Technology
Curriculum Guide

Office of Catholic Schools
Diocese of Peoria

Acknowledgements

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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 21st 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.
- Require equal access to state-of –the-art facilities, resources and materials.
- Foster and support learning, build self-confidence, and inspire creativity and self-expression.
- Enable teachers to customize the curriculum to accommodate a variety of learning styles and ability levels.
- Empower students to access information which, in turn, can be analyzed, evaluated, and applied to specific missions.
- Foster higher order thinking skills such as problem solving, the forming of value judgments, and critical thinking.
- Encourage cooperation, communication, and collaboration between school, home, and the world.
- Allow the extension of learning beyond the walls of the classroom and school day.

In addition to the aforementioned points, the committee strongly feels that the presentation and use of technological concepts must be addressed in light of a Catholic world view.

SUGGESTED SOFTWARE:

TITLE	PUBLISHER	COST
Type to Learn 3 Good for beginners Step by Step approach to keyboarding	Sunburst Technology Corporation	
Mavis Beacon Teaches Typing – 3rd – 8th graders	Broderbund	
Reader Rabbit 2 K – 2nd Grade Vowel sounds, rhyming games, matching games	The Learning Company	
Jump Start Advanced Kindergarten Teaches reading, math, and language skills	Knowledge Adventure	
Paint, Write, and Play K – 2nd Grade Practice phonics and grammar skills	The Learning Company	
Math Blaster K – 6th Grade Math operations, fractions and decimals	Davidson & Associates, Inc.	
Money Challenge 1st & 2nd Grade Uses math skills for reasoning	Gamco Educational Software	
Clock Faces K – 2nd Grade How to tell time and time problems	Micrograms Software	

TITLE	PUBLISHER	COST

SUGGESTED WEBSITES:

TITLE	URL
Aid for units on specific topic	http://teacher.scholastic.com/products/instructor/cyberhunt_kids.htm
Create a bibliography	www.easybib.com
Cross-curricular website	www.quickmind.net
Fish reports	http://fins.actwin.com/species/index.php?t=9&i=182
Reward for getting work done on time	www.funbrain.com
Saints, feast days, prayers, etc.	www.americancatholic.org
Use or create a rubric	www.rubistar.com
Use of technology in classroom	http://www.barbbumgardner.com
I house: student learning aids	http://www.1th3.k12.il.us/inquiryhouse/
Ocean related topics	http://www.calstatela.edu/faculty/eviau/edit557/oceans/
Overall good student resource	http://www.scholastic.com
Solar System	http://www.schools.manatee.k12.fl.us/bartgis/solarsystem/solar_system_worksheets.html
Pre-K to 2nd Phonics & Reading	http://starfall.com
Multiplication Facts	http://www.multiplication.com/interactive_games.html
Eat Healthy	http://www.dole5aday.com
Math, Grammar and Spelling	http://funbrain.com
Math drills	http://mathisfun.com
Math drills K-8	http://www.aaamath.com
Graphs and Statistical Data	http://www.weather.com
Science term definitions	http://seds.lpl.arizona.edu/nineplanets/nineplanets/help.html
Ellis Island & Statue of Liberty	http://www.nps.gov/stli/prod02.htm
Space missions & videos	http://nasa.gov

TITLE	URL
Animals, sports, space, science	http://www.eagle.ca/~matink/kids.html
50 States	http://www.50states.com
Betsy Ross	http://www.ushistory.org/betsy/flagtale.html
U.S. government	http://bensguide.gpo.gov
Internet activities	http://www.ncwiseowl.org/kscope/

Reference Sites	
Definitions and pronunciation	http://dictionary.com
Facts of Countries	http://worldfactbook.com
Library & References	http://libraryspot.com
Library 3-8th	http://www.americaslibrary.com/cgi-bin/page.cgi

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

Grade Level: ***Kindergarten***			
Standard 1	Basic Operations and Concepts	Scope	Virtues
a. Students demonstrate a sound understanding of the nature and operation of technology systems.	1.a.1 Identify major hardware components (e.g., computer, monitor, mouse/trackpad, and keyboard) 1.a.2 Recognize button and icons used to operate programs (e.g., print, save, back) 1.a.3 Demonstrate proper care of hardware components (e.g., refrains from touching computer screen; keeps computer area free from food and drink) 1.a.4 Use appropriate technology vocabulary (see glossary).	***I*** ***I*** ***I*** ***I***	Focus Respect Gentleness
b. Students are proficient in the use of technology	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). 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] 1.b.3 Distinguish between right and left side of the keyboard 1.b.4 Practice proper body position 1.b.5 Log onto appropriate network/password sensitive program as applicable	***I/D*** ***I/D*** ***I*** ***I/D*** ***I/D***	Determination Patience
Standard 2	Social, ethical and human issue	Scope	Virtue
a. Students understand the ethical, cultural, and societal issues related to technology	2. a.1 Recognize that people use computers to work, learn, communicate and play.	***I***	Thankfulness
b. Students practice responsible use of technology systems, information, and software.	2.b.1 Demonstrate appropriate use of computers 2.b.2 Discuss the need for responsible uses of computers (e.g., the Diocese of Peoria Acceptable Use Policy (AUP) and local AUP's) 2. b.3 Demonstrate respect for the work of others. 2.b.4 Discuss ownership of created works as a class/group	***I*** ***I*** ***I*** ***I***	Respect
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	2.c.1 Identify how technology influences work and play 2.c.2 Identify technology resources in the community to further life long learning (e.g., library, museums)	***I*** ***I***	Patience Responsibility
Standard 3	Technology productivity tools	Scope	Virtue
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	3.a.1 Use word processor/graphic organizer for learning tasks (teacher models software; e.g., Kidspiration, KidPix, Word, Apple Works) 3.a.2 Use word processor with assistance 3.a.3 Use basic drawing tools with assistance 3.a.4 Use multimedia devices with assistance (see glossary)	***I*** ***I*** ***I*** ***I***	Curiosity Spontaneity

Standard 3	Technology productivity tools	Scope	Virtue
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	3.b.1 Produce a project, with assistance, using appropriate technology tools (e.g., create pictures, charts, slideshows, videos)	***I***	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	4.a.1 As a group, use e-mail to collect information and share ideas (teacher models use of telecommunication tools) 4. a.2 Use technology to communicate safely and securely.	***I*** ***I***	Responsibility Honesty Sincerity
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	4.b.1 Identify media formats to share ideas and information to a local and global audience (e.g., text, images, audio and video)	***I***	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	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	***I*** ***I***	Caution Trustworthiness
b. Students use technology tools to process data and report results.	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)	***I*** ***I***	Creativity Curiosity
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	5.c.1 Select resources for gathering, sorting and reporting information (teacher models)	***I***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	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 models)	***I*** ***I***	Reliability Courage

Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
b. Students employ technology in the development of strategies for solving problems in the real world.	6.b.1 Select technology tools and/or resources to solve a problem/task (teacher models; e.g., writing tools, digital cameras, puzzles)	***I***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

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

Standard 3 Continued	Technology productivity tools	Scope	Virtue
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	3.b.1 Produce a project, with assistance, using appropriate technology tools (e.g., create pictures, charts, slideshows, videos)	***I/D***	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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/D*** ***I/D***	Responsibility Honesty Sincerity
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	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***	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	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	***I*** ***I/D***	Caution Trustworthiness
b. Students use technology tools to process data and report results.	5.b.1 Use graphs/charts, with assistance, to represent ideas (e.g., Graph Club, Excel) 5.b.2Use graphic organizers, with assistance, to demonstrate/represent ideas (e.g., Kidspiration)	***I/D*** ***I/D***	Creativity Curiosity
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	5.c.1 Select resources for gathering, sorting and reporting information (teacher models)	***I/D***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	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 (teacher models)	***I/D*** ***I/D***	Reliability Courage

Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
b. Students employ technology in the development of strategies for solving problems in the real world.	6.b.1 Select technology tools and/or resources to solve a problem/task (teacher models; e.g., writing tools, digital cameras, puzzles, Internet)	***I/D***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

Grade Level: ***Second Grade***			
Standard 1	Basic Operations and Concepts	Scope	Virtues
a. Students demonstrate a sound understanding of the nature and operation of technology systems.	1.a.1 Identify major hardware components and describe their functions (e.g., CPU, monitor, keyboard, disk drive, printer, mouse/trackpad) 1.a.2 Recognize buttons and icons used to operate programs e.g., printer, disk speaker, camera) 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) 1.a.4 Use appropriate grade level technology vocabulary (see glossary)	***I/D*** ***I/D*** ***I/D*** ***I/D***	Focus Respect Gentleness
b. Students are proficient in the use of technology	1.b.1 Use basic commands, with assistance, to save, print and locate files/folders 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) 1.b.3 Distinguish left and right side of the keyboard 1.b.4 Practice proper body position and use of both hands while typing 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]) 1.b.6 Use the mouse to click, double click, and press, drag, release 1.b.7 Log onto the appropriate network	***I/D*** ***I/D*** ***D*** ***D*** ***D*** ***D*** ***R***	Determination Patience
Standard 2	Social, ethical and human issue	Scope	Virtue
a. Students understand the ethical, cultural, and societal issues related to technology	2.a.1 Identify advantages and disadvantages of using computers to work, learn, communicate and play 2.a.2 Recognize that copyright affects how one can use technology systems, information and software resources	***I/D*** ***I***	Thankfulness
b. Students practice responsible use of technology systems, information, and software.	2.b.1 Describe acceptable and unacceptable uses of computers around the world 2.b.2 Practice responsible use of computers and discuss consequences for inappropriate use (discuss the Diocesan Acceptable Use Policy (AUP) and local AUP's) 2.b.3 Identify and discuss appropriate and safe behaviors online 2.b.4 Recognize the individual's rights of ownership of created works and computer-generated works	***I*** ***I/D*** ***I/D*** ***I/D***	Respect
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	2.c.1 Explain how technology influences work and play 2.c.2 Explain how technology resources in the community further life long learning (e.g., library, museums)	***I/D*** ***I/D***	Patience Responsibility

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

Standard 5 Continued	Technology research tools	Scope	Virtue
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	5.c.1 Select, with assistance, resources for gathering, sorting and reporting information 5.c.2 Explain resources selected for an assigned task (teacher models)	***D*** ***D***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	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, 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 models)	***I/D*** ***D***	Reliability Courage
b. Students employ technology in the development of strategies for solving problems in the real world.	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)	***I/D***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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 text	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

Grade Level: ***Third Grade***			
Standard 1	Basic Operations and Concepts	Scope	Virtues
a. Students demonstrate a sound understanding of the nature and operation of technology systems.	1.a.1 Identify and use appropriate grade level technology vocabulary (see glossary) 1.a.2 Demonstrate proper care of computer hardware, software, peripherals, and storage media	***I/D*** ***D/M***	Focus Respect Gentleness
b. Students are proficient in the use of technology	1.b.1 Use the basic commands to save, print, locate, and open files/folders 1.b.2 Use proper 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	***D/M*** ***I/D*** ***I/D*** ***M***	Determination Patience
Standard 2	Social, ethical and human issue	Scope	Virtue
a. Students understand the ethical, cultural, and societal issues related to technology	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	***D*** ***I/D*** ***I***	Thankfulness
b. Students practice responsible use of technology systems, information, and software.	2.b.1 Practice safety when communicating via the Internet (e.g., personal information, privacy, security, password) 2.b.2 Apply guidelines of Diocesan AUP and local AUP's 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/D*** ***I/D*** ***D***	Respect
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	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/D*** ***I/D***	Patience Responsibility
Standard 3	Technology productivity tools	Scope	Virtue
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	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)	***D*** ***I/D*** ***I/D*** ***I/D*** ***I/D***	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 glossary) 3.a.10 Insert/Import an image with assistance (e.g., clipart, CD, Internet, photo)	***I/D*** ***I/D*** ***I/D*** ***I/D*** ***I/D***	Curiosity Spontaneity
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	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/D***	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	4.a.1 As a group, use 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	***D*** ***D***	Responsibility Honesty Sincerity
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	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***	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	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 glossary) 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	***D/M*** ***I/D*** ***D*** ***D*** ***D***	Caution Trustworthiness
b. Students use technology tools to process data and report results.	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)	***D*** ***D*** ***I/D***	Creativity Curiosity

Standard 5 Continued	Technology research tools	Scope	Virtue
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	5.c.1 Select resources for gathering, sorting, and reporting information 5.c.2 Explain resources selected for an assigned task	***D*** ***D***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	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)	***D***	Reliability Courage
b. Students employ technology in the development of strategies for solving problems in the real world.	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)	***D***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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 text	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

Grade Level: ***Fourth Grade***			
Standard 1	Basic Operations and Concepts	Scope	Virtues
a. Students demonstrate a sound understanding of the nature and operation of technology systems.	1.a.1 Identify and use appropriate grade level technology vocabulary (see glossary) 1.a.2 Demonstrate proper care of computer hardware, software, peripherals, and storage media	***D/M*** ***M***	Focus Respect Gentleness
b. Students are proficient in the use of technology	1.b.1 Use basic commands to save, print, locate and open files/folders from local/external storage devices 1.b.2 Use home row keys proficiently while practicing proper body posture (introduce remainder of keys and reaches) 1.b.3 Log onto appropriate network 1.b.4 Transfer files to different locations (e.g., removable storage media, shared folders)	***M*** ***D*** ***R*** ***I/D***	Determination Patience
Standard 2	Social, ethical and human issue	Scope	Virtue
a. Students understand the ethical, cultural, and societal issues related to technology	2.a.1 Identify advantages and disadvantages that technology provides in different cultures 2.a.2 Identify ways that technology affects daily life, one's future and career options 2.a.3 Identify copyright violations (e.g., music, software piracy, graphics, and text)	***D/M*** ***D*** ***I/D***	Thankfulness
b. Students practice responsible use of technology systems, information, and software.	2.b.1 Practice safety when communicating via the Internet (personal information, privacy, security) 2.b.2 Apply guidelines of Diocesan AUP and local 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) 2.b.3 Practice citing sources when using information or graphics (plagiarism) 2.b.4 Practice basic netiquette	***D*** ***M*** ***D*** ***I/D***	Respect
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	2.c.1 Describe the benefits of using technology to communicate and/or collaborate with others (e.g., school, community, world) 2.c.2 Describe advantages of using technology to increase productivity (e.g., ATM; calculator, PDA and online shopping)	***D*** ***D***	Patience Responsibility
Standard 3	Technology productivity tools	Scope	Virtue
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	3.a.1 Use word processor/graphic organizer to create, print, and publish a variety of writing types (e.g., reports, letters, poems) 3.a.2 Use standard formatting toolbars (e.g., spell check, font, cut, copy, and paste objects and/or text 3.a.3 Use appropriate punctuation (e.g., no space before comma, space after punctuation 3.a.4 Format page layout (e.g., text alignment, margins 3.a.5 Create single and multiple slide presentations using text and graphics (e.g., rotate, stretch, shrink, group, duplicate) 3.a.6 Use paint and draw tools to select and manipulate objects/graphics (e.g., rotate, stretch, shrink, group, duplicate)	***I/D*** ***D*** ***D*** ***D*** ***D*** ***I/D***	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 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/D*** ***I*** ***I/D*** ***I/D***	Curiosity Spontaneity
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	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	***D***	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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 www.gsn.org, Landmarks for Schools www.landmark-project.com, school website)	***D*** ***D*** ***I***	Responsibility Honesty Sincerity
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	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),	***D*** ***I*** ***D***	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	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 glossary) 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	***M*** ***D/M*** ***D*** ***D*** ***D*** ***I*** ***I***	Caution Trustworthiness
b. Students use technology tools to process data and report results.	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*** ***D*** ***D***	Creativity Curiosity

Standard 5 Continued	Technology research tools	Scope	Virtue
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	5.c.1 Select resources for gathering, sorting, and reporting information 5.c.2 Explain resources selected for an assigned task	***D*** ***D***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	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)	***D***	Reliability Courage
b. Students employ technology in the development of strategies for solving problems in the real world.	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)	***I/D***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

Grade Level: ***Fifth Grade***			
Standard 1	Basic Operations and Concepts	Scope	Virtues
a. Students demonstrate a sound understanding of the nature and operation of technology systems.	1.a.1 Identify and use appropriate, grade level technology vocabulary (see glossary) 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)	***D/M*** ***R*** ***I***	Focus Respect Gentleness
b. Students are proficient in the use of technology	1.b.1 Demonstrate proficiency in file management (e.g., environment, health care, work place, education) 1.b.2 Use keyboarding skills and proper posture (90% accuracy at 15 wpm) 1.b.3 Transfer files to different locations (e.g., removable storage media, shared folders)	***D/M*** ***D/M*** ***D/M***	Determination Patience
Standard 2	Social, ethical and human issue	Scope	Virtue
a. Students understand the ethical, cultural, and societal issues related to technology	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)	***I*** ***D*** ***D/M***	Thankfulness
b. Students practice responsible use of technology systems, information, and software.	2.b.1 Practice safety when communicating via the Internet (e.g., personal information, privacy, security) 2.b.2 Apply guidelines of Diocesan AUP and local AUP for use of technology systems 2.b.3 Cite sources when using information or graphics 2.b.4 Practice basic netiquette	***M*** ***R*** ***D*** ***M***	Respect
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	2.c.1 Explain advantages of using technology to increase productivity and communication (e.g., ATM; online banking, reservations, and shopping)	***D***	Patience Responsibility
Standard 3	Technology productivity tools	Scope	Virtue
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	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)	***M*** ***M*** ***D*** ***D/M*** ***M*** ***D/M***	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	***M*** ***D*** ***D*** ***D***	Curiosity Spontaneity
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	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)	***D***	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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 www.gsn.org, Landmarks for schools www.landmark-project.comm, school website)	***I*** ***R*** ***D***	Responsibility Honesty Sincerity
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	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)	***D*** ***D/M*** ***D***	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	5.a.1 Use a web browser to navigate the Internet (see glossary) 5.a.2 Use basic web browsing vocabulary (see glossary) 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	***R*** ***D/M*** ***M*** ***M*** ***M*** ***D*** ***I*** ***D***	Caution Trustworthiness
b. Students use technology tools to process data and report results.	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	***D*** ***M***	Creativity Curiosity

Standard 5 Continued	Technology research tools	Scope	Virtue
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	5.c.1 Select resources for gathering, sorting, and reporting information 5.c.2 Explain resources selected for an assigned task	***M*** ***M***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	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, word processor, timeline, slideshow)	***D***	Reliability Courage
b. Students employ technology in the development of strategies for solving problems in the real world.	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)	***D***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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 7.a.7 Create a multimedia presentation	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

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

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

Standard 5.a Continued	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	***M*** ***I*** ***D*** ***I/D*** ***D***	Caution Trustworthiness
b. Students use technology tools to process data and report results.	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/D*** ***I/D***	Creativity Curiosity
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	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	***M*** ***I***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	6.a.1 Select and use technology tools to plan, gather, organize, synthesize, present and evaluate information to solve a problem	***D***	Reliability Courage
b. Students employ technology in the development of strategies for solving problems in the real world.	6.b.1 Select technology tools and/or resources to solve and address a problem/task (e.g., writing tools, Internet, logical thinking programs)	***M***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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 spreadsheets and graphs 7.a.7 Create a multimedia presentation	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

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

Standard 3.a Continued	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	***D/M*** ***D/M*** ***I/D*** ***R*** ***I/D***	Curiosity Spontaneity
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	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)	***R***	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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 Diocesan AUP and local AUP	***M*** ***D***	Responsibility Honesty Sincerity
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	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*** ***R*** ***R***	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	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	***D*** ***D*** ***R*** ***I*** ***R*** ***D*** ***D*** ***M***	Caution Trustworthiness

Standard 5 Continued	Technology research tools	Scope	Virtue
b. Students use technology tools to process data and report results.	5.b.1 Copy relevant information into word processing document, with appropriate citing, (e.g., notes, images, URL's) 5.b.2 Create simple spreadsheet to calculate results or chart data 5.b.3 Use simple electronic databases and spreadsheets to organize and analyze information and generate reports	***D*** ***M*** ***M***	Creativity Curiosity
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	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	***R*** ***D***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	6.a.1 Use technology tools to plan, gather, organize, synthesize, present, and evaluate information to solve a problem	***D***	Reliability Courage
b. Students employ technology in the development of strategies for solving problems in the real world.	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	***I*** ***I***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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 spreadsheets and graphs 7.a.8 Create a multimedia presentation	***At Level***	Creativity Honesty Responsibility Patience

DIOCESAN TECHNOLOGY CURRICULUM COMMITTEE

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

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

Standard 3	Technology productivity tools	Scope	Virtue
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	3.a.1 Produce and format multi-page documents and reports (e.g., table of contents, cover page, bibliography, page numbers, headers) 3.a.2 Create and format tables in documents (e.g., shaded rows or columns) 3.a.3 Use search strategies to gather and synthesize information 3.a.4 Use a blank template to enter data 3.a.5 Create multimedia presentation using text, graphics, music, animations, and transitions 3.a.6 Create a spreadsheet using simple formulas 3.a.7 Use spreadsheet to create a graph and select the graph style that correctly represents the data 3.a.8 Use spreadsheets to calculate, discover patterns, and track data	***R*** ***M*** ***R*** ***R*** ***R*** ***M*** ***R*** ***I/D***	Curiosity Spontaneity
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	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)	***M***	Industry Peace Reliability
Standard 4	Technology communication tools	Scope	Virtue
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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 Diocesan AUP and local AUP	***R*** ***D***	Responsibility Honesty Sincerity
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	4.b.1 Convert sounds and images, with assistance, into appropriate file types (e.g., CE to mp3, .jpg to .bmp) 4.b.2 Create and refine multimedia presentations that enhance/facilitate oral communications (e.g., video, slideshow)	***D*** ***I***	Discretion Flexibility
Standard 5	Technology research tools	Scope	Virtue
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	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 Evaluate the accuracy and appropriateness of electronic information (e.g., research the author, date, reliability of information on website) 5.a.5 Use strategies to collect and organize resources (e.g., bookmarks, targets, text selection, hotlists) 5.a.6 Summarize information found during an Internet search	***M*** ***D/M*** ***R*** ***D*** ***M*** ***R***	Caution Trustworthiness

Standard 5 Continued	Technology research tools	Scope	Virtue
b. Students use technology tools to process data and report results.	5.b.1 Use simple electronic databases and spreadsheets to organize and analyze information and generate reports	***R***	Creativity Curiosity
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	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	***R*** ***M***	Caution Obedience Prudence
Standard 6	Technology problem-solving and decision-making tools	Scope	Virtue
a. Students use technology resources for solving problems and making informed decisions.	6.a.1 Use technology tools to plan, gather, organize, synthesize, present, and evaluate information to solve a problem	***D***	Reliability Courage
b. Students employ technology in the development of strategies for solving problems in the real world.	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	***D*** ***D***	Courage Flexibility Responsibility
Standard 7	Curriculum Integration	Scope	Virtue
a. Students will use technology to support all curricular areas.	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 7.a.8 Create a multimedia presentation	***At Level***	Creativity Honesty Responsibility Patience

Standard 7: Curriculum Integration

Grade level when computer concepts/skills are ready to be integrated into other curricular areas.

Students will use technology to support all curricular areas.	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									**X**
Create spreadsheets and graphs							**X**		
Create a multimedia presentation (i.e. power point, slide show, etc.)						**X**			

GLOSSARY

Grade level of introduction and responsibility for technology terminology

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

Button Bar	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
Buttons	Shortcuts that appear in a program to aid the used more easily navigate to perform activities.	2 – 8
Chart	One of the ways spreadsheets can represent date found in the spreadsheet	2 – 8
Clip Art	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
Database	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
Desktop	The background that appears on the screen. It is supposed to represent a desk.	2 – 8
Desktop Publishing (DTP)	Using the characteristics of a word processing program or DTP software in order to produce reports, documents, letters, etc.,	2 – 8
Graph	A pictorial representation of the relationship between two or more sets of variable values. Types of graphs would include line, bar, pie.	2 – 8
Home Row	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
Host	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
Pictogram	Those pictures that are used to create a bar graph.	2 – 8
Print	Produce what is on the screen in the form of hard copy.	2 – 8
Retrieve	Open a document that has been saved.	2 – 8
Sort	Organizing information in a prescribed order, i.e., ascending or descending.	2 – 8
Storyboard	A graphic organizer which allows for the planning and development of a multimedia presentation.	2 – 8
Telecommunication	The exchange of information within a building or via the Internet	2 – 8
Word Wrap	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
Active Cell	The cell in a spreadsheet into which data or formulas can be entered. The cell usually has a thick dark boarder	3 -- 8
Alignment	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
Application	A program or piece of software	3 – 8
Axis	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
Bold	Making a character darker and thicker than other characters in the text to have that character stand out	3 – 8
Button Bar	The small bar on the screen were the cursor is moved to and clicked on to accomplish a particular task	3 – 8
Cell	The intersection of a column and row	3 – 8
Circle Graph	Shows the relationship between two or more sets of data in circular form. The data is usually represented in percentages.	3 – 8
Column	Vertical divisions in a spreadsheet. The columns are identified alphabetically	3 – 8
Copy	To duplicate data in a document at a new location. The location can be in the current document or another document.	3 – 8
Credits	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
Edit	To make changes in documents and/or presentations	3 – 8

Entry Bar	The area on the spreadsheet screen where data being entered into a cell is shown	3 – 8
Font	The shape and style of the text to be entered	3 – 8
Freeware	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
Graphic Interchange Format (GIF)	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
Graphic	Images and/or pictures that are created, edited or published using a computer	3 – 8
Home Page	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
Hyperlink/Hypertext	Special text that allows the user move between related topics and/or sites.	3 – 8
Illustration	Pictures, graphs, clipart, drawings which appear on a computer	3 – 8
Indent	Placing the first character of a line of text in from the left margin	3 – 8
Joint Photographic Experts Group (Jpeg, .jpg)	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
Label	A term used to signify the naming of a column in a spreadsheet	3 – 8
Landscape	Having a document printed in a horizontal position	3 – 8
Line Graph	A type of graph used to show trends over a period of time when comparing data.	3 – 8
Line Spacing	The amount of separation between two lines of text.	3 – 8
Linear	Moving, in a multimedia presentation, in a linear order, i.e. first, second, third, etc.	3 – 8
Links	The connection between one image, page or word to another by clicking onto the picture, work or button.	3 – 8
Non-linear	Not moving in a straight line or path	3 – 8
Online Resources	Information found on the Internet	3 – 8
Paste	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
Pie Graph	A graphical representation of percentages in circular form. The segments of the finished product look like slices of a pie.	3 – 8
Portrait	The orientation of a document to be printed	3 – 8
Public Domain	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
Row	The horizontal division of a spreadsheet. The rows are identified by numeric values.	3 – 8
Save	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
Save As	To store information under a new name	3 – 8
Server	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
Shareware	Software that can be tested and used for a short period of time before purchasing it.	3 – 8
Spreadsheet	An application program that is intended to be used to do calculations, analyze and present numerical information	3 – 8
Table	Columns and rows creating cells that can be filled with information that needs to be organized	3 – 8

Thesaurus	A function of a word processing program that allows for the replacement of a word with one that is more appropriate.	3 – 8
Uniform Resource Locator (URL)	A website address. i.e., http://www.icc.edu	3 – 8
Value	Spreadsheet term denoting a character that can be used in a calculation.	3 – 8
Web address	Uniform Resource Locator (URL)	3 – 8
World Wide Web (www)	Another name for the Internet	3 – 8
WYSIWYG	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
AND	Command in Boolean logic used in a search query. All of the conditions listed need to be true.	4 – 8
Ascending Order	Arranging data from the lowest to the highest.	4 – 8
Calculate	Using a mathematical equation or formula to arrive at a solution. Concept is used in a spreadsheet.	4 – 8
Descending Order	Arranging data from the highest to the lowest	4 – 8
Domain	Indicates where a user's account is located (all following @)	4 – 8
E-mail	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
Field	That point in a database where information can be entered or located	4 – 8
File	A group of related records saved in a database	4 – 8
Format	Setting the font, font size, margins, tabs and page orientation (portrait or landscape) of a document	4 – 8
Keyword	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
Symbols Used in Searching	▪ > Greater Than ▪ < Less Than ▪ ≤ Less Than or Equal To ▪ ≥ Greater Than or Equal TO ▪ ≠ Not Equal To ▪ = Equal To	4 – 8
OR	Command in Boolean logic used in a search query. One of the two situations listed needs to be true	4 – 8
Page Set Up	Formatting a document for text entry and printing	4 – 8
Record	Collection of related fields and/or information	4 – 8
Search	Attempt to locate information or a file on a computer or the Internet	4 – 8
Search Engine	Software designed to identify, locate, gather information from a database determined by keywords, titles and text	4 – 8
Search Strategies	Basically, there are three search strategies that can be employed: 1. Try to guess the URL 2. Use the directories provided by search engines. Keywords can be used or the categories can be browsed. 3. Use a search engine for large searches by using unique keywords or a Boolean logic statement using a combination of keywords	4 – 8
Security	The process of protecting a computer, program, file or network from unauthorized use	4 – 8
User Name	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
Animated Clip Art	Art form that incorporates motion when used in a presentation	5 – 8
Anti-Virus	A program designed to locate, quarantine or destroy viruses while repairing any damaged files	5 – 8
Firewall	Device which restricts access to unauthorized web sites while protecting the network from unauthorized users	5 – 8
Hacker	An unauthorized individual who attempts to secretly gain access to computer files	5 – 8

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

GLOSSARY (alphabetized)

Grade level of introduction and responsibility for technology terminology

TERM	DEFINITION	GRADE LEVEL
Acceptable Use Policy (AUP)	A set of rules and guidelines that are adopted to regulate the use of technology and protect the individual	K – 8
Active Cell	The cell in a spreadsheet into which data or formulas can be entered. The cell usually has a thick dark boarder	3 -- 8
Alignment	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
AND	Command in Boolean logic used in a search query. All of the conditions listed need to be true.	4 -- 8
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Anti-Virus	A program designed to locate, quarantine or destroy viruses while repairing any damaged files	5 – 8
Application	A program or piece of software	3 – 8
Application Software	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
Arrow Keys	The keys on the computer keyboard that are used to move the cursor left-right-up-down	K – 8
Ascending Order	Arranging data from the lowest to the highest.	4 – 8
Axis	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
Bar Graph	A graph creation option, included in a spreadsheet, that uses parallel bars to compare and show changes in data over time.	2 -- 8
Bold	Making a character darker and thicker than other characters in the text to have that character stand out	3 – 8
Button Bar	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
Button Bar	The small bar on the screen were the cursor is moved to and clicked on to accomplish a particular task	3 – 8
Buttons	Shortcuts that appear in a program to aid the used more easily navigate to perform activities.	2 – 8
Calculate	Using a mathematical equation or formula to arrive at a solution. Concept is used in a spreadsheet.	4 – 8
Cell	The intersection of a column and row	3 – 8
Central Processing Unit (CPU)	The hardware which allows the computer to process information at a high rate of speed	K – 8
Chart	One of the ways spreadsheets can represent date found in the spreadsheet	2 – 8
Circle Graph	Shows the relationship between two or more sets of data in circular form. The data is usually represented in percentages.	3 – 8
Clip Art	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
Column	Vertical divisions in a spreadsheet. The columns are identified alphabetically	3 – 8
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Cursor	The marker at which what you enter, using the keyboard, is displayed	K – 8

Database	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
Delete	The key use to remove characters after the cursor	K – 8
Descending Order	Arranging data from the highest to the lowest	4 – 8
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Domain	Indicates where a user's account is located (all following @)	4 – 8
Edit	To make changes in documents and/or presentations	3 – 8
E-mail	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
Enter/Return	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
Entry Bar	The area on the spreadsheet screen where data being entered into a cell is shown	3 – 8
Field	That point in a database where information can be entered or located	4 – 8
File	A group of related records saved in a database	4 – 8
Firewall	Device which restricts access to unauthorized web sites while protecting the network from unauthorized users	5 – 8
Font	The shape and style of the text to be entered	3 – 8
Format	Setting the font, font size, margins, tabs and page orientation (portrait or landscape) of a document	4 – 8
Freeware	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
Graph	A pictorial representation of the relationship between two or more sets of variable values. Types of graphs would include line, bar, pie.	2 – 8
Graphic	Images and/or pictures that are created, edited or published using a computer	3 – 8
Graphic Interchange Format (GIF)	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
Hacker	An unauthorized individual who attempts to secretly gain access to computer files	5 – 8
Hardware	Any part of the computer system. This would include but not be limited to keyboard, monitor, mouse, joystick, etc.	K – 8
Highlight	Choosing a section of a document or text by clicking and dragging over it with the mouse to highlight the desired characters	1 -- 8
Home Page	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
Home Row	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
Host	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
Hyperlink/Hypertext	Special text that allows the user move between related topics and/or sites.	3 – 8
Illustration	Pictures, graphs, clipart, drawings which appear on a computer	3 – 8
Indent	Placing the first character of a line of text in from the left margin	3 -- 8
Internet	The term used to refer to the network of computers that provides for the input, storage and retrieval of information world wide.	1 – 8

Joint Photographic Experts Group (Jpeg, .jpg)	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
Keyboard	Hardware used to enter characters and commands into the system	K – 8
Keyword	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
Label	A term used to signify the naming of a column in a spreadsheet	3 – 8
Landscape	Having a document printed in a horizontal position	3 – 8
Line Graph	A type of graph used to show trends over a period of time when comparing data.	3 – 8
Line Spacing	The amount of separation between two lines of text.	3 – 8
Linear	Moving, in a multimedia presentation, in a linear order, i.e. first, second, third, etc.	3 – 8
Links	The connection between one image, page or word to another by clicking onto the picture, work or button.	3 – 8
Monitor	Displays what has been entered into the computer and allows the user to navigate within the software	K – 8
Mouse	Hardware used to move the cursor around the monitor screen	K – 8
Multimedia	The use of a combination of media in a presentation/document. i.e. text, animation, pictures, sound	K – 8
Network	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
Non-linear	Not moving in a straight line or path	3 – 8
Numeric Keyboard	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
Online Resources	Information found on the Internet	3 – 8
Online Safety	Precautions, taken by the user, to protect any personal information or pictures from being improperly/illegally used by a second party.	K – 8
OR	Command in Boolean logic used in a search query. One of the two situations listed needs to be true	4 – 8
Page Set Up	Formatting a document for text entry and printing	4 – 8
Password	Security code, either user or mechanically derived, that allows access to a computer or software program.	K – 8
Paste	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
Pictogram	Those pictures that are used to create a bar graph.	2 – 8
Pie Graph	A graphical representation of percentages in circular form. The segments of the finished product look like slices of a pie.	3 – 8
Portrait	The orientation of a document to be printed	3 – 8
Print	Produce what is on the screen in the form of hard copy.	2 – 8
Printer	Hardware device employed to produce a hard copy of the work performed on a computer.	K – 8
Probeware	Programs that assist a computer in the collection of data	6 -- 8
Public Domain	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
Record	Collection of related fields and/or information	4 – 8
Retrieve	Open a document that has been saved.	2 – 8
Row	The horizontal division of a spreadsheet. The rows are identified by numeric values.	3 – 8
Save	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
Save As	To store information under a new name	3 – 8
Search	Attempt to locate information or a file on a computer or the Internet	4 – 8

Search Engine	Software designed to identify, locate, gather information from a database determined by keywords, titles and text	4 – 8
Search Strategies	Basically, there are three search strategies that can be employed: ▪ Try to guess the URL ▪ Use the directories provided by search engines. Keywords can be used or the categories can be browsed. ▪ Use a search engine for large searches by using unique keywords or a Boolean logic statement using a combination of keywords	4 – 8
Security	The process of protecting a computer, program, file or network from unauthorized use	4 – 8
Select	Choosing a section of a document or text by clicking and dragging over it with the mouse to highlight the desired characters	K -- 8
Server	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
Shareware	Software that can be tested and used for a short period of time before purchasing it.	3 – 8
Software/Application	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
Sort	Organizing information in a prescribed order, i.e., ascending or descending.	2 – 8
Spreadsheet	An application program that is intended to be used to do calculations, analyze and present numerical information	3 – 8
Stand Alone Computer	A computer operating on its own. It is not connected or dependent on another computer or network server.	K – 8
Storyboard	A graphic organizer which allows for the planning and development of a multimedia presentation.	2 – 8
Symbols Used in Searching	▪ > Greater Than ▪ < Less Than ▪ ≤ Less Than or Equal To ▪ ≥ Greater Than or Equal TO ▪ ≠ Not Equal To ▪ = Equal To	4 -- 8
Table	Columns and rows creating cells that can be filled with information that needs to be organized	3 – 8
Telecommunication	The exchange of information within a building or via the Internet	2 – 8
Text	Characters appearing/entered in a document	K – 8
Thesaurus	A function of a word processing program that allows for the replacement of a word with one that is more appropriate.	3 – 8
Unethical Use	Any violation of the rules contained in the Diocesans AUP and local AUP	
Uniform Resource Locator (URL)	A website address. i.e., http://www.icc.edu	3 – 8
User Name	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
Value	Spreadsheet term denoting a character that can be used in a calculation.	3 – 8
Vandalism	Any intentional act of destroying and/or causing a computer system or software to be damaged.	K -- 8
Virus	Program designed to corrupt computer files	5 – 8
Web address	Uniform Resource Locator (URL)	3 – 8
Word Processing	Using a computer system to create, edit, share and/or print a document. i.e. letters, reports, newsletters, etc.	1 – 8
Word Wrap	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
World Wide Web (www)	Another name for the Internet	3 -- 8
Worm	Program designed to go through a computer and/or a network in order to cause damage to the files on the computer.	5 – 8

WYSIWYG	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

For more computer terms, see:

Maran, Ruth, **3d dictionary (2002)**, Maran Graphics Inc. September 2003
http://www.maran.com/dictionary/index.html