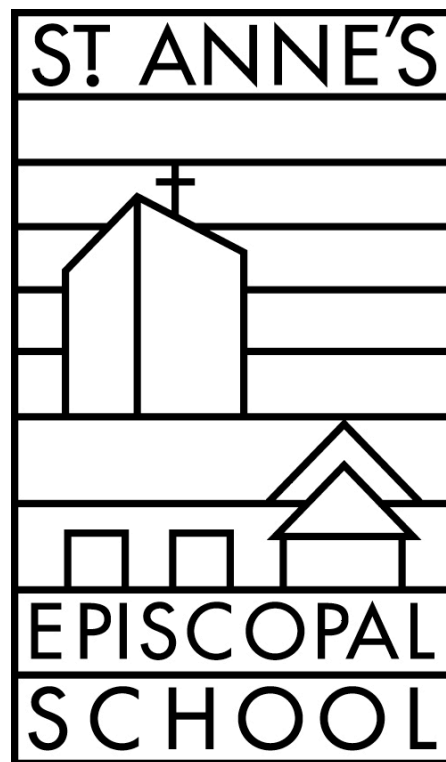


St. Anne's Episcopal School  
Denver, Colorado



Technology Curriculum  
February 2011

St. Anne's Episcopal School  
Technology Curriculum  
Table of Contents

St. Anne's Technology Mission Statement	p. 3
St. Anne's Philosophy Regarding Technology	p. 3
St. Anne's Technology Program Guiding Principles	p. 4
St. Anne's Technology Program Rationale	p. 4
Goals for the St. Anne's Technology Program	p. 4
St. Anne's Student Technology Standards	p. 5
St. Anne's Teacher Technology Standards	pp. 6-7
Metacognition in the curriculum	p. 8
Technology in Kindergarten at St. Anne's	pp. 9-10
Technology in First Grade at St. Anne's	pp. 11-12
Technology in Second Grade at St. Anne's	pp. 13-14
Technology in Third Grade at St. Anne's	pp. 15-16
Technology in Fourth Grade at St. Anne's	pp. 17-18
Technology in Fifth Grade at St. Anne's	pp. 19-20
Technology in 6th Grade at St. Anne's	pp. 21-22
Technology in 7th Grade at St. Anne's	pp. 23-24
Technology in 8th Grade at St. Anne's	pp. 25-27
Grade 3-8 Keyboarding Standards	p. 28
St. Anne's Acceptable Use Policy (K-2)	p. 29
St. Anne's Acceptable Use Policy (3-8)	pp. 30-31

SAES Technology Mission Statement  
SAES Philosophy Regarding Technology  
St. Anne's Episcopal School  
Technology Curriculum

**SAES TECHNOLOGY MISSION STATEMENT**

Technology at St. Anne's Episcopal School is not a right, but a privilege. The Technology program and department is designed to support the faculty, staff, and students to meet technology standards. Technology is introduced to the teachers, and their efforts are supported by the school, but the implementation occurs at each teacher's own pace. Technology is an integral part of a child's education at St. Anne's, and, therefore, it works in harmony with the school's mission, beliefs, history, and traditions. Members of the technology department, in coordination with the classroom and grade-level teachers, ensure the delivery of these skills.

**SAES PHILOSOPHY REGARDING TECHNOLOGY**

St. Anne's Episcopal School strives to provide a balanced use of technology to facilitate appropriate communications, enhance the school's rigorous academic program, and prepare students for future experiences. As the school incorporates technology into its communications and curriculum, care will be given to maintain the school's most important values and principles. To this end, St. Anne's will:

- Ensure that all technology plans support the mission of the school by
  - Improving teaching methods.
  - Enhancing communication within the entire school community.
  
- Maintain the culture and traditions of the school by
  - Ensuring that technology-based communications are appropriate and are not used to replace any confidential or personal communications or required classroom organizational skills by students.
  - Preserving the natural beauty of the campus.
  
- Provide appropriate resources so that technology implementations are complete, thorough and long-lasting by
  - Ensuring that faculty in-service and professional development training occurs prior to the installation of any technology.
  - Requiring that current and future resources are available to successfully implement and maintain all technology programs.

SAES Technology Guiding Principles,  
Program Rationale, and Goals  
St. Anne's Episcopal School  
Technology Curriculum

**SAES Technology Guiding Principles**

- Collaborative, online work
- Multimedia
- Exploration of creativity
- Real-world uses of technology
- Telecommunications & Information exchanges
- Student-centered learning
- Inquiry, discovery, constructivism and project-based learning
- Internet research
- Digital Citizenship
- Enjoyment

**SAES Technology Program Rationale**

In accordance with the school's mission, technology is a tool that enhances and supports a broad spectrum of disciplines. Technology should foster creativity, improve communication and facilitate research in a manner appropriate to each level of instruction.

**Goals of the SAES Technology Program**

The goal of the SAES tech program is to develop in the students a level of competence and comfort with the available technology. Our graduates will be able to:

- understand basic computer operations: they will comprehend its functions, vocabulary, and historical evolutions, and have the ability to manage files, do basic troubleshooting and have a basic level of self-sufficiency.
- demonstrate competency in keyboarding.
- use the computer for word processing: they will know how to format a page, and use the computer as an editing tool to complete the writing process.
- manipulate information through the use of databases, spreadsheets and graphs. Access appropriate information on the Internet and use search engines, e-mail and other electronic sources while evaluating the value of the information they find.
- decide which technological tools are "right" for the job.
- produce multimedia presentations through the use of appropriate software and hardware
- use technology in an ethical manner: they will understand issues of plagiarism and copyright, and in partnership with parents, they will know and abide by rules of access to appropriate information.

SAES Student Technology Standards  
(adopted from ISTE)  
St. Anne's Episcopal School  
Technology Curriculum

All students will experience a curriculum designed to scaffold and guide them to meet the following standards and performance indicators.

**Standard #1: Basic operations and concepts**

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

**Standard #2: Social, ethical, and human issues**

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**Standard #3: Technology productivity tools**

- Students use technology to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

**Standard #4: Technology communication tools**

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Standard #5: Technology research tools**

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

**Standard #6: Technology problem-solving and decision making tools**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

SAES Teacher Technology Standards  
(adopted from ISTE NETS•T)  
St. Anne's Episcopal School  
Technology Curriculum

All classroom teachers and assistants at St. Anne's Episcopal School should be prepared to meet the following standards and performance indicators.

**Standard #1: Technology Operations and Concepts** - Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the SAES Student Technology Standards).
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

**Standard #2: Planning and Designing Learning Environments and Experience** - Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

**Standard #3: Teaching, Learning, and the Curriculum** - Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher-order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

**Standard #4: Assessment and Evaluation** - Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

**Standard #5: Productivity and Professional Practice** - Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.

- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

**Standard #6: Social, Ethical, Legal, and Human Issues** - Teachers understand the social, ethical, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity.
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

Metacognition  
St. Anne's Episcopal School  
Technology Curriculum

This document uses the term **metacognition** to tease out the assumptions that teachers bring to each tech class or tech interaction. The term metacognition encompasses the following ideas. The questions appear in an order that represents a developmentally appropriate progression:

The three basic elements of **METACOGNITION**:

1. Developing a plan of action
2. Maintaining/monitoring the plan
3. Evaluating the plan

Before - When you are developing the plan of action, ask yourself:

- What in my prior knowledge will help me with this particular task?
- What should I do first?
- In what direction do I want my thinking to take me?
- Why am I reading this selection?
- How much time do I have to complete the task?

During - When you are maintaining/monitoring the plan of action, ask yourself:

- How am I doing?
- Am I on the right track?
- How should I proceed?
- What information is important to remember?
- What do I need to do if I do not understand?
- Should I move in a different direction?
- Should I adjust the pace depending on the difficulty?

After - When you are evaluating the plan of action ask yourself:

- How well did I do?
- What could I have done differently?
- Did my particular course of thinking produce more or less than I had expected?
- How might I apply this line of thinking to other problems?
- Do I need to go back through the task to fill in any "blanks" in my understanding?

Excerpted from *Strategic Teaching and Reading Project Guidebook*. (1995, NCREL, rev. ed).

Kindergarten  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition -
  - Before - What in my prior knowledge will help me with this particular task? What should I do first?
  - During - How am I doing? Am I on the right track? What information is important to remember?
  - After - How well did I do?
- Literacy skills - Students can recognize numbers 1-100 and the alphabet and type them. They can type their name.
- Classroom management - We expect that children have been engaged in play and discovery through interactions with peers, siblings, family members, teachers, etc., and the technology curriculum operates on that assumption.
- Students are familiar with the terms: computer, internet, mouse, printer, screen/monitor

Pedagogy:

- Students review and sign the Acceptable Use Policy with parent/guardian.
- Play-based exploration of the computer, its components, the internet, and connecting to a networked computer.
- Class begins by gathering in a circle to check in, get comfortable in the space, review the previous class and discuss plans for the class including a demonstration.
- There is exposure without expectation.

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• computer lab etiquette</li> <li>• care of the machine</li> <li>• Parts of a computer</li> <li>• Mouse skills</li> <li>• Ability to open, close, and save a file</li> <li>• Drop-down menus and menu shortcuts introduction</li> <li>• Maneuvering around a window</li> <li>• Headphone use</li> <li>• Use of the Dock</li> <li>• Drawing in various graphic applications</li> <li>• Web browser introduction and appropriate use</li> <li>• Printing</li> <li>• Music creation on the computer</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kid Pix</li> <li>• Millie's Math House</li> <li>• Kidspiration</li> <li>• Calculating Crew</li> <li>• Zoo Zillions</li> <li>• iWork and iLife suites</li> <li>• Everyday Math Online</li> <li>• Delicious.com</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Black &amp; White and Color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital Cameras (still &amp; movie)</li> </ul>		

### Strategies to Assess Skills and Development:

- Require students to log in and work independently
- Work is designed for students to explore and build confidence without meeting expectations
- Students are allowed to print projects that include pictures connected to a theme, pictures where they write or type their name.
- Students are asked to save files without the expectation to retrieve them.
- We observe and support the students to build the necessary skills to meet the first grade benchmarks of:
  1. logging on and logging off to a networked computer
  2. opening and quitting applications and/or websites
  3. printing from a networked computer
  4. manipulating the desktop
  5. drawing pictures using Kid Pix

### Projects:

- Take apart a computer and label the internal and external parts
- Christmas cards for buddies using Kid Pix
- Compose songs in GarageBand
- Take photos and videos using Photobooth and import them into a document
- Create a “map” of their family in Kidspiration

### Interdisciplinary & Classroom Connections:

- Classes taught by the assistant teacher are math focused. The class is divided into three 10 minute “chunks”. Students play for 10 minutes the games from Everyday Math Online; for the next 10 minutes they visit another website reinforcing the math skills from the Everyday Math Online Activities; the students are given teacher-directed free choice for the remainder of the period. This includes, but is not limited to Millie’s Math House, Calculating Crew, Kid Pix, Photobooth, Cat in the Hat, and Dr. Seuss.
- Classes taught by the Tech Coordinator focus on developing tech skills and complement the kindergarten literacy curriculum.

First Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition:
  - Before - What in my prior knowledge will help me with this particular task? What should I do first?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand?
  - After - How well did I do?
- Literacy skills - recognize and type the alphabet, recognize and type numbers 1-100, read and type consonant and vowel/consonant words
- Classroom management - students are able to sit at the computer, listen to directions, and then proceed independently with support.

Pedagogy:

- Students review and sign the Acceptable Use Policy with parent/guardian.
- Guided exploration of the computer, its components, the internet, and networked computer.
- Class begins by gathering in a circle to check in, get comfortable in the space, review the previous class and discuss plans for the class including a demonstration.
- There is exposure with the expectation of building skills that will transfer to second grade.

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Simple computer troubleshooting skills</li> <li>• Use of bookmarks in web browsers</li> <li>• Multimedia projects introduced. (For example: podcasting and animations)</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kid Pix</li> <li>• Millie's Math House</li> <li>• Kidspiration</li> <li>• Calculating Crew</li> <li>• Zoo Zillions</li> <li>• iWork and iLife suites</li> <li>• IXL Math</li> <li>• Delicious.com</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Parts of a computer</li> <li>• Mouse skills</li> <li>• Ability to open, close, and save a file</li> <li>• Drop-down menus and intro to shortcuts</li> <li>• Headphone use</li> <li>• Drawing in various graphic applications</li> <li>• Web browser intro &amp; appropriate use</li> <li>• Manipulation of the desktop and Dock</li> <li>• Music creation</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kid Pix</li> <li>• Millie's Math House</li> <li>• Kidspiration</li> <li>• Calculating Crew</li> <li>• Zoo Zillions</li> <li>• iWork and iLife suites</li> <li>• Delicious.com</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital Cameras (still &amp; movie)</li> </ul>	

Strategies to Assess Skills and Development:

- Require students to log in and navigate independently to assigned activity.
- Work is designed for students to explore and build skills without meeting expectations.

- Students are asked to print projects that include pictures connected to a theme, pictures where they write or type their name, and projects that demonstrate evidence of acquiring new skills.
- Students are asked to save files in Kid Pix, Microsoft Word, Apple Pages, and Kidspiration with the expectation that with support they can retrieve them.
- Students are supported in an effort to build the necessary skills to meet the benchmarks of:
  1. logging on and logging off to a networked computer
  2. opening and quitting applications and/or websites
  3. saving and retrieving files on a networked computer
  4. printing from a networked computer
  5. opening Pages and Microsoft Word and typing one sentence
  6. navigating and using Kidspiration to create maps and/or storyboards
  7. producing an audio file/podcast
  8. manipulating desktop and dock

Projects:

- Pumpkin carving
- Gingerbread houses
- Family map
- Illustrated short stories
- record voice reading an original story and one written by an author
- South America book
- Africa presentation

Interdisciplinary & Classroom Connections:

- IXL Math
- South America Books
- Chinese New Year
- Groundhog Day activities and lesson plans
- Africa presentation

Second Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition:
  - Before - What in my prior knowledge will help me with this particular task? What should I do first?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand?
  - After - How well did I do?
- Literacy skills - They can write two sentences that correspond; they recognize home row keys; they are learning to read in 2nd grade.
- Classroom management - Students sit at computer and follow directions without support.

Pedagogy:

- Students review and sign the Acceptable Use Policy with parent/guardian
- Instruction-based exploration of the computer, its components, the internet, and connecting to a networked computer.
- Begin class by gathering in a circle to check in, get comfortable in the space, review the previous class and discuss plans for the class including a demonstration
- There is exposure without expectation.

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Previous years' skills</li> <li>• Ability to open, close, save and retrieve a file</li> <li>• Keyboard familiarity and intro typing skills</li> <li>• Exposure to Internet research</li> <li>• Use and edit bookmarks within web browsers</li> <li>• Learning organization of bookmarks</li> <li>• Organization of files within their login</li> <li>• Manipulation of Desktop and screensavers</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kidspiration</li> <li>• iWork and iLife suites</li> <li>• Microsoft Office Suite</li> <li>• Mavis Beacon</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> <li>• Electronic keyboard to practice keyboarding skills</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Simple computer troubleshooting skills</li> <li>• Use of bookmarks in web browsers</li> <li>• Multimedia projects introduced. (For example: podcasting and animations)</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kidspiration</li> <li>• Zoo Zillions</li> <li>• iWork and iLife suites</li> <li>• IXL Math</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Mouse skills</li> <li>• Ability to open, close, and save a file</li> <li>• Drop-down menus and intro to shortcuts</li> <li>• Headphone use</li> <li>• Use of the Dock</li> <li>• Drawing in various graphic applications</li> <li>• Web browser intro &amp; appropriate use</li> <li>• Manipulation of the desktop</li> <li>• Printing</li> <li>• Music creation</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kid Pix</li> <li>• Millie's Math House</li> <li>• Kidspiration</li> <li>• Calculating Crew</li> <li>• Zoo Zillions</li> <li>• iWork and iLife suites</li> <li>• IXL Math</li> <li>• Delicious.com</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>

Strategies to Assess Skills and Development:

- Students print a word processed story.
- Students complete a powerpoint.

- Students create a movie.
- Teachers use anecdotes and observation.
- Students are encouraged to problem solve and troubleshoot independently.
- Students take keyboarding assessment at the end of the year.

Projects:

- Penguin and Bat unit
- Famous African American poster

Interdisciplinary & Classroom Connections:

- IXL Math
- Math and literacy skills

Third Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition:
  - Before - What in my prior knowledge will help me with this particular task? What should I do first? Why am I reading this selection? In what direction do I want my thinking to take me?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand?
  - After - How well did I do? What could I have done differently? How might I apply this line of thinking to other problems?
- Literacy skills - know home row keys; write one sequenced paragraph with adjacent ideas connected; able to read directions independently and/or research independently
- Classroom management - listen to directions, ability to work independently and in groups. Troubleshooting is taken on by the student.

Pedagogy:

- Students are given directions to complete a task and work at a sufficient pace.
- Group work with an emphasis on planning, prewriting and collaboration of ideas.

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Internet safety skills</li> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Continuation of keyboarding skills course with focus on home row, error reduction and words per minute enhancement.</li> <li>• Special keys on the keyboard</li> <li>• Internet research</li> <li>• Type research report</li> <li>• Inserting graphics into documents</li> <li>• Concept mapping and its benefits</li> <li>• Flip video cameras and video editing</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Inspiration</li> <li>• iWork and iLife suites</li> <li>• Mathscore</li> <li>• Google's ComiLife</li> <li>• Microsoft Office Suite</li> <li>• Mavis Beacon</li> <li>• St. Anne's Library Database</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital Cameras (still &amp; movie)</li> <li>• The WriterLearning Keyboard system</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Previous years' skills</li> <li>• Keyboard familiarity and typing skills</li> <li>• Exposure to Internet research</li> <li>• Use and edit bookmarks within web browsers</li> <li>• Learning organization of bookmarks</li> <li>• Organization of files within their login</li> <li>• Manipulation of Desktop and screensavers</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kidspiration</li> <li>• iWork and iLife suites</li> <li>• Delicious.com</li> <li>• Microsoft Office Suite</li> <li>• Mavis Beacon</li> <li>• IXL Math</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital Cameras (still &amp; movie)</li> <li>• Electronic keyboard to practice keyboarding skills</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Parts of a computer</li> <li>• Mouse skills</li> <li>• Ability to open, close, and save a file</li> <li>• Drop-down menus and intro to shortcuts</li> <li>• Headphone use</li> <li>• Use of the Dock</li> <li>• Drawing in various graphic applications</li> <li>• Web browser intro &amp; appropriate use</li> <li>• Manipulation of the desktop</li> <li>• Printing</li> <li>• Music creation</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kid Pix</li> <li>• Millie's Math House</li> <li>• Kidspiration</li> <li>• Calculating Crew</li> <li>• Zoo Zillions</li> <li>• iWork and iLife suites</li> <li>• IXL Math</li> <li>• Delicious.com</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital Cameras (still &amp; movie)</li> </ul>

Strategies to Assess Skills and Development:

- Students complete powerpoint.

- Students create a movie.
- Teachers use anecdotes and observation.

Projects:

- Colorado history reports, including a flyer created to describe a historic town, a report about a famous Colorado person, and a report on a Colorado 14er
- Creation of a multimedia presentation
- Design of a project with text and graphics using a paint-and-draw program
- A Day in the Life video for Mongolia unit

Interdisciplinary & Classroom Connections:

- Mongolia unit
- Famous Coloradans unit
- Math and literacy skills

Fourth Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition
  - Before - What in my prior knowledge will help me with this particular task? What should I do first? In what direction do I want my thinking to take me? Why am I reading this selection? How much time do I have to complete this task?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand?
  - After - How well did I do? What could I have done differently? How might I apply this line of thinking to other problems?
- Literacy skills - Students can read directions and independently create a plan of action. They can read for research and summarize. Students are learning to write a 3 - 5 paragraph essay with a thesis, topic sentence(s), and connected adjacent ideas.
- Classroom management - Apply common sense when completing work, tasks, projects. Independent and group work is assigned.

Pedagogy:

- Project-based learning connected directly to the curriculum
- Students have basic skills that allow them to intuitively manipulate applications. Time is dedicated to learning the more sophisticated functionality of apps.
- Students explore and publish their interests using various tools. They apply these skills to classroom work, even when the connection is not explicit.

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Ability to open, use and move among multiple documents and applications</li> <li>• Ability to enter text and format text, including set margins, tabs and indents; center text, change font colors, styles and size</li> <li>• Ability to insert, eject, and burn CD's</li> <li>• Use and disable spell checker</li> <li>• Use spreadsheet to manage, organize and interpret information, including graph data</li> <li>• Calculations and formulas in a spreadsheet</li> <li>• Evaluate resources when researching</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Inspiration</li> <li>• iWork and iLife suites</li> <li>• Mathscore</li> <li>• St. Anne's Library Database</li> <li>• Google's ComicLife</li> <li>• Microsoft Office Suite</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Keyboarding skills course with focus on home row, error reduction and words per minute</li> <li>• Special keys on the keyboard</li> <li>• Internet research</li> <li>• Type research report</li> <li>• Inserting graphics into documents</li> <li>• Concept mapping and its benefits</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Inspiration</li> <li>• iWork and iLife suites</li> <li>• Microsoft Office Suite</li> <li>• Mavis Beacon</li> <li>• St. Anne's Library Database</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> <li>• The WriterLearning Keyboard system</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Ability to open, close, save and retrieve a file</li> <li>• Keyboard familiarity and typing skills</li> <li>• Exposure to Internet research</li> <li>• Use and edit bookmarks within web browsers</li> <li>• Learning organization of bookmarks</li> <li>• Organization of files within their login</li> <li>• Manipulation of Desktop and screensavers</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Kidspiration</li> <li>• iWork and iLife suites</li> <li>• Delicious.com</li> <li>• Microsoft Office Suite</li> <li>• Mavis Beacon</li> <li>• Mathscore</li> <li>• Google's ComicLife</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> <li>• Electronic keyboard to practice keyboarding skills</li> </ul>

Strategies to Assess Skills and Development:

- Students present multiple multi-media projects.
- Students complete spelling tests using online and word processing applications.
- All five-paragraph essays are typed and assessed.
- Student progress on the writers is assessed, with the benchmark of 20 WPM with 95% accuracy.

Projects:

- Writing a story with text and graphics
- Creating a HyperStudio animation
- Designing a graphic and inserting it into another document
- Writing, formatting and illustrating a poem
- Creating a slide show
- Using a spreadsheet to graph data

Interdisciplinary & Classroom Connections:

- Monthly book reports
- Math and literacy skills
- Research and research papers/projects
- Copyright and citation

Fifth Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition -
  - Before - What in my prior knowledge will help me with this particular task? What should I do first? In what direction do I want my thinking to take me? Why am I reading this selection? How much time do I have to complete the task?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand? Should I move in a different direction? Should I adjust the pace depending on the difficulty?
  - After - How well did I do? What could I have done differently? Did my particular course of thinking produce more or less than I had expected? How might I apply this line of thinking to other problems? Do I need to go back through the task to fill in any "blanks" in my understanding?
- Literacy skills - Students can read directions and independently create a plan of action. They can read for research and summarize. Students can write a 3 - 5 paragraph essay with a thesis, topic sentence(s), and connected adjacent ideas.
- Classroom management - Project-based instruction is directly connected to the curriculum with an emphasis on building tech skills. Students understand the goals of each project are explore, read, brainstorm, summarize, produce, edit/revise, and then publish or present.

Pedagogy:

- Project-based learning
- Group work contemplating digital citizenship and literacy
- Tech-tools class in collaboration with librarian

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Keyboard shortcut commands</li> <li>• Ability to enter and format text, including set margins, tabs and indents; center text, change font colors, styles and size</li> <li>• Use of Internet for research</li> <li>• Proper use of search engines</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• iWork and iLife suites</li> <li>• Everyday Math Online</li> <li>• Delicious.com</li> <li>• Google's ComicLife</li> <li>• Hyperstudio</li> <li>• Microsoft Office Suite</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Ability to enter text and format text, including set margins, tabs and indents; center text, change font colors, styles and size</li> <li>• Ability to insert, eject, and burn CD's</li> <li>• Use and disable spell checker</li> <li>• Use spreadsheet to manage, organize and interpret information, including graph data</li> <li>• Calculations and formulas in a spreadsheet</li> <li>• Evaluate resources when researching</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Inspiration</li> <li>• iWork and iLife suites</li> <li>• Hyperstudio</li> <li>• Microsoft Office Suite</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Keyboarding skills course with focus on home row, error reduction and words per minute</li> <li>• Special keys on the keyboard</li> <li>• Internet research</li> <li>• Type research report</li> <li>• Inserting graphics into documents</li> <li>• Concept mapping and its benefits</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• iWork and iLife suites</li> <li>• Mathscore</li> <li>• Microsoft Office Suite</li> <li>• Mavis Beacon</li> <li>• St. Anne's Library Database</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> <li>• The WriterLearning Keyboard system</li> </ul>

Strategies to Assess Skills and Development:

- Teachers use anecdotes and observation.
- Students complete tech challenges.
- Students write reflections and/or self assessments.
- Students use rubrics.
- Students present/publish a final product.

Projects:

- Producing a podcast of a favorite famous person
- “All About Me” Pechakucha
- Native American PowerPoint
- Word Clouds
- iWeb Website (with blogging)

Interdisciplinary & Classroom Connections:

- Social Studies
- Language arts
- Math and literacy skills
- Research skills
- Library skills

Sixth Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition -
  - Before - What in my prior knowledge will help me with this particular task? What should I do first? In what direction do I want my thinking to take me? Why am I reading this selection? How much time do I have to complete the task?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand? Should I move in a different direction? Should I adjust the pace depending on the difficulty?
  - After - How well did I do? What could I have done differently? Did my particular course of thinking produce more or less than I had expected? How might I apply this line of thinking to other problems? Do I need to go back through the task to fill in any "blanks" in my understanding?
- Literacy skills - Students can read directions and independently create a plan of action. They can read for research and summarize. Students can write a 3 - 5 paragraph essay with a thesis, topic sentence(s), and connected adjacent ideas.
- Classroom management - Project-based instruction is directly connected to the curriculum with an emphasis on building tech skills. Students understand the goals of each project are explore, read, brainstorm, summarize, produce, edit/revise, and then publish or present.

Pedagogy:

- Project-based learning
- Group work contemplating digital citizenship and literacy
- Tech-tools class in collaboration with librarian

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Basic operations, including file management and troubleshooting</li> <li>• Word processing and editing skills</li> <li>• Databases, spreadsheets, and graphs</li> <li>• Ability to use various research tools, including Internet, CD-ROM, and library catalogues</li> <li>• Ability to use and manage e-mail</li> <li>• Understanding of ethical issues, including plagiarism, copyright issues, and access to age-appropriate information</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• iWork and iLife suites</li> <li>• Hyperstudio</li> <li>• Microsoft Office Suite</li> <li>• A.D.A.M.</li> <li>• Filemaker Pro</li> <li>• Virtual Electricity</li> <li>• Google SketchUp</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Keyboarding skills course with focus on home row, error reduction and words per minute enhancement.</li> <li>• Open, use and move among multiple documents and applications</li> <li>• Keyboard shortcut commands</li> <li>• Ability to enter and format text, including set margins, tabs and indents; center text, change font colors, styles and size</li> <li>• Use of Internet for research</li> <li>• Proper use of search engines</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• iWork and iLife suites</li> <li>• Hyperstudio</li> <li>• Microsoft Office Suite</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Ability to open, use and move among multiple documents and applications</li> <li>• Ability to enter text and format text, including set margins, tabs and indents; center text, change font colors, styles and size</li> <li>• Ability to insert, eject, and burn CD's</li> <li>• Use and disable spell checker</li> <li>• Use spreadsheet to manage, organize and interpret information, including graph data</li> <li>• Calculations and formulas in a spreadsheet</li> <li>• Evaluate resources when researching</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Inspiration</li> <li>• iWork and iLife suites</li> <li>• Mathscore</li> <li>• St. Anne's Library Database</li> <li>• Google's ComicLife</li> <li>• Microsoft Office Suite</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>

Strategies to Assess Skills and Development:

- Teachers use observation and anecdotes.
- Students complete tech challenges and projects.
- Students write reflections and/or self assessments.
- Students use rubrics.
- Students present/publish a final product.

Projects:

Science:

- Filemaker Pro used to create and print insect labels for their insect project
- Hyperstudio used for a variety of projects throughout the year
- The 6th grade "build-an-electricity-game" project
- Virtual electricity and ADAM
- Microsoft Excel used to create scientific method data charts
- Occasional use of probeware, digital scales, microscopes
- 1-2 projects each year using Powerpoint, Keynote or some other variation.

Art:

- Internet images, projector and photos.

Music:

- Composition project which includes a) GarageBand (to record final performance) b) Electronic pianos c) Microphones d) Finale software

Interdisciplinary & Classroom Connections:

- Math and literacy skills
- Research and research writing skills
- Expository creative writing skills
- Copyright and citation
- Scientific process and scientific theories

Seventh Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition -
  - Before - What in my prior knowledge will help me with this particular task? What should I do first? In what direction do I want my thinking to take me? Why am I reading this selection? How much time do I have to complete the task?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand? Should I move in a different direction? Should I adjust the pace depending on the difficulty?
  - After - How well did I do? What could I have done differently? Did my particular course of thinking produce more or less than I had expected? How might I apply this line of thinking to other problems? Do I need to go back through the task to fill in any "blanks" in my understanding?
- Literacy skills - Students can read directions and independently create a plan of action. They can read for research and summarize. Students can write a 3 - 5 paragraph essay with a thesis, topic sentence(s), and connected adjacent ideas.
- Classroom management - Project-based instruction is directly connected to the curriculum with an emphasis on building tech skills. Students understand the goals of each project are explore, read, brainstorm, summarize, produce, edit/revise, and then publish or present.

Pedagogy:

- Project-based learning
- Group work contemplating digital citizenship and literacy
- Tech-tools class in collaboration with librarian

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Word processing and editing skills</li> <li>• Databases, spreadsheets, and graphs</li> <li>• Ability to use and manage e-mail</li> <li>• Understanding of ethical issues, including plagiarism, copyright issues, and access to age-appropriate information</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• A.D.A.M.</li> <li>• Filemaker Pro</li> <li>• Virtual Electricity</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Basic operations, including file management and troubleshooting</li> <li>• Word processing and editing skills</li> <li>• Databases, spreadsheets, and graphs</li> <li>• Ability to use various research tools, including Internet, CD-ROM, and library catalogues</li> <li>• Ability to use and manage e-mail</li> <li>• Understanding of ethical issues, including plagiarism, copyright issues, and access to age-appropriate information</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Hyperstudio</li> <li>• Microsoft Office Suite</li> <li>• Google SketchUp</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Computer lab etiquette</li> <li>• Care of the machine</li> <li>• Internet safety skills</li> <li>• Keyboarding skills course with focus on home row, error reduction and words per minute enhancement.</li> <li>• Open, use and move among multiple documents and applications</li> <li>• Keyboard shortcut commands</li> <li>• Ability to enter and format text, including set margins, tabs and indents; center text, change font colors, styles and size</li> <li>• Use of Internet for research</li> <li>• Proper use of search engines</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Inspiration</li> <li>• iWork and iLife suites</li> <li>• Everyday Math Online</li> <li>• Delicious.com</li> <li>• Google's ComicLife</li> <li>• Hyperstudio</li> <li>• Microsoft Office Suite</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>

#### Strategies to Assess Skills and Development:

- Teachers use observation and anecdotes.
- Students complete tech challenges and projects.
- Students write reflections and/or self assessments.
- Students use rubrics.
- Students present/publish a final product.

#### Projects:

##### Science:

- iMovies about energy resources
- Powerpoint/keynote and Hyperstudio projects about various topics
- Access the internet for a variety of activities related to ecology, energy resources, no impact, forms of energy, and more.
- Probeware, digital scales, microscopes.
- Powerpoint presentation after the Keystone trip.

##### Art:

- Internet images, projector and photos.

##### French:

- Video tape and flipcam.
- [Classzone.com](http://Classzone.com) website in coordination with the class textbook to review grammar.
- Internet site [Xtranormal.com](http://Xtranormal.com) to create animations featuring characters speaking in French.
- 1-2 projects each year using Powerpoint, Keynote or some other variation.

#### Interdisciplinary & Classroom Connections:

- Math and literacy skills
- Research and research writing skills
- Expository creative writing skills
- Copyright and citation
- Scientific process and scientific theories

Eighth Grade  
St. Anne's Episcopal School  
Technology Curriculum

Assumption(s):

- Metacognition -
  - Before - What in my prior knowledge will help me with this particular task? What should I do first? In what direction do I want my thinking to take me? Why am I reading this selection? How much time do I have to complete the task?
  - During - How am I doing? Am I on the right track? How should I proceed? What information is important to remember? What do I need to do if I do not understand? Should I move in a different direction? Should I adjust the pace depending on the difficulty?
  - After - How well did I do? What could I have done differently? Did my particular course of thinking produce more or less than I had expected? How might I apply this line of thinking to other problems? Do I need to go back through the task to fill in any "blanks" in my understanding?
- Literacy skills - Students can read directions and independently create a plan of action. They can read for research and summarize. Students can write a 3 - 5 paragraph essay with a thesis, topic sentence(s), and connected adjacent ideas.
- Classroom management - Project-based instruction is directly connected to the curriculum with an emphasis on building tech skills. Students understand the goals of each project are explore, read, brainstorm, summarize, produce, edit/revise, and then publish or present.

Pedagogy:

- Project-based learning
- Group work contemplating digital citizenship and literacy
- Tech-tools class in collaboration with librarian

Beginning	Developing	Proficient
<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• How to manage time and use technology (computers, mobiles devices, software, internet, etc.) to further learning.</li> <li>• Basic operations, including file management and troubleshooting - Smart Folders</li> <li>• Ability to use and manage e-mail</li> <li>• Website design</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Google Sites</li> <li>• Google Docs</li> <li>• Google email inspiration</li> <li>• iWork and iLife</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Word processing and editing skills</li> <li>• Databases, spreadsheets, and graphs</li> <li>• Ability to use and manage e-mail</li> <li>• Understanding of ethical issues, including plagiarism, copyright issues, and access to age-appropriate information</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• Filemaker Pro</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Age and grade appropriate ethical issues, including plagiarism and copyright issues</li> <li>• Basic operations, including file management and troubleshooting</li> <li>• Word processing and editing skills</li> <li>• Databases, spreadsheets, and graphs</li> <li>• Ability to use various research tools, including Internet, CD-ROM, and library catalogues</li> <li>• Ability to use and manage e-mail</li> <li>• Understanding of ethical issues, including plagiarism, copyright issues, and access to age-appropriate information</li> </ul> <p><u>Applications &amp; Programs:</u></p> <ul style="list-style-type: none"> <li>• iWork and iLife suites</li> <li>• Hyperstudio</li> <li>• Microsoft Office Suite</li> <li>• Virtual Electricity</li> <li>• Google SketchUp</li> </ul> <p><u>Tools &amp; Devices:</u></p> <ul style="list-style-type: none"> <li>• Apple iMac Desktops</li> <li>• Apple MacBook Laptops</li> <li>• Black &amp; white and color printing</li> <li>• Mouse, keyboard and headphones</li> <li>• Digital cameras (still &amp; movie)</li> </ul>

Strategies to Assess Skills and Development:

- Teachers use observation and anecdotes.
- Students complete tech challenges and projects.
- Students write reflections and/or self assessments.
- Students use rubrics.
- Students present/publish a final product.

Projects:

Science -

- The 8<sup>th</sup> Science web site is the backbone of the class that uses the SmartBoard extensively.
- All class notes, old tests, chapter outlines are placed on the Science website.
- Twice in every 7-day rotation, without fail and with the help of the Technology Department, students use technology to augment discussions in the classroom.
  - 1) Animation software
  - 2) Multimedia software
  - 3) Embedded Video
  - 4) YouTube
  - 5) In-house production of video instruction (tutorials)
  - 6) Laserdiscs
- In the lab, again twice in every rotation, hands-on labs incorporate technology
  - 1) Digital microscope
  - 2) LabQuest – hand-held computers that use scientific probes
  - 3) Digital cameras
- Parents are sent e-mail notification for all tests
- Big, multi-class projects that use technology almost exclusively:
  - 1) Microorganism on agar study
  - 2) Penicillin and antibacterial agent effectiveness
    - i. Google Docs
  - 3) Atoms of elements and their quest to find other elements to form compounds
  - 4) Alternative energy – turbine designs (wind, solar, hydroelectric)
    - i. Wikis
    - ii. Google Docs
  - 5) Doctor, Doctor – emergency room simulation, created in-house
  - 6) Virtual Chemistry Lab – Carnegie Mellon University
  - 7) Creating a website for the Alternate Energy Unit in the third trimester

World Languages -

- The 8th graders write a newscast and record/video the different parts.
- The 8th graders record several of their oral assignments either through garage band or sometimes through photobooth
- 1-2 projects each year using powerpoint, keynote or some other variation
- Skype in the classroom
- Chapter-specific podcasts written and recorded by students
- Blogging

Art -

- Art uses internet images, projector and photos.

History -

- Civil War journals created within a GoogleSite by the students
- Project 8

Interdisciplinary & Classroom Connections:

- Math and literacy skills
- Research and research writing skills
- Expository creative writing skills
- Copyright and citation
- Scientific process and scientific theories

Grades 3-8 Keyboarding Standards  
 St. Anne's Episcopal School  
 Technology Curriculum

	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>
<b>3rd</b>	Students can identify and type using home row keys.	Students can type 6 WPM with 75% accuracy.	Students have completed level 1 of <i>The Writer Learning Systems</i> benchmarks; working on level 2 of <i>The Writer Learning Systems</i> benchmarks
<b>4th</b>	Students can type 6 WPM with 75% accuracy.	Students can type 15 WPM with 80% accuracy.	Students have completed level 2 of <i>The Writer Learning Systems</i> benchmarks; working on level 3 of <i>The Writer Learning Systems</i> benchmarks.
<b>5th</b>	Students can type 15 WPM with 80% accuracy.	Students can type 30 WPM with 85% accuracy.	Students have completed level 3 of <i>The Writer Learning Systems</i> benchmarks; working on level 4 of <i>The Writer Learning Systems</i> benchmarks, attempting not to look at keys (typing "blind").
<b>6th - 8th</b>	Students can type 30 WPM with 85% accuracy.	Students can type 30 WPM with 85% accuracy.	Students can type 30 or more WPM with 100% accuracy without looking at keys (typing "blind")

## ACCEPTABLE USE POLICY FOR SCHOOL TECHNOLOGY

St. Anne's Episcopal School  
2701 South York Street  
Denver, CO 80210  
(303) 756-9481  
[www.st-annes.org](http://www.st-annes.org)

The network, computers, printers, and Internet access at St. Anne's Episcopal School (SAES) are provided for students to complete assignments, conduct research, and explore their creativity. Use of this technology at St. Anne's Episcopal School is a privilege, not a right. The Acceptable Use Policy outlines guidelines for use of technology. Failure to comply with the Acceptable Use Policy may result in a loss of technology privileges or other disciplinary action. The following guidelines are **K-2** specific.

1. **Students must have adult supervision while online.**
2. Students are responsible for using common sense and good manners when in the computer lab.
3. Students should not go to web sites that do not relate to schoolwork.
4. Students should not download anything off the Internet without permission from a faculty member.
5. Students should request permission from the teacher before printing.
6. Students should not give out any personal information on the Internet.

I have read the St. Anne's Episcopal School Acceptable Use Policy (AUP). I understand that I am expected to use all technology at St. Anne's Episcopal School responsibly, including observing the guidelines and rules included above. I understand that I am responsible for taking care of the equipment and for backing up my files. I understand that I can lose my technology privileges if I do not follow the rules. I understand that this contract will be placed in the school files.

Student Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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1. **Students must have adult supervision while online.** Use of the Internet is restricted to appropriate educational activities only and at the direction of a teacher. St. Anne's Episcopal School makes no guarantee that it will block all inappropriate material. At home, parents are responsible for monitoring Internet use and are strongly encouraged to use parental controls and/or Internet filtering software.
2. Material obtained through research on the Internet and then used in academic work is to be properly documented. Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
3. Students are responsible for using common sense and good manners when online with another SAES student. Inappropriate and profane language is forbidden at all times, as are statements to or about another student that may be interpreted as harassing, provocative or threatening. Students should report all such incidents of online misconduct to a teacher or parent.
4. Students should not go to inappropriate web sites that do not pertain to school work (web sites containing pornography, inappropriate language, or material of a discriminatory nature). If you accidentally find one, please click the browser window closed, and inform your teacher or the adult supervising you. Always ask for help if you are uncertain of where you are going on the Internet.
5. Do not download anything off the Internet without permission from a faculty member.
6. Before printing, students should request permission.
7. Students should not give out any personal information on the internet, and never use St. Anne's computer to purchase anything on the Internet. All students and parents should be aware that for reasons of safety, students should never give out personal information

through e-mail or over the World Wide Web. Doing so can endanger the student and other members of the community.

8. Students are expected to respect the security of the network by not attempting to discover passwords or override measures the school uses to control access to any resource. I agree to report discovery of such misuse to the Director of Technology or another faculty member immediately.

I certify that I have read the St. Anne's Episcopal School Acceptable Use Policy (AUP). I understand that I am expected to use all technology at St. Anne's Episcopal School responsibly, including observing the guidelines and rules included above. I understand that I am responsible for taking care of the equipment and for backing up my files. I understand that any violation of the St. Anne's AUP may result in disciplinary action. I agree to report any misuse of Internet resources to the Technology Department. Note: This contract will be placed in the user's school file.

Student Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_