

TECHNOLOGY CURRICULUM COMMITTEE 2003

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MISSION STATEMENT

The mission of the Diocese of Salt Lake City is to educate and empower administrators, faculty and students to become self-directed, continuous learners and ethical, responsible citizens prepared to meet the increasing challenges of a global, technological society.

VISION

Administrators, faculty, and students should become proficient in the use of technology, integrated into all areas of the curriculum. This proficiency should promote an understanding of the implications of technology in furthering the mission of the Catholic Church.

TECHNOLOGY PLAN

DIOCESE OF SALT LAKE CITY
2003

PREPARATION AND PLANNING

The Diocese requires that all schools develop and implement a three to five year technology plan that is updated annually. The plan should include the following categories.

1. Vision and mission statement
2. Financial development plan for purchase, maintenance and updating of hardware and software
3. Faculty competencies plan
4. Curriculum
5. Acceptable use policy for school personnel, students and parents/guardians
6. Inventory of hardware and software
7. Facility preparation
8. Networking plan
9. E-mail for faculty and staff provided

HARDWARE

1. Hardware requirements should be sufficient to run software that is used to meet the curriculum guidelines and staff competencies.
2. Variation in hardware should be kept to a minimum.
3. Hardware must be inventoried on an annual basis.
4. Each school must be connected to the Internet and have e-mail access.
5. Schools should aim to have a minimum number of workstations to provide minimum access to meet the Diocesan curriculum standards.
6. The administration shall obtain the services of an individual trained in all areas of computer support – hardware maintenance, software implementation and network support.
7. The school budget should provide for minimum standards of hardware.

CURRICULUM APPLICATIONS

1. The Diocese requires that all teachers integrate the use of technology into the curriculum as is age appropriate for the skills required. See individual curriculum areas for guidelines.
2. The technology specialists and classroom teachers are partners in meeting curriculum goals.
3. Schools will select software applications necessary to meet the Diocesan core curriculum.
4. It is the administrator's responsibility to ensure that the core curriculum is being met.
5. The school budget should support standards for necessary software for curriculum application.

ETHICS

1. Each school must have an acceptable use policy that is signed by all school personnel, students and parents/guardians.
2. It is the school's responsibility to have a signed acceptable use policy from each student and parent/guardian prior to the students accessing the internet.
3. All members of the school community must adhere to copyright rules and regulations.
4. All members of the school community must understand the appropriate use of the internet within the moral guidelines of the Catholic Church. (See Administrative Handbook for guidelines)
5. The school must follow CIPA regulations.
6. All schools are encouraged to have a filter system that comply with the e-rate grant regulations.

SECURITY

1. Principals should provide adequate security for stand-alone, networked and wireless technology. This would include storage of documents, data, hardware and software.
2. To protect the members of the school community, no personal information should be released to the public on-line (i.e., student's last name, faculty home phone, etc.) Refer to CIPA regulations.
3. Principals should familiarize all faculty with CIPA regulations.

ADMINISTRATIVE

The Diocese will :

1. Provide opportunities for sharing of technological ideas and concepts among schools.
2. Create and maintain an on-going technology committee to assist schools in adapting to ever-changing technology, acquisition of Diocesan-wide site licenses and other needs as they arise.

The school administration will:

1. Provide educational opportunities to assist the faculty in meeting the minimum technology requirements and their continued professional growth in technology.
2. Be responsible to stay informed about current technology trends in education.
3. Include line items in their budget for purchase and maintenance of technology on an annual basis.

The faculty will

1. Be responsible to stay informed about current technology trends in education.
2. Complete the required competencies within two years of hire.
3. Continue to grow in their understanding and use of technology both in the classroom and personally.

FACULTY COMPETENCIES

All faculty and administrators are required to meet minimum technology standards as outlined by the Diocese. These Level 1 and Level 2 competencies should include the following and must be achieved within the first two years of employment.

	LEVEL 1	LEVEL 2
BASICS	Start up Computer Shut Down Computer Log in Log out of ____ Check network cable and power connections Reboot if program freezes Eject a CD/Zip Disk	Organize the Desktop Initialize, format and name Diskette Copy documents between computer and removable media
FINDER / SETTINGS	Use Finder/Settings to Hide/Show an application Use Finder/Settings to solve a printing problem	
FILE MANAGEMENT	Save Document on in Documents folder Save Document on Removable Media Call up File from Document folder Save Document with a different name Create a new folder in your Documents folder Move Documents into new folder Rename a folder in your Documents folder	
MICROSOFT WORD	Start Microsoft Word Create a Word Processing Document Change font color, size and style Adjust tabs, margins and line spacing Change layout to landscape	Access and use Help Preview document to identify layout problems Use basic proofing tools (e.g. spell check, grammar check) Edit Text in Document Delete Cut Copy Paste Move Insert Create a document using a template Create numbered and bulleted lists Add and delete page breaks Create headers and footers Insert clip art into word document
SPREADSHEET	Create, open and save spreadsheet Navigate using the mouse and tabs Locate cells based on column/row addresses Resize cells and rows Change typeface, font size Align data in cell	Select, move, copy delete clear and insert cells Use formulas to add, subtract and average data in cells Create a chart
INTERNET	Launch a browser and use the tool bar Specify a URL Point and click to navigate existing links Changes window size View history Access help file Conduct basic searches Clear internet files and passwords	Set home page Hide, display and configure the toolbar Refresh or reload a page Copy, paste and save from web page Download files Configure page setup to print citation resources Evaluate information for accuracy Identify whether a source is credible Maintain and organize bookmarks and favorites

	LEVEL 1	LEVEL 2
PRINTING	<ul style="list-style-type: none"> Print a document from document folder Cancel a print job Add paper to printer Print a Document in 2 different locations Replace ink cartridge 	
EMAIL	<ul style="list-style-type: none"> Start up email program Save, print and delete email Compose, edit and send new email 	<ul style="list-style-type: none"> Forward and Reply Add attachment Download and open attachment Uses email to communicate with members of a group
CHANCERY	<p>Grading Program</p> <ul style="list-style-type: none"> Adjust weights for grading periods Set-up Categories Enter Assignments Delete dropped students Print roll sheet Enter & delete comments for students Change grading period summary shown on screen Log-on Look up current grades for a student Take Attendance Print Roster 	<p>Grading Program</p> <ul style="list-style-type: none"> Sort Students Print Custom Report Use Fill Column Command Set Preferences Create, Save and Open Styles Export Student Information Enter an Announcement or Message Post internet resources Look-up Student/Teacher Schedule
POWERSCHOOL	<ul style="list-style-type: none"> Create assignment categories Create assignments Enter assignments Create Final Grade Seup Assign weight to categories Take attendance Change screen date range Show or hide specific date ranges Override automatic final grades Create and pring class roster Create and print class grades Create and print attendance roster Create a seating chart 	<ul style="list-style-type: none"> Sort students Create custom reports Use Fill Column command Add notes for a specific grade Change type font, size, color Arrange alphabetically or by last student entered. Create special reports Add new student fields Log onto web at home to enter grades Add photos to seating chart Print class reports from home.
MULTIMEDIA	<ul style="list-style-type: none"> Create a PowerPoint type presentation Choose an appropriate style format Insert text box and format text Use templates to create new slides Number slides Create hyperlink between slides 	<ul style="list-style-type: none"> Add sounds to presentation Add video to presentation Sort and reorder slides Add web site hyperlinks Create stand-alone presentation
INTEGRATION	<ul style="list-style-type: none"> Integrates lesson plans with the use of technology in the classroom Uses available multimedia equipment Regularly uses e-mail Accesses and uses internet web sites and uses these sources in the curriculum 	

Level 3 and Level 4 are encouraged, but not required, for teachers who work with students in grades 6-12.

LEVEL 3	LEVEL 4
<p>MULTIMEDIA</p> <p>Scan a photograph and insert into Multimedia Presentation Flip a graphic horizontally or vertically Take pictures with a Digital Camera Download images and save in your Documents Folder Insert digital pictures into Presentation Re-arrange the order of slides in PowerPoint Insert sound in PowerPoint Create and edit navigation buttons to move through presentation Apply transitions and effects Insert hypertext links Insert movie from library Record sound and insert in presentation Set presentation to run on timings Demonstrate the correct way to connect the LCD projector to computer Demonstrate the correct way to connect the TV to computer Demonstrate knowledge of the correct way to install digital video camera to a computer Demonstrate the use of 2 special effects Capture at least 20 seconds of video onto your computer and save it onto a CDRW or CDROM Import footage into movie editing application and add title, credits and scene transitions. Export edited version of movie and export to VHS tape</p> <p>COURSE WEB SITES</p> <p>Use preformatted web pages on the school designated server to: Enter course title Enter course synopsis Enter course grading practices Enter course management/rules Enter daily or weekly assignments Provide course web related links info Provide practice quizzes and exams</p>	<p>COMPETENCIES</p> <p>Plan, create and print a classroom newsletter using a word processing program and including text and images. Involve students in the process, either planning and creating or by using student text or graphics in the newsletter.</p> <p>Use a merge file to create labels for use in your classroom. These can include addresses or they can be used for labeling notebooks, planners or other personal items in the room</p> <p>Create at least one set of classroom labels that include a graphic</p> <p>Use merge file to create personalized certificates for your students</p> <p>Create personalized Christmas cards or other holiday cards for your students</p> <p>Add additional categories to your merge file such as academic strengths, talents, skills, or abilities and create a personalized note for some or all of your students using your merge file.</p> <p>Together with at least 3 students, produce a document combining text and some pictures taken with a digital camera</p> <p>Create a PowerPoint presentation using some photographs taken with the digital camera or scanned with the scanner. Show the presentation to one of your classes.</p> <p>Using a digitally created video segment, create a presentation using PowerPoint: insert the video segment into the presentation; show to one of your classes as part of a lesson.</p> <p>Create a curricular lesson requiring use of a spreadsheet and chart</p> <p>Create a curricular lesson requiring use of a PowerPoint, or Digital Video</p> <p>Submit other project ideas for approval and point assignment</p>

LEVEL 3	LEVEL 4
<p>MICROSOFT WORD</p> <p>Create a watermark Insert at least 5 symbols into text Import a spreadsheet into Word Import a text document into Word Insert auto text, fields and symbols Create a table of contents; update a table of contents Insert a footnote into your document Change your layout form 1 Column to 3 Column format Insert a Table into your word document Customize the AutoCorrect function Work with Track Changes facility Perform a Mail Merge Create mailing labels Modify Options</p>	
<p>SPREADSHEETS</p> <p>Search for and replace text Create a unique formula Replicate a formula for a range of cells (e.g.: “fill”) Format cells for appropriate content (e.g. text, decimal alignment, currency) Print a specific range of cells, pages and sheets Sort data in a spreadsheet Filter data in a spreadsheet Convert text to columns Import a Word document into spreadsheet Freeze and unfreeze panes Hide and unhide columns Customize appearance of graph or chart Customize colors Use Pivot Tables Use templates</p>	
<p>INTERNET</p> <p>Download a picture from the Internet and paste into word document Organize favorites Add web page to toolbar</p>	
<p>CHANCERY</p> <p>Create, Save and Open Styles Export Student Information Create & Print a Seating Chart</p>	

Rough Draft Curriculum Technology

K-2

Standard One

Knowledge and skills.

The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

Objectives:

- (1) Use technology terminology appropriate to the task;
- (2) Start and exit programs as well as create, name, and save files; and
- (3) Use networking terminology such as on-line, network, or password and access remote equipment on a network such as a printer.
- (4) Demonstrate responsible equipment care and use.

Standard Two:

The student uses data input skills appropriate to the task. The student is expected to:

Knowledge and Skills

Objectives:

- (1) Use and identify a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;
- (2) Use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate;
- (3) Demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;
- (4) Produce documents at the keyboard, proofread, and correct errors; and
- (5) Use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate.
- (6) Understand the use of pull down menus and choose a command from the menu bar using a mouse.

Standard Three:

The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

Knowledge and Skills

Objectives:

- (1) Follow acceptable use policies when using computers.
- (2) Model respect of intellectual property by not illegally copying software or another individual's electronic work.

Standard Four:

The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

Information Acquisition

Objectives:

- (1) Acquire information including text, audio, video, and graphics.
- (2) Explore bookmarked websites

Standard Five:

The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

Problem Solving:

Objectives:

- (1) Use software programs with audio, video, and graphics to enhance learning experiences
- (2) Use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems.

Standard Six:

The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

Problem Solving:

Objectives:

- (1) Use communication tools to participate in group projects; and
- (2) Use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.

Standard Seven:

The student formats digital information for appropriate and effective communication. The student is expected to:

Communication:

Objectives:

- (1) Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience; and
- (2) Use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials.
- (3) Manipulate graphics

Standard Eight:

The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

Communication:

Objectives:

- (1) Publish information in a variety of media including, but not limited to, printed copy or monitor display; (plan and create a linear sequence)
- (2) Publish information in a variety of media including, but not limited to, stored files or video.

Rough Draft Curriculum Technology

Grades 3-5

Standard One

The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

Knowledge and Skills:

Objectives:

- (1) Use technology terminology appropriate to the task;
- (2) Save and delete files, uses menu options and commands, and work with more than one software application;
- (3) Identify and describe the characteristics of digital input, processing, and output;
- (4) Delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity; and
- (5) Access remote equipment on a network such as a printer or other peripherals.

Standard Two:

The student uses data input skills appropriate to the task. The student is expected to:

Knowledge and Skills

Objectives:

- (1) Use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;
- (2) Use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns;
- (3) Demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;
- (4) Produce documents at the keyboard, proofread, and correct errors;
- (5) Use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate; and

(6) Demonstrate a 15 words per minute on short timed exercises depending upon the grade level and hours of instruction.

Standard Three:

The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

Knowledge and Skills

Objectives:

- (1) Follow acceptable use policies when using computers.
- (2) Model respect of intellectual property by not illegally copying software or another individual's electronic work.
- (3) Cite sources of information gathered from gather electronic and written resources.

Standard Four:

The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

Information Acquisition

Objectives:

- (1) Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies; and
- (2) Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing.

Standard Five:

The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

Information Acquisition:

Objectives:

- (1) Acquire information including text, audio, video, and graphics; and
- (2) Use on-line help and documentation.

Standard Six:

The student evaluates the acquired electronic information. The student is expected to:

Information Acquisition

Objectives:

- (1) Apply critical analysis to resolve information conflicts and validate information;
- (2) Determine the success of strategies used to acquire electronic information; and
- (3) Determine the usefulness and appropriateness of digital information.

Standard Seven:

The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

Problem Solving:

Objectives:

- (1) Use software programs with audio, video, and graphics to enhance learning experiences;
- (2) Use appropriate software to express ideas and solve problems including the use of word processing, graphics, spreadsheets, simulations, and multimedia; and
- (3) Use a variety of data types including text, graphics, digital audio, and video.

Standard Eight:

The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

Problem Solving:

Objectives:

- (1) Use communication tools to participate in group projects;
- (2) Use interactive technology environments, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information with supervision.

Standard Nine:

The student formats digital information for appropriate and effective communication. The student is expected to:

Communication:

Objectives:

- (1) Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience.
- (2) Use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials.
- (3) Manipulate graphics
- (4) Use appropriate applications including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources.

Standard Ten:

The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

Communication:

Objectives:

- (1) Publish information in a variety of media including, but not limited to, printed copy, monitor display; Internet documents, and multimedia presentations.

Standard Eleven:

The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

Communication:**Objectives:**

- (1) Select representative products to be collected and stored in an electronic evaluation tool;
- (2) Evaluate the product for relevance to the assignment or task; and
- (3) Follow teacher created technology assessment tools to monitor progress of project such as checklists, timelines, or rubrics.

Rough Draft Curriculum Technology

Grades 6-8

Standard One

The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

Foundations:

Objectives:

- (1) Demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components.
- (2) Compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices.
- (3) Demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;
- (4) Delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity.
- (5) Use technology terminology appropriate to the task.
- (6) Perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents.
- (7) Explain the differences between analog and digital technology systems and give examples of each;
- (8) Use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML).
- (9) Compare and contrast LANs, WANs, Internet, and intranet.

Standard Two:

The student uses data input skills appropriate to the task. The student is expected to:

Knowledge and Skills:

Objectives:

- (1) Demonstrate proficiency in the use of a variety of input devices available such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick;
- (2) Demonstrate keyboarding proficiency in technique and posture while building speed to 30 words per minute.
- (3) Use digital keyboarding standards for data input such as one space after punctuation, two spaces after end of sentence punctuation.

Standard Three:

The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

Knowledge and Skills

Objectives:

- (1) Discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;
- (2) Demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;
- (3) Describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
- (4) Identify the impact of technology applications on society through research, interviews, and personal observation
- (5) Demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.

Standard Four:

The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

- (1) Use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- (2) Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

Standard Five:

The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

Information Acquisition

Objectives:

- (1) Identify, create, and use files in various formats such as text, graphics, image, and audio files.
- (2) Demonstrate the ability to access, operate, and manipulate information from secondary and devices.
- (3) Use software applications help and other documentation.

Standard Six:

The student evaluates the acquired electronic information. The student is expected to:

Information Acquisition:

Objectives:

- (1) Determine and employ methods to evaluate the electronic information for accuracy and validity.
- (2) Resolve information conflicts and validate information through accessing, researching, and comparing data.
- (3) Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

Standard Seven:

The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

Information Acquisition

Objectives:

- (1) Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings.
- (2) Create and edit spreadsheet documents using all data types, formulas and functions, and chart information.
- (3) Demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- (4) Create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;
- (5) Differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- (6) Integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs.

Standard Seven:

The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

Problem Solving:

Objectives:

- (1) Use technology in self-directed activities by sharing products for defined audiences; and
- (2) Integrate acquired technology applications skills, strategies, and use of the word processor, spreadsheet, draw, paint into the foundation and enrichment curricula.

Standard Nine:

The student formats digital information for appropriate and effective communication. The student is expected to:

Problem Solving:

Objectives:

- (1) Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports.
- (2) Create a variety of spreadsheet layouts containing descriptive labels and page settings.
- (3) Demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate.
- (4) Match the chart style to the data when creating and labeling charts.

Standard Ten:

The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

Problem Solving:

Objectives:

- (1) Publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents.
- (2) Design and create interdisciplinary multimedia presentations for defined audiences including audio, text, and graphics.

Standard Eleven:

The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

Communication:

Objectives:

- (1) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;
- (2) evaluate the product for relevance to the assignment or task.

Basic Computer Technology

Freshman

Credits: .5 (Required)

Course Description: The Computer Technology course provides students the opportunity to develop skills which allow them to demonstrate basic competency in the following areas:

1. History of the development and implementation of digital electronic media
2. Basic operations and concepts
3. Social and ethical issues in technology
4. Presentation and research applications
5. Technological problem-solving skills

Standard 1

Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (1,3,4,5)

Standard 2

Make informed choices among technology systems, resources, and services. (1,2,3,4,5)

Standard 3

Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (1,3,5)

Standard 4

Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (3,4)

Standard 5

Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (1,4,5)

Standard 6

Evaluate technology-based options, including distance and distributed education, for lifelong learning. (1,3,4,5)

Standard 7

Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity. (3,4,5)

Standard 8

Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (1,2,3,4,5)

Standard 9

Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (1,2,3,4,5)

Standard 10

Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (1,2,3,4,5)