

St. Albert the Great School Technology Plan 2004-2006

2004-2005 TECHNOLOGY COMMITTEE

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Recognizing the importance of technology planning for effective technology management and implementation, and given the rapid advances in technology and education, the following document represents our plans primarily for the remainder of the 2004-2005 and 2005-2006 school years while referencing work completed in the 2002-2003 and 2003-2004 school years.

The technology committee will review and revise this plan as needed on a quarterly basis, incorporating new ideas and technology as deemed beneficial. Therefore, these plans represent a “living” document that will guide the school’s use of technology as we seek to meet our overall mission. It should be noted that the school began the Diocesan directed “Futuring” process during the fall of 2004. This process will result in a revised School Improvement Plan that will be used as the basis for revisions in the school’s future technology plans over the next few years. However, that revised School Improvement Plan will not be available until sometime in the 2005-2006 school year.

VISION / MISSION

Our vision/ mission is to use technology to support our overall school mission and school improvement efforts.

We are specifically seeking to support the school’s mission to:

- educate each child to become a knowledgeable Catholic (Catholic)

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- to strive for academic excellence for our students (Academics)
- to create a supportive school environment which is permeated with Gospel values (Values)
- to work with parents/guardians as copartners to (Co-Partnering)
 - provide each child the opportunity to grow according to his/her ability and needs (Growth)
 - build the value of service to others (Service)
 - enhance the development of responsible members of the parish community (Community)

Correspondingly, we are also seeking to support the school's improvement process by:

- promoting student learning through an integration of technology into curriculum areas (Curriculum)
- meeting the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies (Needs)
- facilitating and nurturing the growth of our Catholic identity at St. Albert the Great School, enabling students to live the Gospel message of Jesus in today's world (Identity)
- facilitating improved student learning through attention to professional development in instruction, assessment, and management (Professional Development)

VISION FOR TECHNOLOGY-BASED LEARNING AT ST. ALBERT THE GREAT SCHOOL

The committee has a specific vision related to the implementation of technology as the basis for learning at this school in the future. All elements of this plan are designed to not only meet the school's overall mission and school improvement plan, but also to work toward this ever-changing vision. At this time, we envision learning in the future to include the following:

- Internet connectivity for each child at all times, potentially with student "owned" laptops and improved wireless technology
- ACTIVEboard and projector installations in each classroom to allow for collaborative Internet interactivity

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- Internet delivered content as the “core” learning source as opposed to the current model of using the Internet as a “supplement” to the text and other learning materials
- Readily available video conferencing allowing for world-wide real-time connectivity
- Individualized instruction with the teacher as “coach” rather than imparter of knowledge
- Technology based student products, with students using technology as “readily as a pencil”; multi-media student products including the use of video technology
- Regular use of Internet/CD “textbook” interactive learning tools
- Technology implementation to improve student-teacher-parent communication, including Internet posting of grades and general communications; use of microphones and other effective student-teacher communication facilitators
- Appropriate management tools to monitor student Internet activity to ensure student safety
- Continual teacher support and professional development, including effective use of on-line professional development opportunities

FOCUS ON STUDENT ACHIEVEMENT / GOALS, OBJECTIVES, AND ACTION PLANS

The core of this plan is a focus on student learning. A detailed description of technology curriculum competencies as recommended by the Diocese is attached (2004-2006 Curriculum Planning Matrix). Student lesson plans prepared by the Computer Education Specialist are based on achieving these grade specific competencies to ensure that all students are computer, information, and technologically literate and well prepared for their future educational careers. This curriculum planning matrix includes the new national standards for computer literacy as well as state and diocesan requirements.

In addition to student achievement within the confines of the Computer Education class, students use and will continue to use technology within all other elements of the education process. Our specific goals, objectives, and action plans are detailed in the attached Technology Plan Matrix. These plans include not only direct student learning experiences, but also incorporation of technology in student educational support, for example, using technology to improve school stakeholder communication. As detailed above, these plans are reviewed and revised by the technology committee on a quarterly basis. Again, all plans are geared toward also achieving the overall vision of technology-based learning outlined above.

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PROFESSIONAL DEVELOPMENT ACTIVITIES

A key element of this plan is professional development. Faculty and staff must be provided with both formal and informal instruction and support to ensure that technology is truly used to support student learning and achievement. The primary focus of the Technology Coordinator's position is to support teacher use of technology in the classroom. Detailed professional development plans are found in the attached Technology Plan Matrix. It should be noted that this matrix provides professional development plans not only as a separate topic, but also as a part of each individual goal and/or objective. This will ensure that all elements of our plan consider faculty and staff impact and provide for appropriate professional development activities to ensure successful implementation.

NEEDS ASSESSMENT / INFRASTRUCTURE PLAN

As of March 2005, our present technological configuration essentially includes an iMac computer lab with 36 networked OS X computers and a laser printer, an Appletalk based OS X server, two networked iMac (OS 9) computers in each regular classroom, at least one printer in each classroom, a minimum of one networked iMac computer in each specialist classroom, four networked iMac computers and a printer for student use in the school library, and a number of computers and printers for administrative / mobile unit (support staff) use. In addition, each teacher has a laptop for professional use, three laptops are used for administrative purposes, and 72 laptops are available on four charging carts for student use. Two additional laptops have been recently purchased, thus providing network connection to the school infirmary and cafeteria. All laptops have wireless connection to the Internet and our network. A second server manages administrative data, with a third managing the school's library cataloging system. The servers are backed up to tape on a nightly basis. Our primary security system uses Fool Proof software for OS 9 machines, with the OS X machines handled through the built-in security functions. The school building is fully wireless. Other technology present in the school includes four scanners, two fax machines, a phone communications system, and televisions in each classroom, most of which are linked to an in-house VCR network to allow for more than one classroom at a time to view the same VCR presentation. Many of these televisions are also capable of displaying the classroom computer monitor screen, thus allowing more students to view what is presented on the computer monitor. Classrooms also have VCR machines, and many have overhead and slide projectors. The school has eleven projectors which can be connected to either computers with video output capability, or to a television monitor. These projectors allow for Power Point presentations, etc. to be easily seen on a large screen. It should also be noted that the school has a wide range of software, including word processing, database, spreadsheet, presentation, desktop publishing, and other applications. We recently converted to the Microsoft Office product as our main productivity software package. All of the school's computers are linked to the Internet via a T1 line using LEECA as our provider. LEECA provides Internet filtering, Internet related virus protection, and firewall

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protection. The school also maintains a sophisticated website, with all teachers presently updating individual classroom sites as well. All faculty and staff communicate via e-mail, and the school also has a comprehensive public address system. A number of digital cameras are available for use in the classroom, and a recent grant allowed for the purchase of three digital camcorders. Three of the classrooms, specifically those that provide mathematics education for grades five through eight, have the software and related hardware for the Accelerated Math program. Students also use the Accelerated Reading program and have access to this software through any of the school's networked computers. Our library has a fully computerized card catalog and circulation system.

At the present time, our computer staff includes one full-time computer specialist, a part-time technology coordinator, and a part-time classroom aide. Although this staff addresses basic technical needs, additional support is provided by BCL, Basic Computer Learning, an outside contractor.

Most recently, the school implemented the use of Progress Book along with DSL and McSIS as a student information system and gradebook. This software is purchased through and managed by LNOCA and is Internet based. These programs allow for on-line posting of grades, effective attendance and student data management, and archiving of student data. The Progress Book parent/student interface allows for secure posting of student information in addition to that found on the general teacher websites.

It should be noted that within the last two school years, the technology committee determined that maintaining one operating system environment would be more beneficial and cost effective. Therefore, we elected to remain a "Mac shop" rather than convert to Windows.

At this point, we are continuing to work toward the vision of improving student connectivity by purchasing additional laptops and ACTIVEboards as funding becomes available. One key factor is the need to increase our electrical capability as we are currently operating at full capacity. Plans have been made by the school's administration to address this need over the summer of 2005, thereby allowing us to increase our technology resources without overdrawing on our electrical resources.

We plan to continue to use BCL as our primary contractor for support and purchase of technology-based equipment.

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BUDGET AND FUNDING PLANS

The attached Technology Plan Matrix addresses each plan element's individual budget and funding plan. Specifically, we anticipate that funding resources will include auxiliary funds, grant funding, PTO funds, and general school funds. As is always the case, our plans will be limited by available funding sources. Every effort will be made to secure appropriate funds in a timely manner to ensure effective plan implementation. There has been some discussion of having student "ownership" of laptops in the future, however, that has yet to be decided upon.

EVALUATION AND ASSESSMENT STRATEGIES

In order to best respond to the rapidly changing world of educational based technology, the technology committee will review and revise these plans on a quarterly basis, adding new items and changing plans as deemed appropriate.

Evaluation of student achievement and learning within the Computer Education class will be measured through successful demonstration of those skills detailed in the Curriculum Planning Matrix. Student achievement using technology within the regular classroom will be determined by the classroom teacher, with support provided by the school's technology department as requested.

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updated as of 3/3/2005

Tech Goal 1: To use technology to support the school's mission to strive for academic excellence for our students									
Objective 1: To provide students with specialized instruction in the use of technology as a learning tool.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Academics, Growth, Curriculum, Needs	To facilitate student learning and achievement of computer, information, and technological literacy by meeting/exceeding established diocesan recommended minimum competencies by grade level as defined in the attached Curriculum Planning Matrix.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration - no additional resources anticipated other than those normally purchased for standard operation.	Standard operating costs for Computer Lab / Specialists	School Funds	Continued training for Computer Education Specialist, Aide, and Technology Coordinator as standard practice	Assessment of student literacy and competency (grade level and strand specific) is individually determined by the Computer Education Specialist	Computer Education Specialist; Aide; Technology Coordinator	Revised school curriculum to reflect new national, state, and diocesan standards. These are attached to this plan. Student lessons, particularly those completed by the Computer Education Specialist, are mapped to this matrix.
Academics, Values, Community, Curriculum	Present outside speaker from FBI to reinforce importance of "cyber safety" to all students.	2002-2003	N/A	N/A	N/A	N/A	N/A	Computer Education Specialist	Completed on March 24, 2003 for grades 3-8. Plan to invite for presentation to parents and students during 2005-2006 school year.
Academics, Community, Curriculum	Present outside speaker from Cuyahoga County Library System to demonstrate use of Internet library services.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	N/A	N/A	Computer Education Specialist	Librarian presented to 6th and 7th grades in January 2003; in-house librarian has taken on responsibility of demonstrating use of Internet library services, as well as though provided through INFOhio.
Academics, Growth, Service, Curriculum, Needs	Establish student Web Group to work on school's web pages and update teacher websites.	2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	N/A	N/A	Computer Education Specialist; Aide	Students will create web pages as part of computer curriculum. Teachers are responsible for updating their own websites, therefore, we have elected not to implement this action plan.
Academics, Curriculum	Working with NASA personnel, establish a one-time ham-radio connection with the International Space Station.	2005-2006	Access to communications equipment as provided through NASA, rental of large screen	Best Estimate - \$500	School Funds	N/A	Student assessment activities as defined in NASA application	Technology Coordinator	Presently in queue to achieve ham-radio connection. NASA contact has passed away. Have contacted other NASA personnel to achieve connection. Awaiting NASA assistance. Successfully completed contact with Palmer Research Station in Antarctica with assistance of NASA personnel.

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updated as of 3/3/2005

Tech Goal 2: To use technology to support the school's mission to work with parents as co-partners.									
Objective 1: To improve parent/teacher/student/administration/community stakeholder communication.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Academics, Co-Partnering	Establish and maintain individual teacher websites which will include homework / projects.	2002-2003 2003-2004 2004-2005 2005-2006	Subscription to Web-Based Site Provider	Estimated to be \$1,000 annually	School Funds	Provide individual teacher training; potentially group website training	N/A	Aide; Computer Education Specialist; Technology Coordinator	All teachers have established websites and are expected to update them on at least a monthly basis. However, as we use the Progress Book parent/student access capabilities, these websites will eventually be eliminated. The Progress Book site allows for secure access and will ultimately replace our Teacher Web websites.
Co-Partnering	Provide for PDF publication and e-mailing of school newsletter and other communications to interested parents.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	N/A	N/A	Technology Coordinator; Aide; Office Personnel	Regularly e-mail school newsletter on an as requested basis to approximately 100 recipients. As the capabilities of the Progress Book parent/student access are expanded, the school newsletter will eventually be eliminated. The web will instead be used for daily communication.
Co-Partnering, Needs	Use Progress Book for gradebook and general communication with students and parents. Post grades and homework to the Internet using Progress Book.	2003-2004 2004-2005 2005-2006	Progress Book used via the Internet as provided by LNOCA; Reflections Terminal Emulator software used for the 2004-2005 school year with McSIS.	\$6.75 per student paid to LNOCA - budgeted to be approx \$1,000 annually	School Funds; will pursue the possibility of using Auxiliary Funds	Teachers have been trained and are currently using Progress Book for their gradebook. Support is offered as needed by Technology Staff and LNOCA.	N/A	Technology Coordinator; Aide; Computer Education Specialist	Implemented Progress Book for gradebook and student information purposes as of the 2005-2006 school year. As of March 2005, 50% of the teachers are posting grades to the Internet, with all teachers to be required to post as of the 2005-2006 school year.
Co-Partnering, Needs	Provide easy access to school forms on school website.	2003-2004 2004-2005 2005-2006	N/A	N/A	N/A	Have trained teachers on an as needed basis; will (have) assisted parents on as needed basis.	N/A	Aide	Presently have a number of school forms available on our website for download.
Co-Partnering	Provide parent / community computer training during after school hours, thereby creating home/school link for technology curriculum.	2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Classes will be made available to interested faculty	N/A	Computer Education Specialist; Technology Coordinator	Have offered a number of computer education classes to parents over the last few years. For the 2004-2005 school year, offered a Word/Excel Merge class in November 2004 and are offering an Excel class in April 2005.
Co-Partnering	Provide website directory with links to teacher e-mail addresses to provide easy communication.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	N/A	N/A	Aide	Teacher websites have e-mail access. E-mail access is incorporated into school's selected management system, Progress Book.

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updated as of 3/3/2005

Co-Partnering	Post school calendar with security passwords to allow for on-line parent viewing.	2003-2004 2004-2005 2005-2006	Current Configuration	N/A	School Funds	N/A	N/A	Aide	Currently posting events on the Message Board of the Progress Book student/parent access page.
Academics, Co-Partnering, Growth, Curriculum, Needs	Post Accelerated Reader book list on website.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	N/A	N/A	Aide	Initially completed as of 2/27/03. Updated as needed.

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updated as of 3/3/2005

Tech Goal 3: To facilitate student learning by supporting and improving the administrative functions of the school.									
Objective 1: Use technology to automate administrative tasks and provide administrative decision support.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Needs	Provide technology support for student database management.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Training will be provided as needed on an individualized basis	N/A	Technology Coordinator	Currently providing. Will use DASL next year as main student database in conjunction with Progress Book.
Needs	Provide assistance for IOWA and Proficiency Test score analysis using technology.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Training will be provided on an individualized basis	N/A	Technology Coordinator	Currently providing. Purchased CoGAT data on CD; provided conversion to Excel for easy analysis. All future IOWA data will be similarly converted and analyzed. Have provided CoGAT data to LNOCA for entry into DSL/DASL student information system.
Needs	Provide technological support for other statistical database analysis and decision support systems.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Training will be provided on an individualized basis	N/A	Technology Coordinator	Currently providing.
Needs	Use-web based calendar for administrative/faculty/staff communication	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Training will be provided on an individualized basis	N/A	Technology Coordinator	Schoolwide Yahoo calendar is presently in use for all school related calendar events. Have created second calendar for technology related reservations.
Co-Partnering, Needs	Use technology based solutions for survey generation, collation, and analysis.	2002-2003 2003-2004 2004-2005 2005-2006	Use Inetsurvey Internet based product.	Generally \$199 per survey.	School Funds	Training will be provided on an individualized basis	N/A	Technology Coordinator	Currently providing. Completed 2002-2003 School Satisfaction Survey and 2003-2004 Student Reading Interest Survey using iNetsurvey.com as well as 2002-2003 and 2003-2004 Bully Surveys. Completed 2003-2004 School Satisfaction Surveys using this product as well. Will use for all future school surveys.
Academics, Co-Partnering, Curriculum, Needs	Provide support, training, and management of Progress Book grading software.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Training will be provided on an individualized basis	N/A	Technology Coordinator	Currently providing.

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updated as of 3/3/2005

School Improvement Plan Goal 1: To promote student learning through an integration of technology into all curriculum areas.									
Objective 2: To provide faculty and staff with appropriate inservice to effectively utilize technology as an instruction tool.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Curriculum, Needs, Professional Development	To provide regular technology based professional instruction to all faculty and staff, particularly pursuing the "Savvy Cyber Teacher Program" to be offered at St. Albert the Great School.	Prep: 2002-2003 Implement: 2003-2004	Current Configuration - no additional resources anticipated other than those normally purchased for standard operation.	Net yet established; dependent upon outside training costs	Grant Funding (Ohio School Net, McGinty Family Foundation)	N/A	N/A	Technology Coordinator will research available instruction and apply for funding sources	After researching, have elected to not pursue Savvy Cyber Teacher Program. Instead, completed Marco Polo training as of August 2003. Also provided each teacher with Educational Websites Database and individual training on its use.
Curriculum, Needs, Professional Development	To provide in-house technology based training and instruction, both group and individualized, on an as-needed basis to facilitate integration of technology into all curriculum areas.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration - no additional resources anticipated other than those normally purchased for standard operation.	Standard operating costs for Computer Lab / Specialists	School Funds	N/A	N/A	Technology Coordinator; Computer Education Specialist; Aide	Technology Coordinator continues to be available on an individualized basis to assist faculty and staff with technology-based issues. Have offered in-house group instruction on a periodic basis regarding technology, including Power Point, Word (merging from database) and Excel, Progress Book, on-line testing, United Streaming, and website creation. Have provided main link for students, teachers, and parents to lesson planning resources available on the Internet.
Academics, Curriculum, Needs, Professional Development	Provide Reading Renaissance Seminar for teacher training	2003-2004	Schedule with Renaissance Learning	Estimate \$5,000	Grant funding and school funds			Computer Specialist	Completed August 21, 2003. Funding received from Eisenhower funds and Ohio School Net grant.
Academics, Curriculum, Needs, Professional Development	Provide training for new ACTIVEboard hardware and software to be used within the classrooms.	2005-2006	ACTIVEboard hardware and software.	Estimate \$26,000	Grant funding and auxiliary funds	Initial training to be provided by BCL, with additional support provided in-house.	Completed student products will be used for assessment in addition to teacher surveys on the effectiveness of teaching with the ACTIVEboard	Computer Specialist	Applying for grant in the amount of \$8,000 from Ohio SchoolNet with additional funding to be provided through Auxiliary Funds. Plan to purchase 5 boards and associated hardware, with plans to put one board in computer room, three in grade 6, and one floating. The grade 6 boards will also be available to float as needed.
Academics, Curriculum, Needs	Implement STAR reading	2002-2003 2003-2004 2004-2005 2005-2006	Renaissance Learning Software	Estimate \$3,000	Auxiliary Funds	We will provide in-house training and support	Student assessment is part of software program.	Technology Coordinator and Computer Specialist	Installed and currently in use.

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updated as of 3/3/2005

School Improvement Plan Goal 1: To promote student learning through an integration of technology into all curriculum areas.									
Objective 3: Provide hardware/software in each classroom and instructional area for completion of teacher/student work assignments.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Academics, Growth, Curriculum, Needs, Professional Development	To expand our computer resources to include at least 36 Mac laptop computers on a cart, thereby creating a "mobile" computer lab for classroom use. The use of Microsoft Office for the Mac will encourage home-school compatibility and connectivity.	Prep: 2002-2003 Implement: 2003-2004 2004-2005 2005-2006	A minimum of 36 laptop computers, access to server and Internet, mobile charging cart, productivity software (Office for the Mac).	Best conservative estimate: \$75,000	Auxiliary Funds, PTO, Grant Funding (Ohio School Net)	Will offer in-house training on use of lab; lab will possibly be used for Savvy Cyber Teacher Training as well.	N/A	Technology Coordinator; Computer Education Specialist, Aide; Aide; Principal	Received \$8,000 Ohio School Net grant toward purchase of 36 laptops on two mobile charging carts. Purchased and have been using the 36 student laptops. Purchased 36 additional laptops during the 2003-2004 school year, bringing the total to 72. Microsoft Office is presently used on all computers. Additional laptops will be purchased during the 2005-2006 school year as funds become available.
Academics, Curriculum, Needs	Create mobile laptop station(s) for Power Point and other presentations	2003-2004 2004-2005 2005-2006	Mobile Cart(s), Projector(s), Potentially Additional Laptops	Best Estimate - \$5,000 per cart setup	Auxiliary Funds, PTO, Grant Funding (Ohio School Net, McGinty Foundation)	Will offer formal in-house and individualized training	N/A	Technology Coordinator; Computer Education Specialist	Currently have 11 projectors which are used with teacher laptops. Each grade level (K-9) shares a projector, one is in the computer lab, and one is available for use by the specialists. Additional projectors will be ordered should the aforementioned grant funding be received. There is no longer a need to establish mobile carts as there are enough projectors and laptops within easy access of the teachers. We ultimately plan to purchase projectors for all teachers.
Academics, Curriculum, Needs, Professional Development	Provide training for new ACTIVEboard hardware and software to be used within the classrooms.	2005-2006	ACTIVEboard hardware and software.	Estimate \$26,000	Grant funding and auxiliary funds	Initial training to be provided by BCL, with additional support provided in-house.	Completed student products will be used for assessment in addition to teacher surveys on the effectiveness of teaching with the ACTIVEboard.	Computer Specialist	Applying for grant in the amount of \$8,000 from Ohio SchoolNet with additional funding to be provided through Auxiliary Funds. Plan to purchase 5 boards and associated hardware, with plans to put one board in computer room, three in grade 6, and one floating. The grade 6 boards will also be available to float as needed.
Curriculum, Needs, Professional Development	Provide laptops to all faculty for grading / instructional use. Teachers will be required to present at least one technology integrated lesson per month initially, with additional lessons expected on a regular basis.	2003-2004 2004-2005 2005-2006	Approximately 40 Laptops	Best Estimate - \$80,000	PTO	Will offer formal in-house and individualized training	N/A	Technology Coordinator; Computer Education Specialist	All faculty have received and are using personal laptops for grading and lesson planning and integration as of June 2003. Each teacher is required to use at least one technology based lesson per month.
Academics, Growth, Curriculum, Needs	Research and potentially enroll in telecommunications project (such as Jason project) at at least one grade level.	2003-2004 2004-2005 2005-2006	Enrollment in Web-Based Project	Approximately \$1,000	Teacher Education Funds through PTO	Provided in-house as needed; formal JASON training at CWRU	N/A	Computer Education Specialist working with Classroom Teachers; Technology Coordinator	Grades 8, 7, 6, 5, and some teachers in grades 4 and 3 have been enrolled in and trained in using JASON as of the 2004-2005 school year.

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School Improvement Plan Goal 1: To promote student learning through an integration of technology into all curriculum areas.									
Objective 3: Provide hardware/software in each classroom and instructional area for completion of teacher/student work assignments.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Academics, Curriculum, Needs	Develop in-house television production for school announcements, coordinating process with curriculum	2003-2004 2004-2005 2005-2006	Digital Video Production Equipment, complete hookup of all classroom TV's for full school viewing at same time of in-house production / tape	Best Estimate - \$10,000	Auxiliary Funds, PTO, Grant Funding (Ohio School Net, McGinty Foundation)	Provided in-house as needed	N/A	Technology Coordinator	Classroom TVs have been linked to allow for all to view the same production at the same time. Currently working on implementing weekly television video student news broadcasts with targeted implementation date of early fall 2005.
Academics, Curriculum, Needs	Working with Diocese, pursue possibility of internal network to allow students to participate in Diocesan monitored school-to-school chatrooms and e-mail.	2004-2005 2005-2006	Diocesan Dependent	No information at this time	Dependent upon associated costs	Provided in-house as needed	N/A	Computer Education Specialist; Technology Coordinator	Researching www.think.com as student e-mail provider. Researching Nicenet.org as possible classroom chat vehicle.
Academics, Curriculum, Needs	Provide access to computer lab for use by teachers during unscheduled lab periods. Since this is Computer Education Specialist planning period, the classroom teacher will be responsible for all instruction during these time periods.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Provided in-house as needed	N/A	Computer Education Specialist; Technology Coordinator	Providing as requested. However, with the availability of the laptops, there has been little need for use of the computer lab.
Academics, Curriculum, Needs	Research purchase and implementation of other technology based educational items such as computerized microscope, Classroom Jeopardy, classroom keypad remote response units, etc.	2002-2003 2003-2004 2004-2005 2005-2006	Potential purchases: computerized microscope, Classroom Jeopardy, classroom keypad remote response units, etc.	Item Dependent; Best Estimate \$10,000	Auxiliary Funds, PTO, Grant Funding (Ohio School Net, McGinty Foundation)	Provided in-house as needed	N/A	Technology Coordinator	Have applied for e-instruction grant for classroom keypad remote response system. Recently purchased two Classroom Jeopardy systems with PTO funds for general school use. Continue to evaluate new technologies
Curriculum	Research offsite data backup	2004-2005 2005-2006						Technology Coordinator and Computer Specialist	Computer Education Specialist and Technology Coordinator remove back-up tape and "take home" daily to ensure offsite data backup.
Curriculum	Research Virus protection	2003-2004 2004-2005 2005-2006	Virus Protection software	Estimate \$5,000	Auxiliary Funds			Technology Coordinator	Researched, selected and installed Norton Anti-virus program for 2003-04 school year. Re-evaluated use of Norton with BCL input. Elected not to use specific Anti-virus in addition to that provided by LEECA due to the extremely low probability of infection on Apple equipment.

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updated as of 3/3/2005

Curriculum	Upgrade server to OS X; consider upgrade of current iMacs to OS X operating system	2003-2004 2004-2005 2005-2006	OS X Software	Estimate \$6,000 (will also pursue free access through teacher Internet offer)	Auxiliary Funds	Provided in-house as needed		Technology Coordinator and Computer Specialist	Have upgraded server to OS X. Ordered approximately 30 copies of OS X "free ware" for future updates of school systems. Laptops are currently OSX; have elected not to convert OS 9 classroom machines at this time due to incompatible software issues for some student learning programs. As of 2005 school year, updated lab to OS X.
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ST. ALBERT THE GREAT SCHOOL TECHNOLOGY PLAN MATRIX

updated as of 3/3/2005

Schl Imp Plan Goal 2: Meet div needs of studt body through exp facil, incr resources, & differentiated instructional programs/strategies.									
Obj 1: Teachers will differentiate instr/curr to meet student needs based on student readiness, interests, abilities, & learning strengths.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Academics, Curriculum, Needs	Provide technological support to implement Accelerated Math program at all grade levels.	2003-2004 2004-2005 2005-2006	Accelerated Math Libraries and Student Codes, Accelerated Math Scanners as needed per classroom	Best Estimate \$12-15,000	Auxiliary Funds	Will provide in-house formal group and individual training and support. May enroll teachers in Math Renaissance Workshop or present information in-house	Student assessment is part of software program.	Technology Coordinator	Currently providing for grades 5 through 8. Evaluating purchase and implementation of Accelerated Math for grades 3 and 4.
Academics, Curriculum, Needs, Professional Development	Provide Reading Renaissance Seminar for teacher training	2003-2004	Schedule with Renaissance Learning	Estimate \$5,000	Grant funding and school funds			Computer Specialist	Completed on August 21, 2003. Funding received from Ohio School Net and Eisenhower grants.
Academics, Curriculum, Needs	Implement STAR reading	2002-2003 2003-2004 2004-2005 2005-2006	Renaissance Learning Software	Estimate \$3,000	Auxiliary Funds	We will provide in-house training and support	Student assessment is part of software program.	Technology Coordinator and Computer Specialist	Purchased, installed, and currently in use.
Academics, Curriculum, Needs	Research the possibility of web-based student instruction for enrichment.	2003-2004 2004-2005 2005-2006	Unclear at this time	Unclear at this time	Auxiliary Funds	Unclear at this time	Unclear at this time	Technology Staff working with Education Committee and Teachers	Will request Education Committee to research and report on possible web-based student instruction to assist in meeting individual needs.
Academics, Curriculum, Needs	Research, recommend, and implement additional technology based solutions for instructional / curriculum differentiation.	2003-2004 2004-2005 2005-2006	Unclear at this time	Unclear at this time	Auxiliary Funds, PTO, Grant Funding (Ohio School Net, McGinty Foundation)	Will provide support and training as needed.	N/A	Technology Coordinator; Computer Education Specialist; Aide	Requested English Committee to review Accelerated Writing Program; Math Committee to review Flash Cards Program. Have requested Enrichment committee to research additional programs.

ST. ALBERT THE GREAT SCHOOL TECHNOLOGY PLAN MATRIX

updated as of 3/3/2005

Schl Imp Plan Goal 2: Meet div needs of studt body through exp facil, incr resources, & differentiated instructional programs/strategies.									
Obj 2: Develop a school-wide guidance plan to grades K-8 with particular focus on grades 5-8.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Growth, Community, Needs	Provide technological support for guidance program surveys and analysis as well as statistical evaluations.	2002-2003 2003-2004 2004-2005	Potential purchase of in-house survey software / Internet based survey software	Best Estimate - \$1,000	School Funds	In-house support provided as needed.	N/A	Technology Coordinator	Currently providing. Used iNetsurvey.com for Bullying surveys.

ST. ALBERT THE GREAT SCHOOL TECHNOLOGY PLAN MATRIX

updated as of 3/3/2005

Schl Imp Plan Goal 2: Meet div needs of studt body through exp facil, incr resources, & differentiated instructional programs/strategies.									
Obj 6: Develop a five-yr fincl plan to expand the school's funding base to cover the cost of oper and captl maint & improvement needs.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Needs	Develop computer based financial forecasting simulation model as decision support system.	Develop and revised annually: 2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	Will provide training on use and interpretation of model as needed.	N/A	Technology Coordinator	Presently under development. Working with Parish Financial Committee on project.

ST. ALBERT THE GREAT SCHOOL TECHNOLOGY PLAN MATRIX

updated as of 3/3/2005

Schl Imp Plan Goal 2: Meet div needs of studt body through exp facil, incr resources, & differentiated instructional programs/strategies.									
Obj 7: Develop an enrichment program to better service those students who are academically talented.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Academics, Growth, Curriculum, Needs	Provide technological support to implement Accelerated Math program at all grade levels.	Grades 5-8: 2002-2003 Additional Grades - research and possibly implement 2003-2004 2004-2005 2005-2006	Accelerated Math Libraries and Student Codes, Accelerated Math Scanners as needed per classroom	Best Estimate \$12-15,000	Auxiliary Funds	Will provide in-house formal group and individual training and support. May enroll teachers in Math Renaissance Workshop or present information in-house.	Student assessment is part of software program.	Technology Coordinator	Currently providing for grades 5 through 8. Evaluating purchase and implementation of Accelerated Math for grades 3 and 4.
Academics, Growth, Curriculum, Needs	Working with enrichment committee/mobile unit personnel, research and implement additional technology based solutions for student enrichment and remediation.	2003-2004 2004-2005 2005-2006	Unclear at this time	Unclear at this time	Dependent upon recommendations	Dependent upon recommendations	N/A	Technology Coordinator; Computer Education Specialist; Aide	Have requested enrichment committee to research possible technology based solutions for student enrichment and remediation.
Needs	Continue to provide technology component of "Camp Discovery" summer enrichment program.	2002-2003 2003-2004 2004-2005 2005-2006	Current Configuration	N/A	N/A	N/A	N/A	Computer Education Specialist	Currently providing.

ST. ALBERT THE GREAT SCHOOL TECHNOLOGY PLAN MATRIX

updated as of 3/3/2005

Schl Imp Plan Goal 4: To develop individual professional development plans for certified faculty and staff.									
Obj 1: To develop individual professional development plans for certified faculty and staff.									
Correlation to Technology Mission / Vision	Action Plans	Timeline	Hardware and Software Needs	Budget	Possible Funding Sources	Professional Development Plans	Evaluation and Assessment	Responsible Personnel	Status
Academics, Curriculum, Professional Development	Provide information to faculty regarding online Professional Development courses	2002-2003 2004-2005 2005-2006						Technology Coordinator and Computer Specialist	Have provided; will continue to do so.
Professional Development	Survey faculty to determine technology training priorities.	2003-2004						Technology Coordinator and Computer Specialist	Faculty responses to inquiry indicted need for training in spreadsheets, powerpoint, database mergers, and web-page training.
Professional Development	Provide on-line Professional Development course using Knowledge Delivery Systems. This course will include three parts and will address meeting the needs of the gifted student in the classroom.	2004-2005	Borrowing Windows Based laptop to provide as this will not work effectively with Apple operating systems	\$2,160	Grant funding - Ohio School Net and McGinty Foundation		Part of on-line course	Technology Coordinator and Computer Specialist	Have received grant funding for all faculty to participate in on-line PD course from KDS. Coursework scheduled for the fourth quarter of the 2004-2005 school year.

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE K			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will be introduced to basic computer and multimedia terminology and be able to use vocabulary correctly when communicating with others.	B: The learner will access files or programs from the local or shared hard drive with teacher assistance	C: The learner will use a variety of computer and multimedia technology for guided learning activities with teacher assistance (computer, printer, VCR, listening/recording devices)
	1: Locate computers and multimedia in the classroom and identify them by name and purpose (VCR, computer, listening center equipment)	1. Start, open, use, and close documents, programs, and games properly with teacher assistance.	1. Use acquired skills toward use of productivity tools to express ideas with teacher assistance.
	2. Name the basic parts of a computer (monitor, mouse, keyboard, tower, and printer).	2. Save documents, programs, and games with teacher assistance.	2. Have knowledge of and prepare multimedia products that utilize creative and critical thinking skills with teacher assistance.
	4. Demonstrate proper care when operating and handling computers and multimedia.		3. Use developmentally appropriate educational software to support learning objectives.

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE K				
Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will recognize and use the Internet and other electronic resources as sources of information to support learning.	B: The learner will interpret and evaluate information and data with teacher assistance.	C: The learner will demonstrate an understanding of how to communicate using technology tools.	D: The learner will publish and present information in a variety of formats with teacher assistance.
	<p>2. Describe what the Internet is and why we use it as an information source (to find facts, answer questions, see pictures of people and places we might not otherwise encounter)</p>			<p>1. Discuss how digital graphic images can be used in projects.</p> <p>2. Create a document with teacher assistance using productivity tools that contains graphics and text to express ideas and represent data.</p>

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE K					
Literacy Topic	T: Technological	T: Technological	T: Technological		
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will recognize opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.		
	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">1. Demonstrate stewardship in appropriate care and use of technology and multimedia.</td> </tr> <tr> <td style="padding: 5px;">2. Exhibit cooperative and collaborative work habits when using technology and multimedia.</td> </tr> </table>			1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.
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2. Exhibit cooperative and collaborative work habits when using technology and multimedia.					

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 1			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will be introduced to basic computer and multimedia terminology and be able to use vocabulary correctly when communicating with others.	B: The learner will access files or programs from the local or shared hard drive with teacher assistance	C: The learner will use a variety of computer and multimedia technology for guided learning activities with teacher assistance (computer, printer, VCR, listening/recording devices)
	2. Name the basic parts of a computer (monitor, mouse, keyboard, tower, and printer).	1. Start, open, use, and close documents, programs, and games properly with teacher assistance.	1. Use acquired skills toward use of productivity tools to express ideas with teacher assistance.
	3. Turn the computer and other multimedia on/off properly.	2. Save documents, programs, and games with teacher assistance.	2. Have knowledge of and prepare multimedia products that utilize creative and critical thinking skills with teacher assistance.
	4. Demonstrate proper care when operating and handling computers and multimedia.	4. Print documents with teacher assistance.	3. Use developmentally appropriate educational software to support learning objectives.
	6. Recognize, locate, and use letters and special keys on the keyboard with teacher assistance.		

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 1				
Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will recognize and use the Internet and other electronic resources as sources of information to support learning.	B: The learner will interpret and evaluate information and data with teacher assistance.	C: The learner will demonstrate an understanding of how to communicate using technology tools.	D: The learner will publish and present information in a variety of formats with teacher assistance.
	2. Describe what the Internet is and why we use it as an information source (to find facts, answer questions, see pictures of people and places we might not otherwise encounter).			1. Discuss how digital graphics images can be used in projects. 2. Create a document with teacher assistance using productivity tools that contains graphics and text to express ideas and represent data. 3. Examine and discuss font formatting choices in publications and multimedia. Talk about the elements that make up a document, Web page, presentation such as a title, color scheme, and headings.

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 1					
Literacy Topic	T: Technological	T: Technological	T: Technological		
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will recognize opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.		
	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">1. Demonstrate stewardship in appropriate care and use of technology and multimedia.</td> </tr> <tr> <td style="padding: 5px;">2. Exhibit cooperative and collaborative work habits when using technology and multimedia.</td> </tr> </table>			1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.
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2. Exhibit cooperative and collaborative work habits when using technology and multimedia.					

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 2			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will be introduced to basic computer and multimedia terminology and be able to use vocabulary correctly when communicating with others.	B: The learner will access files or programs from the local or shared hard drive with teacher assistance	C: The learner will use a variety of computer and multimedia technology for guided learning activities with teacher assistance (computer, printer, VCR, listening/recording devices)
	3. Turn the computers and other multimedia on/off properly.	1. Start, open, use, and close documents, programs, and games properly with teacher assistance.	1. Use acquired skills toward use of productivity tools to express ideas with teacher assistance.
	4. Demonstrate proper care when operating and handling computers and multimedia.	2. Save documents, programs, and games with teacher assistance.	2. Have knowledge of and prepare multimedia products that utilize creative and critical thinking skills with teacher assistance.
	5. Recognize and use input (mouse, keyboard, remote control) and output devices (printer) to operate computer and equipment.	3. Understand and discuss that information can be stored in a variety of places (hard disk, disk, CD, audiotape, videotape, etc.)	3. Use developmentally appropriate educational software to support learning objectives.
	6. Recognize, locate, and use letters and special keys on the keyboard with teacher assistance.	4. Print documents with teacher assistance.	

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 2 Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will recognize and use the Internet and other electronic resources as sources of information to support learning.	B: The learner will interpret and evaluate information and data with teacher assistance.	C: The learner will demonstrate an understanding of how to communicate using technology tools.	D: The learner will publish and present information in a variety of formats with teacher assistance.
	<p>1. Identify and use basic Internet functions (opening browser, scrolling up/down, clicking on hyperlinks, using back/forward buttons, address bar, toolbars, favorites / bookmarks).</p> <p>2. Describe what the Internet is and why we use it as an information source (to find facts, answer questions, see pictures of people and places we might not otherwise encounter).</p> <p>3. Select information from the Internet and other electronic resources for class use with teacher assistance (find the date, document weather for the day, etc.)</p>	<p>1. Determine relevant information from a given source with assistance.</p> <p>2. Answer questions with information from an electronic resource with assistance.</p>	<p>1. Compare different types of media format used to communicate information (documents, newsletters, newspapers, film, Web pages, e-mail).</p> <p>2. Communicate locally and globally through participation in collaborative and real-time data activities and projects (e-pals, ask-an-expert, message boards, distance learning) as part of the class guided by the teacher.</p> <p>3a: Understand what e-mail is along with its related vocabulary and how it works: know and discuss purposes for sending e-mail (to communicate with others far away such as other students, classes, and relatives, to directly as an expert a question relating to their field, to send a picture or document)</p> <p>3b: Understand what e-mail is along with its related vocabulary and how it works: understand that e-mail is sent, received, and has a subject.</p> <p>3c: Understand what e-mail is along with its related vocabulary and how it works: recognize where the body of text is written in e-mail along with other basic vocabulary (compose, new message, inbox, outbox, delete).</p>	<p>1. Discuss how digital images can be used in projects.</p> <p>2. Create a document with teacher assistance using productivity tools that contains graphics and text to express ideas and represent data.</p> <p>3. Examine and discuss font formatting choices in publications and multimedia. Talk about the elements make up a document, Web page, presentation such as a title, color scheme, and headings.</p> <p>4. Use graphic organizers to organize ideas (use webbing to brainstorm ideas for a story or project).</p>

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 2					
Literacy Topic	T: Technological	T: Technological	T: Technological		
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will recognize opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.		
	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">1. Demonstrate stewardship in appropriate care and use of technology and multimedia.</td> </tr> <tr> <td style="padding: 5px;">2. Exhibit cooperative and collaborative work habits when using technology and multimedia.</td> </tr> </table>			1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.
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2. Exhibit cooperative and collaborative work habits when using technology and multimedia.					

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 3			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will discuss uses of computer and multimedia technology and make selections with teacher assistance.	B: The learner will access files and programs from the local or shared hard drive with minimal assistance.	C: The learner will develop knowledge and skills for basic technology operations to express ideas and enhance learning experiences.
	1. Discuss the purpose of various types of computer and multimedia technology equipment using appropriate vocabulary.	1. Start, open, use, and close documents, programs, and games from a variety of locations (disk, CD, audiotape, drive, network, portable media device) with minimal assistance.	1. Understand and be able to use productivity tools and other programs on a regular basis to complete activities and projects.
	2. Select appropriate technology for use in a particular content area activity (calculator for math, digital microscope for science).	2. Save documents, programs, and games to appropriate drives, folders, or other formats such as disks or CDs with minimal assistance.	2. Use technology and multimedia resources for presenting information (desktop publishing of brochures, informational slideshow, website, or video).
	3a. Operate and use appropriate technology efficiently to complete an activity or problem (computer, TV, CD/DVD, distance learning equipment, digital cameras, scanners): use input devices (mouse, keyboard, remote control) and output devices (printer) regularly to complete activities independently.	3. Understand and discuss how information can be stored, transported, and accessed in a variety of formats (disk, CD, audiotape, videotape, drive network, portable media device)	3. Use developmentally appropriate educational software to support learning activities.
	3b. Operate and use appropriate technology efficiently to complete an activity or problem (computer, TV, CD/DVD, distance learning equipment, digital cameras, scanners): identify all keyboard keys correctly and use appropriate hand/finger positions to key letters.	4. Print documents as directed (in color, black/white, to a selected printer) with minimal assistance.	

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 3				
Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will identify and explore the structure and use of the Internet.	B: The learner will use research strategies to find and retrieve information from a variety of resources (Internet, CD, audio/video files, online library catalog, database, and other electronic resources) with minimal assistance.	C: The learner will identify ways to communicate using technology tools as part of a group and independently.	D: The learner will publish and present information in a variety of formats with minimal assistance.
	1. Use basic research skills on the Internet and in other resources efficiently for educational purposes.	1. Compare different types of media formats used to communicate information (documents, newsletters, newspapers, film, Web pages, e-mail).	3. Be familiar with basic formatting (using appropriate headings, titles, font sizes, colors) and graphic editing procedures (resizing images, cropping, scanning, saving) that meets the needs of a given assignment or project.	
	2. Develop discriminatory skills and be able to interpret and select relevant, needed information that answers a given question or completes an activity.	3a: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: know and be able to discuss purposes for sending e-mail (to communicate with others far away such as other students, classes, and relatives, to directly ask an expert a questions relating to their field, to send a picture or document).	4a. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: explain why listing information sources is necessary for all projects.	
		3b: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: understand that e-mail is sent, received, and has a subject.	4b. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: realize that listing sources gives credit to writers, authors, and publishers for their work.	
			4c. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: understand what plagiarism is and what the potential consequences are at school and in the world.	
			4d. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: explain copyright guidelines and what that means in relation to school assignments.	

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 3					
Literacy Topic	T: Technological	T: Technological	T: Technological	T: Technological	T: Technological
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will recognize opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.	D: The learner will develop an awareness of the impact of technology on the economy, environment, society, research and development, career opportunities, and daily life.	E: The learner will explore connections between technology and other fields of study including medicine, transportation, agriculture, and engineering.
	1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	1. Comply with the school Acceptable Use Policy and its responsibilities and consequences.			
	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.	2. Know what constitutes appropriate and inappropriate use (personal use of technology at school, procedures for using technology independently, appropriate web site content).			
		3. Discuss and follow procedures relating to Internet safety.			

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 4			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will discuss uses of computer and multimedia technology and make selections with teacher assistance.	B: The learner will access files and programs from the local or shared hard drive with minimal assistance.	C: The learner will develop knowledge and skills for basic technology operations to express ideas and enhance learning experiences.
	1. Discuss the purpose of various types of computer and multimedia technology equipment using appropriate vocabulary.	1. Start, open, use, and close documents, programs, and games from a variety of locations (disk, CD, audiotape, drive, network, portable media device) with minimal assistance.	1. Understand and be able to use productivity tools and other programs on a regular basis to complete activities and projects.
	2. Select appropriate technology for use in a particular content area activity (calculator for math, digital microscope for science).	2. Save documents, programs, and games to appropriate drives, folders, or other formats such as disks or CDs with minimal assistance.	2. Use technology and multimedia resources for presenting information (desktop publishing of brochures, informational slideshow, website, or video).
	3a. Operate and use appropriate technology efficiently to complete an activity or problem (computer, TV, CD/DVD, distance learning equipment, digital cameras, scanners): use input devices (mouse, keyboard, remote control) and output devices (printer) regularly to complete activities <u>independently</u> .	3. Understand and discuss how information can be stored, transported, and accessed in a variety of formats (disk, CD, audiotape, videotape, drive network, portable media device)	3. Use developmentally appropriate educational software to support learning activities.
	3b. Operate and use appropriate technology efficiently to complete an activity or problem (computer, TV, CD/DVD, distance learning equipment, digital cameras, scanners): identify all keyboard keys correctly and use appropriate hand/finger positions to key letters.	4. Print documents as directed (in color, black/white, to a selected printer) with minimal assistance.	

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 4						
Literacy Topic	I: Information	I: Information	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will identify and explore the structure and use of the Internet.	B: The learner will use research strategies to find and retrieve information from a variety of resources (Internet, CD, audio/video files, online library catalog, database, and other electronic resources) with minimal assistance.	C: The learner will identify ways to communicate using technology tools as part of a group and independently.	D: The learner will publish and present information in a variety of formats with minimal assistance.		
	1. Use basic research skills on the Internet and in other resources efficiently for educational purposes.	1. Compare different types of media formats used to communicate information (documents, newsletters, newspapers, film, Web pages, e-mail).	3. Be familiar with basic formatting (using appropriate headings, titles, font sizes, colors) and graphic editing procedures (resizing images, cropping, scanning, saving) that meets the needs of a given assignment or project.			
	2. Develop discriminatory skills and be able to interpret and select relevant, needed information that answers a given question or completes an activity.	3a: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: know and be able to discuss purposes for sending e-mail (to communicate with others far away such as other students, classes, and relatives, to directly ask an expert a questions relating to their field, to send a picture or document).	4a. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: explain why listing information sources is necessary for all projects.			
		3b: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: understand that e-mail is sent, received, and has a subject.	4b. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: realize that listing sources gives credit to writers, authors, and publishers for their work.			
			4c. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: understand what plagiarism is and what the potential consequences are at school and in the world.			
			4d. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: explain copyright guidelines and what that means in relation to school assignments.			

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 4					
Literacy Topic	T: Technological	T: Technological	T: Technological	T: Technological	T: Technological
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will recognize opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.	D: The learner will develop an awareness of the impact of technology on the economy, environment, society, research and development, career opportunities, and daily life.	E: The learner will explore connections between technology and other fields of study including medicine, transportation, agriculture, and engineering.
	1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	1. Comply with the school Acceptable Use Policy and its responsibilities and consequences.			
	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.	2. Know what constitutes appropriate and inappropriate use (personal use of technology at school, procedures for using technology independently, appropriate web site content).			
		3. Discuss and follow procedures relating to Internet safety.			

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 5			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will discuss uses of computer and multimedia technology and make selections with teacher assistance.	B: The learner will access files and programs from the local or shared hard drive with minimal assistance.	C: The learner will develop knowledge and skills for basic technology operations to express ideas and enhance learning experiences.
	1. Discuss the purpose of various types of computer and multimedia technology equipment using appropriate vocabulary.	1. Start, open, use, and close documents, programs, and games from a variety of locations (disk, CD, audiotape, drive, network, portable media device) with minimal assistance.	1. Understand and be able to use productivity tools and other programs on a regular basis to complete activities and projects.
	2. Select appropriate technology for use in a particular content area activity (calculator for math, digital microscope for science).	2. Save documents, programs, and games to appropriate drives, folders, or other formats such as disks or CDs with minimal assistance.	2. Use technology and multimedia resources for presenting information (desktop publishing of brochures, informational slideshow, website, or video).
	3a. Operate and use appropriate technology efficiently to complete an activity or problem (computer, TV, CD/DVD, distance learning equipment, digital cameras, scanners): use input (mouse, keyboard, remote control) and output devices (printer) regularly to complete activities independently.	3. Understand and discuss how information can be stored, transported, and accessed in a variety of formats (disk, CD, audiotape, videotape, drive network, portable media device)	3. Use developmentally appropriate educational software to support learning activities.
	3b. Operate and use appropriate technology efficiently to complete an activity or problem (computer, TV, CD/DVD, distance learning equipment, digital cameras, scanners): identify all keyboard keys correctly and use appropriate hand/finger positions to key letters.	4. Print documents as directed (in color, black/white, to a selected printer) with minimal assistance.	

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 5 Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will identify and explore the structure and use of the Internet.	B: The learner will use research strategies to find and retrieve information from a variety of resources (Internet, CD, audio/video files, online library catalog, database, and other electronic resources) with minimal assistance.	C: The learner will identify ways to communicate using technology tools as part of a group and independently.	D: The learner will publish and present information in a variety of formats with minimal assistance.
1. Identify features of the Internet such as parts of the web address, navigation bars, title, author, date of creation or modification, definition of a search engine, etc.	1. Use basic research skills on the Internet and in other resources efficiently for educational purposes.	1. Compare different types of media formats used to communicate information (documents, newsletters, newspapers, film, Web pages, e-mail).	1. Use graphic organizers to organize areas of a project including brainstorming, outlining, procedures to complete the project, needed materials and resources, and if applicable, roles for group members.	
2. Demonstrate a basic understanding of how the Internet works.	2. Develop discriminatory skills and be able to interpret and select relevant, needed information that answers a given question or completes an activity.	2. Communicate locally and globally through participation in collaborative and real-time data activities and projects (e-pals, ask-an-expert, message boards, distance learning) as part of the class or small group.	2. Synthesize gathered information from multiple resources into a comprehensive product such as a slideshow, report, video, or website to present to the class and/or teacher using text, graphics, sound, and other effects when appropriate.	
3. Learn how to evaluate the content, accuracy, appropriateness, and authenticity of web sites from criteria set by an assessment rubric.		3a: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: know and be able to discuss purposes for sending e-mail (to communicate with others far away such as other students, classes, and relatives, to directly ask an expert a questions relating to their field, to send a picture or document).	3. Be familiar with basic formatting (using appropriate headings, titles, font sizes, colors) and graphic editing procedures (resizing images, cropping, scanning, saving) that meets the needs of a given assignment or project.	
		3b: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: understand that e-mail is sent, received, and has a subject.	4a. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: explain why listing information sources is necessary for all projects.	
		3c: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: understand where the body of text is written in e-mail along with other basic vocabulary (compose, new message, inbox, outbox, delete).	4b. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: realize that listing sources gives credit to writers, authors, and publishers for their work.	
		3d: Understand what e-mail is along with its related vocabulary, how it works, and use it when appropriate with teacher assistance: operate and open attachments at a basic level (documents or pictures).	4c. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: understand what plagiarism is and what the potential consequences are at school and in the world.	
			4d. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website developing proficiency using an appropriate, standard format: explain copyright guidelines and what that means in relation to school assignments.	

St. Albert the Great School
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Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 5					
Literacy Topic	T: Technological	T: Technological	T: Technological	T: Technological	T: Technological
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will recognize opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.	D: The learner will develop an awareness of the impact of technology on the economy, environment, society, research and development, career opportunities, and daily life.	E: The learner will explore connections between technology and other fields of study including medicine, transportation, agriculture, and engineering.
	1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	1. Comply with the school Acceptable Use Policy and its responsibilities and consequences.			
	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.	2. Know what constitutes appropriate and inappropriate use (personal use of technology at school, procedures for using technology independently, appropriate web site content).			
		3. Discuss and follow procedures relating to Internet safety.			

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 6			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will use and discuss computer and multimedia technology efficiently and independently.	B: The learner will access files and programs from the local or shared hard drive independently.	C: The learner will use and apply knowledge and skills about basic technology operations to express ideas and enhance learning experiences.
	1. Discuss the purpose of various types of computer and multimedia technology using appropriate vocabulary and have a basic understanding of how the technology operates.	1. Start, open, use, and close documents, programs, and games from a variety of locations (disk, CD, audiotape, videotape, drive, network, portable media device) independently.	1. Use advanced features of productivity tools and other programs on a regular basis to complete activities and projects.
	2. Select and apply appropriate technology for use in a particular content area activity (graphing calculator for math, digital microscope for science).	2. Save documents, programs, and games to appropriate drives, folders, or other formats such as disks or CDs independently.	3. Identify, distinguish, and use web information that requires special software (portable document formats (PDF), e-books, video, and audio programs).
	3a. Operate and apply appropriate technology on a regular basis to complete activities, problems, and projects: use input (mouse, keyboard, remote control) and output (printer) devices regularly to complete activities independently.	3. Describe how information can be stored, transported, and accessed in a variety of formats (disk, CD, audiotape, videotape, drive, network, portable media device).	
	3b. Operate and apply appropriate technology on a regular basis to complete activities, problems, and projects: practice proper keyboarding techniques including identifying all keyboard keys correctly and developing speed and accuracy.	4. Understand the basic concept of networks and that they are used to connect computers together for shared access and saving purposes.	
	4. Apply basic troubleshooting techniques and strategies to computer and multimedia technology problems that occur during daily use.	5. Print documents as directed (in color, black/white, to a selected printer) independently.	

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 6 Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will explain the structure and use of the Internet.	B: The learner will use research strategies to find and retrieve information from a variety of resources (Internet, CD, audio/video files, online library catalog, database, and other electronic resources) independently.	C: The learner will demonstrate ability to communicate using technology tools as part of a group and independently.	D: The learner will publish and present information in a variety of formats as part of a group and independently.
	<p>1. Identify and describe the function of Internet features such as parts of the web browser, plug-ins, directories, web address, navigation bars, title, author, date of creation or modification, definition of a search engine, etc.</p> <p>2. Describe how the Internet works using appropriate vocabulary.</p> <p>3. Evaluate the content, accuracy, appropriateness, and authenticity of web sites from criteria set by an assessment rubric.</p>	<p>1. Know the resources available to locate information and compare the advantages and disadvantages between them (such as using the electronic almanac versus the entire Internet to locate information about patterns in the weather).</p> <p>2. Learn and use a variety of research strategies for different resources (keywords, Boolean operators such as "and" and "or", general search, narrowing a search, trying different resources).</p>		<p>2. Synthesize gathered information from multiple resources into a comprehensive product (slideshow, report, video, website) to present to the class and/or teacher using text, graphics, and sound.</p> <p>3. Apply formatting techniques to enhance a project or activity (using appropriate headings, titles, font sizes, colors) and graphing editing procedures (resizing images, cropping, scanning, saving) that meet the needs of a given assignment or project.</p> <p>4a. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain why listing information sources is necessary for all projects including technology related projects.</p> <p>4b. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain that listing sources gives credit to writers, authors, and publishers for their work.</p> <p>4c. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain what plagiarism is and what the potential consequences are at school and in the world.</p> <p>4d. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain copyright guidelines and what that means in relation to school assignments.</p>

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2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 6					
Literacy Topic	T: Technological	T: Technological	T: Technological	T: Technological	T: Technological
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will explore opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.	D: The learner will explain the impact of technology on the economy, environment, society, research and development, career opportunities, and daily life.	E: The learner will compare the connections between technology and other fields of study including medicine, transportation, agriculture, and engineering.
	1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	1. Comply with the school Acceptable Use Policy and its responsibilities and consequences.			
	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.	2. Know what constitutes appropriate and inappropriate use (personal use of technology at school, procedures for using technology independently, appropriate web site content).			
		3. Explain and follow procedures relating to Internet safety.			

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 7			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will use and discuss computer and multimedia technology efficiently and independently.	B: The learner will access files and programs from the local or shared hard drive independently.	C: The learner will use and apply knowledge and skills about basic technology operations to express ideas and enhance learning experiences.
	1. Discuss the purpose of various types of computer and multimedia technology using appropriate vocabulary and have a basic understanding of how the technology operates.	1. Start, open, use, and close documents, programs, and games from a variety of locations (disk, CD, audiotape, videotape, drive, network, portable media device) independently.	1. Use advanced features of productivity tools and other programs on a regular basis to complete activities and projects.
	2. Select and apply appropriate technology for use in a particular content area activity (graphing calculator for math, digital microscope for science).	2. Save documents, programs, and games to appropriate drives, folders, or other formats such as disks or CDs independently.	2. Select appropriate technology and multimedia resources (computer, projector, scanner, video camera, CD, DVD, webpage) for presenting information (desktop publishing or brochures, informational slideshow or video).
	3a. Operate and apply appropriate technology on a regular basis to complete activities, problems, and projects: use input (mouse, keyboard, remote control) and output (printer) devices regularly to complete activities independently.	3. Describe how information can be stored, transported, and accessed in a variety of formats (disk, CD, audiotape, videotape, drive, network, portable media device).	3. Identify, distinguish, and use web information that requires special software (portable document formats (PDF), e-books, video, and audio programs).
	3b. Operate and apply appropriate technology on a regular basis to complete activities, problems, and projects: practice proper keyboarding techniques including identifying all keyboard keys correctly and developing speed and accuracy.	4. Understand the basic concept of networks and that they are used to connect computers together for shared access and saving purposes.	
	4. Apply basic troubleshooting techniques and strategies to computer and multimedia technology problems that occur during daily use.	5. Print documents as directed (in color, black/white, to a selected printer) independently.	

St. Albert the Great School
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Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 7 Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will explain the structure and use of the Internet.	B: The learner will use research strategies to find and retrieve information from a variety of resources (Internet, CD, audio/video files, online library catalog, database, and other electronic resources) independently.	C: The learner will demonstrate ability to communicate using technology tools as part of a group and independently.	D: The learner will publish and present information in a variety of formats as part of a group and independently.
1. Identify and describe the function of Internet features such as parts of the web browser, plug-ins, directories, web address, navigation bars, title, author, date of creation or modification, definition of a search engine, etc.	1. Know the resources available to locate information and compare the advantages and disadvantages between them (such as using the electronic almanac versus the entire Internet to locate information about patterns in the weather).	1. Compare different types of media formats used to communicate information and weigh their advantages (documents, newsletters, newspapers, film, Web pages, e-mail).	1. Use graphic organizers to organize areas of a project including brainstorming, outlining, procedures to complete the project, needed materials and resources, and, if applicable, roles for group members.	
2. Describe how the Internet works using appropriate vocabulary.	2. Learn and use a variety of research strategies for different resources (keywords, Boolean operators such as "and" and "or", general search, narrowing a search, trying different resources).	3a. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: identify opportunities where sending e-mail would be appropriate for educational purposes (to communicate with others far away such as other students, classes, and relatives, to directly ask an expert a question relating to their field, to send a picture or document).	2. Synthesize gathered information from multiple resources into a comprehensive product (slideshow, report, video, website) to present to the class and/or teacher using text, graphics, and sound.	
3. Evaluate the content, accuracy, appropriateness, and authenticity of web sites from criteria set by an assessment rubric.		3b. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: discuss how e-mail travels from the sender to the receiver.	3. Apply formatting techniques to enhance a project or activity (using appropriate headings, titles, font sizes, colors) and graphing editing procedures (resizing images, cropping, scanning, saving) that meet the needs of a given assignment or project.	
		3c. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: define and describe components of e-mail.	4a. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain why listing information sources is necessary for all projects including technology related projects.	
		3d. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: operate and open attachments independently (documents or pictures).	4b. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain that listing sources gives credit to writers, authors, and publishers for their work.	
			4c. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain what plagiarism is and what the potential consequences are at school and in the world.	
			4d. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain copyright guidelines and what that means in relation to school assignments.	

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2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 7					
Literacy Topic	T: Technological	T: Technological	T: Technological	T: Technological	T: Technological
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will explore opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.	D: The learner will explain the impact of technology on the economy, environment, society, research and development, career opportunities, and daily life.	E: The learner will compare the connections between technology and other fields of study including medicine, transportation, agriculture, and engineering.
	1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	1. Comply with the school Acceptable Use Policy and its responsibilities and consequences.			
	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.	2. Know what constitutes appropriate and inappropriate use (personal use of technology at school, procedures for using technology independently, appropriate web site content).			
		3. Explain and follow procedures relating to Internet safety.			

St. Albert the Great School
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Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 8			
Literacy Topic	C: Computer	C: Computer	C: Computer
Outcome	A: The learner will use and discuss computer and multimedia technology efficiently and independently.	B: The learner will access files and programs from the local or shared hard drive independently.	C: The learner will use and apply knowledge and skills about basic technology operations to express ideas and enhance learning experiences.
	1. Discuss the purpose of various types of computer and multimedia technology using appropriate vocabulary and have a basic understanding of how the technology operates.	1. Start, open, use, and close documents, programs, and games from a variety of locations (disk, CD, audiotape, videotape, drive, network, portable media device) independently.	1. Use advanced features of productivity tools and other programs on a regular basis to complete activities and projects.
	2. Select and apply appropriate technology for use in a particular content area activity (graphing calculator for math, digital microscope for science).	2. Save documents, programs, and games to appropriate drives, folders, or other formats such as disks or CDs independently.	2. Select appropriate technology and multimedia resources (computer, projector, scanner, video camera, CD, DVD, webpage) for presenting information (desktop publishing or brochures, informational slideshow or video).
	3a. Operate and apply appropriate technology on a regular basis to complete activities, problems, and projects: use input (mouse, keyboard, remote control) and output (printer) devices regularly to complete activities independently.	3. Describe how information can be stored, transported, and accessed in a variety of formats (disk, CD, audiotape, videotape, drive, network, portable media device).	3. Identify, distinguish, and use web information that requires special software (portable document formats (PDF), e-books, video, and audio programs).
	3b. Operate and apply appropriate technology on a regular basis to complete activities, problems, and projects: practice proper keyboarding techniques including identifying all keyboard keys correctly and developing speed and accuracy.	4. Understand the basic concept of networks and that they are used to connect computers together for shared access and saving purposes.	
	4. Apply basic troubleshooting techniques and strategies to computer and multimedia technology problems that occur during daily use.	5. Print documents as directed (in color, black/white, to a selected printer) independently.	

St. Albert the Great School
2004-2006
Minimum Competencies for Curriculum-Related Technology
Mapping by Learner Outcome/Literacy/Grade

GRADE 8 Literacy Topic	I: Information	I: Information	I: Information	I: Information
Outcome	A: The learner will explain the structure and use of the Internet.	B: The learner will use research strategies to find and retrieve information from a variety of resources (Internet, CD, audio/video files, online library catalog, database, and other electronic resources) independently.	C: The learner will demonstrate ability to communicate using technology tools as part of a group and independently.	D: The learner will publish and present information in a variety of formats as part of a group and independently.
	1. Identify and describe the function of Internet features such as parts of the web browser, plug-ins, directories, web address, navigation bars, title, author, date of creation or modification, definition of a search engine, etc.	1. Know the resources available to locate information and compare the advantages and disadvantages between them (such as using the electronic almanac versus the entire Internet to locate information about patterns in the weather).	1. Compare different types of media formats used to communicate information and weigh their advantages (documents, newsletters, newspapers, film, Web pages, e-mail).	1. Use graphic organizers to organize areas of a project including brainstorming, outlining, procedures to complete the project, needed materials and resources, and, if applicable, roles for group members.
	2. Describe how the Internet works using appropriate vocabulary.	2. Learn and use a variety of research strategies for different resources (keywords, Boolean operators such as "and" and "or", general search, narrowing a search, trying different resources).	2. Communicate locally and globally through participation in collaborative and real-time data activities and projects (e-pals, ask-an-expert, message boards, distance learning) as part of the class or small group.	2. Synthesize gathered information from multiple resources into a comprehensive product (slideshow, report, video, website) to present to the class and/or teacher using text, graphics, and sound.
	3. Evaluate the content, accuracy, appropriateness, and authenticity of web sites from criteria set by an assessment rubric.	3. Apply discriminatory skills to interpret and select relevant, needed information that answers a given question or completes an activity. Defend and discuss reasons for choosing information on one website rather than a comparable one.	3a. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: identify opportunities where sending e-mail would be appropriate for educational purposes (to communicate with others far away such as other students, classes, and relatives, to directly ask an expert a question relating to their field, to send a picture or document).	3. Apply formatting techniques to enhance a project or activity (using appropriate headings, titles, font sizes, colors) and graphing editing procedures (resizing images, cropping, scanning, saving) that meet the needs of a given assignment or project.
			3b. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: discuss how e-mail travels from the sender to the receiver.	4a. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain why listing information sources is necessary for all projects including technology related projects.
			3c. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: define and describe components of e-mail.	4b. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain that listing sources gives credit to writers, authors, and publishers for their work.
			3d. When appropriate use e-mail in a secure environment for educational purposes along with its related vocabulary to collaborate with others: operate and open attachments independently (documents or pictures).	4c. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain what plagiarism is and what the potential consequences are at school and in the world.
				4d. Produce a list of information sources (also known as a bibliography or works cited) from a variety of formats such as a book, periodical, video, or website using an appropriate standard format: explain copyright guidelines and what that means in relation to school assignments.

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Mapping by Learner Outcome/Literacy/Grade

GRADE 8					
Literacy Topic	T: Technological	T: Technological	T: Technological	T: Technological	T: Technological
Outcome	A: The learner will practice Christian values when using technology.	B: The learner will comply with ethical and legal norms relating to the school Acceptable Use Policy, copyright, and fair use issues.	C: The learner will explore opportunities for extending cultural awareness through communicating, collaborating, and connecting to diverse populations using technology.	D: The learner will explain the impact of technology on the economy, environment, society, research and development, career opportunities, and daily life.	E: The learner will compare the connections between technology and other fields of study including medicine, transportation, agriculture, and engineering.
	1. Demonstrate stewardship in appropriate care and use of technology and multimedia.	1. Comply with the school Acceptable Use Policy and its responsibilities and consequences.			
	2. Exhibit cooperative and collaborative work habits when using technology and multimedia.	2. Know what constitutes appropriate and inappropriate use (personal use of technology at school, procedures for using technology independently, appropriate web site content).			
		3. Explain and follow procedures relating to Internet safety.			