. d. Check document spelling. e. Identify and correct mistakes independently.
3. Continue to manipulate documents. a. Name, save, and print a document. b. Navigate through a document. c. Locate and open an existing document. d. Adjust page orientation – portrait or landscape.
4. Manipulate graphics. a. Insert, resize, move, duplicate, copy, and paste graphics. b. Create a text box.
5. Understand and use paint and/or drawing tools. a. Paint bucket, paintbrush, eraser, pencil, line, shape tools.
6. Create developmentally appropriate multimedia products.
7. Use technology resources to express thoughts, ideas, and stories. a. Puzzles, logical thinking programs, writing applications pictures, drawing applications.
8. Continue to use word processing terminology. a. Font, size, style, tools, tab, delete, center, text color, word wrap, justify.
9. Create a spreadsheet document. a. Collect data and input the information into a spreadsheet. b. Use the data to create a simple graph or chart. c. Sort the data in a spreadsheet.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

Indicator
1. Use technology as a source of information. a. Understand the anatomy of a URL- web address. b. Understand hyperlinks and that they connect to other pages. c. Use navigation commands. 1. Back, forward, home, stop, refresh. d. Understand what a search engine does. e. Use pre-set bookmarks to access specific web pages.
2. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. a. Printed media, video, CD-ROMs, Internet.
3. Understand Plagiarism.
4. Recognize that there are copyright laws, and it is a crime to violate those laws.

TECHNOLOGY CURRICULUM
GRADE SIX

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Continue to use and define major keys. a. Arrow keys, caps, lock, delete/backspace, letters, numbers, period, return/enter, shift, space bar, tab.
2. Demonstrate proper keyboarding techniques. a. Demonstrate proper finger placement on the home tow keys and space bar. b. Use the thumb on the space bar. c. Develop proper home row techniques and hand placement.
3. Continue to understand the reasons for and demonstrate correct posture (ergonomics).
4. Communicate about technology using developmentally appropriate and accurate terminology. a. Terms: CD-drive, CD-Rom, computer, cursor, disks, disk drives, hardware, Internet, keyboard, monitor, mouse printer, and software. b. Functions: click-and-drag, highlight, insert, log in, log out, select, scroll.
5. Demonstrate basic computer operational techniques. a. Turn on and shut down the computer b. Log in and log out. c. Open and quit a program. d. Use the parts of a window: 1. Pull-down menus; scroll bars, scroll arrows, button bar. e. Use the mouse appropriately to highlight text, select items, and click-and-drag.
6. Manipulate windows. a. Collapse b. Resize c. Zoom in and out d. Scroll bar and scroll arrows

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1.Work cooperatively and collaboratively when using technology

a. Follow verbal and written directions. b. Demonstrate respect for the work of others.
2. Participate in discussions regarding responsible use of technology. a. Demonstrate safe and appropriate use of technology. b. Demonstrate the importance of cleanliness around the technology.
3. Understand the person sequences of inappropriate use. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Understand that e-mail is a method of communication
2. Understand the basic terminology of telecommunications. a. Browsers, favorites/bookmarks, menu items, hyperlinks, address, online, login/logon, logout/logoff, password, e-mail, home page, Internet, modem, network, server, World Wide Web.
3. Understand that technology is used in a variety of ways in the community. a. Identify that computers are used in the community, businesses, homes, schools, etc.
4. Understand that the Internet is a resource for information a. Understand that there are some Internet sites that have inaccurate information.

Standard: Technology Productivity Tools

As creative and practical problem solvers who use technology productivity tools to produce quality work, students will be able to:

Indicator
1. Create and format a document. a. Highlight and change font, size, color, and style. b. Align text using alignment buttons. c. Use Tab to indent. d. Adjust line spacing. e. Create numbered lists. f. Create bulleted lists. g. Create an outline. h. Create a document with columns.
5. Edit a document. a. Use Undo and Redo features b. Highlight one or more words or Select All and edit.

c. Cut, copy, paste, insert text. d. Check document spelling. e. Identify and correct mistakes independently.
3. Continue to manipulate documents. a. Name, save, and print a document. b. Navigate through a document. c. Locate and open an existing document. d. Adjust page orientation – portrait or landscape.
4. Manipulate graphics. a. Insert, resize, move, duplicate, copy, and paste graphics. b. Create a text box. c. Arrange graphics.
5. Understand and use paint and/or drawing tools. a. Paint bucket, paintbrush, eraser, pencil, line, shape tools. b. Adjust graphic affects.
6. Create developmentally appropriate multimedia products.
7. Use technology resources to express thoughts, ideas, and stories. a. Puzzles, logical thinking programs, writing applications pictures, drawing applications.
8. Continue to use word processing terminology. a. Font, size, style, tools, tab, delete, center, text color, word wrap, justify.
9. Create a spreadsheet document. a. Collect data and input the information into a spreadsheet. b. Use the data to create a simple graph or chart. c. Sort the data in a spreadsheet.
10. Create a database. a. Use collected data categories to create database fields. b. Input the information into a database. c. Understand different layouts. d. Sort, hide, and find records.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

Indicator
1. Use technology as a source of information. a. Understand the anatomy of a URL- web address. b. Understand hyperlinks and that they connect to other pages. c. Use navigation commands. 1. Back, forward, home, stop, refresh. d. Understand what a search engine does. e. Use pre-set bookmarks to access specific web pages.

2. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
3. Understand Plagiarism.
4. Recognize that there are copyright laws, and it is a crime to violate those laws.
5. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources when doing research.

CURRICULUM TECHNOLOGY
GRADE SEVEN

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving.
2. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
3. Continue to understand the reasons for and demonstrate correct posture (ergonomics)
4. Use the keyboard and other input/output devices efficiently and effectively. a. Know the functions of keys and the mouse. b. Increase speed and accuracy while using proper keyboard techniques.

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1. Work cooperatively and collaboratively when using technology. a. Follow verbal and written directions. b. Demonstrate respect for the work of others.
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and

information, and to develop solutions or products for audiences inside and outside of the classroom.
2. Understand that the Internet is a resource for information. a. Understand that there are some Internet sites that have inaccurate information.
3. Understand that technology is used in a variety of ways in the community. a. Identify that computers are used in the community, businesses, homes, schools, etc.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

1. Use content-specific tools, software, and simulations to support learning and research. a. Graphing calculators, science probes, digital cameras, digital video cameras, digital microscopes, data video projectors.
2. Accomplish a variety of tasks and solve problems.
3. Understand Plagiarism.
4. Recognize that there are copyright laws, and it is a crime to violate those laws.
5. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

CURRICULUM TECHNOLOGY
GRADE EIGHT

Standard: Basic Operations and Concepts

As successful learners who understand basic operations and concepts, students will be able to:

Indicator
1. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving.
2. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
3. Continue to understand the reasons for and demonstrate correct posture (ergonomics)
4. Use the keyboard and other input/output devices efficiently and effectively. c. Know the functions of keys and the mouse. d. Increase speed and accuracy while using proper keyboard techniques.

Standard: Social and Ethical Issues

As responsible citizens who understand social and ethical issues and work collaboratively, students will be able to:

Indicator
1. Work cooperatively and collaboratively when using technology. a. Follow verbal and written directions. b. Demonstrate respect for the work of others.
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. a. Follow the Missoula Catholic Schools Acceptable Use Policy.

Standard: Technology Communication Tools

As effective communicators who use technology communication tools, students will be able to:

Indicator
1. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside

of the classroom.
2. Understand that the Internet is a resource for information. a. Understand that there are some Internet sites that have inaccurate information.
3. Understand that technology is used in a variety of ways in the community. a. Identify that computers are used in the community, businesses, homes, schools, etc.

Standard: Technology Research, Problem Solving, and Decision Making Tools

As self-directed and lifelong learners who use technology as a tool for problem solving, decision making and research, students will be able to:

1. Use content-specific tools, software, and simulations to support learning and research. a. Graphing calculators, science probes, digital cameras, digital video cameras, digital microscopes, data video projectors.
2. Accomplish a variety of tasks and solve problems.
3. Understand Plagiarism.
4. Recognize that there are copyright laws, and it is a crime to violate those laws.
5. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.