KINDERGARTEN TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.K.1.A Demonstrate knowledge of the nature and operation of technology systems

T.K.1.A.1 Identify the parts of the computer and their functions (Input and Output)

T.K.1.A.2 Demonstrate the proper care of the computer hardware and software

T.K.1.A.3 Basic Troubleshooting (no power, logging in, no sound, connection)

T.K.1.B Demonstrate proficiency in the use of technology

T.K.1.B.1 Follow verbal instructions to navigate within application software

T.K.1.B.2 Know the keyboard layout - Use age appropriate keyboard charts

T.K.1.B.3 Develop good mouse, trackball, touchpad and/or touchscreen and hand placement

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.K.2.A Technology and Society: Explain how technology affects people

T.K.2.A.1 Identify and explain that technology is used in their daily lives to do things better or more easily (such as telephones, microwaves, televisions, cameras, computers and SMART devices)

T.K.2.A.2 Identify examples of how technology affects the environment (including home and school environments)

T.K.2.A.3 Discuss how we take the Catholic values that we use in our real world with us into the digital world.

T.K.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.K.2.B.1 Understand and follow the acceptable use policy

T.K.2.B.2 Recognize responsible use of technology systems and software (such as following lab rules, handling equipment with care)

T.K.2.C Ethical and Legal Issues: Demonstrate an understanding of current standards

T.K.2.C.1 Recognize social and ethical behaviors when using technology

T.K.2.D Ethical and Legal Issues: Understand current online safety guidelines

T.K.2.D.1 Discuss safety issues related to using the Internet

T.K.2.D.2 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.K.3.A **Use technology resources and the search tool to locate information (such as bookmarked websites or shortcut icons)**

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.K.4.A **Creativity/Innovation – Multimedia: Explore and use technology in an instructional setting to express ideas**

T.K.4.A.1 Use multimedia tools to express original ideas with print, drawings, digital images, sounds, and/or personal recordings

T.K.4.B **Learning: Explore and use technology tools in an instructional setting for learning**

T.K.4.B.1 Explore and use teacher selected technology tools, including software and hardware, to learn new content or reinforce skills

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.K.5.A **Productivity and Problem Solving: Explore and use technology to increase productivity**

T.K.5.A.1 Use appropriate technology tools to support learning goals (e.g., word processing, graphics)

T.K.5.A.2 Identify that a variety of forms of digital content (CDs, DVDs, websites, videos) can be used to learn information about a subject

T.K.5.A.3 Define an algorithm as a sequence of instructions that can be processed by the computer (Scratch, Kodable, Daisy the Dinosaur)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.K.6.A **Communication - Tools: Explore how technology is used for communication**

T.K.6.A.1 Describe ways technology is used at home and in school for communication

T.K.6.B **Communication - Media Formats**

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.K.7.A Collaboration: Explore and use technology in an instructional setting to encourage collaboration

T.K.7.A.1 Participate in a class or small group lessons using technology for shared writing or language experience stories

FIRST GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.1.1.A Demonstrate knowledge of the nature and operation of technology systems

T.1.1.A.1 Identify the parts of the computer and their functions (Input, Output, Storage)

T.1.1.A.2 Demonstrate the proper care of the computer hardware and software

T.1.1.A.3 Basic Troubleshooting (no power, logging in, no sound, connection)

T.1.1.B Demonstrate proficiency in the use of technology

T.1.1.B.1 Follow verbal instructions to navigate within application software (such as starting applications and saving and retrieving files)

T.1.1.B.2 Know the keyboard layout - Use age appropriate keyboard charts and teacher generated worksheets

T.1.1.B.3 Develop good mouse, touchpad and/or touchscreen skills

T.1.1.B.4 Use correct sitting position when keyboarding (hand placement)

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.1.2.A Technology and Society: Explain how technology affects individuals and institutions (home and school)

T.1.2.A.1 Recognize that technologies (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) have influenced daily life, in both the past and the present

T.1.2.A.2 Identify examples of how technology has affected the environment, in both the past and the present

T.1.2.A.3 Identify how technology tools have been and are used to meet people's needs

T.1.2.A.4 Discuss how we take the Catholic values that we use in our real world with us into the digital world.

T.1.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.1.2.B.1 Understand and follow the acceptable use policy

T.1.2.B.2 Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)

T.1.2.B.3 Recognize the potential harm of intrusive applications (such as viruses, click bait, pop-up windows, etc.)

T.1.2.B.4 Use safe and correct security procedures (such as protecting and updating password and user ID)

T.1.2.C Ethical and Legal Issues: Demonstrate an understanding of current standards

T.1.2.C.1 Explore and discuss social and ethical behaviors when using technology

T.1.2.D Ethical and Legal Issues: Understand current online safety guidelines

T.1.2.D.1 Discuss risks related to using the Internet (strangers with cruel intent, gaming with people you don't know)

T.1.2.D.2 Recognize safe practices when online (never share personal information, tell parents if you feel uncomfortable with someone on the internet)

T.1.2.D.3 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.1.3.A Use technology to locate and collect information (such as bookmarked websites, or shortcut icons)

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.1.4.A Creativity/Innovation – Multimedia/Idea Presentation: Use and understand how technology can be used to express ideas

T.1.4.A.1 Multimedia: Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings

T.1.4.A.2 Idea Presentation: Prepare writing and data for display with tools such as visual organizer, word processing or multimedia software either individually or teacher-led group activity

T.1.4.B Learning: Use and understand how technology enhances learning

T.1.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.1.4.B.2 Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.1.5.A Productivity and Problem Solving: Use and understand how technology increases productivity

T.1.5.A.1 Describe ways the selected technology tools are being used to support learning goals

T.1.5.A.2 Use templates provided by the teacher to complete learning assignments

T.1.5.A.3 Edit work created using word processing software

T.1.5.A.4 Use teacher-identified resources to collect information using print and non-print resources as a class or in a small group

T.1.5.A.5 Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.1.6.A Communication - Tools: Use and explain how technology is used for communication

T.1.6.A.1 Identify technology tools that help gather information, share ideas, and respond to questions

T.1.6.B Communication - Media Formats: Use and explain the variety of media formats

T.1.6.B.1 Recognize that various media formats are used to communicate ideas, such as DVD, flash/thumb drive, streaming media, podcasts, etc.

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.1.7.A Collaboration: Explore and use technology in an instructional setting to encourage collaboration

T.1.7.A.1 Participate in a class or small group lessons using technology for shared writing or language experience stories

SECOND GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.2.1.A Demonstrate knowledge of the nature and operation of technology systems

T.2.1.A.1 Identify the parts of the computer and their functions (Input, Output, Storage, Processing)

T.2.1.A.2 Demonstrate the proper care of the computer hardware and software

T.2.1.A.3 Basic Troubleshooting (no power, logging in, no sound, connection)

T.2.1.B Demonstrate proficiency in the use of technology

T.2.1.B.1 Follow instructions to use application software (such as starting/closing applications; saving/retrieving files; navigating within; and identifying and using functions represented by symbols and icons)

T.2.1.B.2 Know the keyboard layout - Use age appropriate keyboard charts; identify and use special keys (such as backspace, shift, spacebar, control, and arrows)

T.2.1.B.3 Develop good mouse, touchpad and/or touchscreen skills

T.2.1.B.4 Use correct sitting and hand positions when keyboarding

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.2.2.A Technology and Society: Explain how technology affects individuals and institutions (home, school, and community)

T.2.2.A.1 Recognize that technologies (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) have influenced daily life, in both the past and the present

T.2.2.A.2 Identify examples of how technology has affected the environment, in both the past and the present

T.2.2.A.3 Identify how technology tools have been and are used to meet people's needs

T.2.2.A.4 Discuss how we take the Catholic values that we use in our real world with us into the digital world.

T.2.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.2.2.B.1 Understand and follow the acceptable use policy

T.2.2.B.2 Recognize the potential harm of intrusive applications (such as viruses, click bait, pop-up windows, etc.)

T.2.2.B.3 Use safe and correct security procedures (such as protecting and updating password and user ID)

T.2.2.C   Ethical and Legal Issues: Demonstrate an understanding of current standards

T.2.2.C.1   Introduce the concept of copyrights by discussing the importance of respecting the rights of others regarding their work (such as appropriate copying and pasting)

T.2.2.C.2   Practice strategies for avoiding plagiarism

T.2.2.D   Ethical and Legal Issues: Understand current online safety guidelines

T.2.2.D.1   Discuss risks and privacy issues related to using the Internet (strangers with cruel intent, gaming with people you don't know)

T.2.2.D.2   Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.2.2.D.3   Describe procedures for exiting an inappropriate site (such as clicking the home button, turning off the monitor, notifying an adult)

T.2.2.D.4   Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.2.3.A   Use technology to locate and collect information for research

T.2.3.A.1   Select relevant information from various technology resources (such as websites, online library catalogs, or electronic reference materials)

T.2.3.A.2   Use basic telecommunications terms and capabilities (website, website address, homepage, link, Internet)

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.2.4.A   Creativity and Innovation – Multimedia/Idea Presentation/Editing: Use and understand how technology can be used to express ideas

T.2.4.A.1   Multimedia: Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings

T.2.4.A.2   Idea Presentation: Prepare writing and data for display with tools such as visual organizer, word processing or multimedia software either individually or teacher-led group activity

T.2.4.A.3   Editing: change, edit and revise graphs, graphics, presentations and word processing documents

T.2.4.B   Learning: Use and understand how technology enhances learning

T.2.4.B.1   Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.2.4.B.2 Reflect, as an individual or as part of a larger group, on appropriateness of selected technology for the given task

T.2.4.B.3 Reflect and discuss how technology tools are used to collect information

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.2.5.A Productivity and Problem Solving: Use and understand how technology increases productivity

T.2.5.A.1 Describe ways the selected technology tools are being used to support learning goals and accomplish tasks

T.2.5.A.2 Use templates, provided by the teacher, or create new documents to complete learning assignments

T.2.5.A.3 Edit work created using concept mapping or word processing software

T.2.5.A.4 Use various electronic information retrieval sources to obtain information on a topic (such as World Book, Follett Destiny, local library resources)

T.2.5.A.5 Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.2.6.A Communication - Tools: Use and explain how technology is used for communication

T.2.6.A.1 Identify technology tools that help gather information, share ideas, and respond to questions

T.2.6.A.2 Use a variety of technology tools identified by the teacher to communicate with various audiences

T.2.6.B Communication - Media Formats: Use and explain the variety of media formats

T.2.6.B.1 Recognize that various media formats are used to communicate ideas, such as DVD, flash/thumb drive, streaming media, podcasts etc.

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.2.7.A Collaboration: Use and understand how technology encourages collaboration

T.2.7.A.1 Explain how selected technology tools are being used to enhance collaboration

T.2.7.A.2 Participate in a class lesson using technology tools to collect, display, and interpret data

T.2.7.A.3 Articulate the advantages of collaboration supported by technology tool

THIRD GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.3.1.A   **Demonstrate knowledge of the nature and operation of technology systems**

T.3.1.A.1   Identify and understand the functions of computing (Input, Output, Storage, Processing)

T.3.1.A.2   Demonstrate the proper care of the computer hardware and software

T.3.1.B   **Demonstrate proficiency in the use of technology**

T.3.1.B.1   Access and navigate within application software and understand basic file management functions (such as open, close, format, edit, and save, save as in other formats such as PDF, CSV, etc.). Include an introduction to the hierarchy of storage to explain not only how to save but where to save.

T.3.1.B.2   Use tools, menus and dialog boxes in application software

T.3.1.B.3   Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation); know shortcut keys

T.3.1.B.4   Use correct keyboarding techniques (such as proper home row position and posture)

T.3.1.B.5   Use appropriate applications to perform an assigned task (such as word processing and graphics)

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.3.2.A   **Technology and Society: Explain how technology affects people and society**

T.3.2.A.1   Explain how technology (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) influences societies

T.3.2.A.2   Identify examples of how technology has affected the environment, in both the past and the present.

T.3.2.A.3   Explain how technology tools have or can be used to meet the needs of societies

T.3.2.A.4   Discuss how we take the Catholic values that we use in our real world with us into the digital world.

T.3.2.A.5   Address the permanence of uploads, including email and social media.

T.3.2.B **Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information**

T.3.2.B.1 Explain the purpose and importance of following the acceptable use policy

T.3.2.B.2 Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)

T.3.2.B.3 Use safe and correct security procedures (such as protecting/updating passwords and user IDs)

T.3.2.C **Ethical and Legal Issues: Demonstrate an understanding of current legal standards**

T.3.2.C.1 Comply with copyright laws (such as appropriate copying and pasting, legal downloading, and recognizing intellectual property)

T.3.2.C.2 Practice strategies for avoiding plagiarism

T.3.2.C.3 Cite sources of text and digital information

T.3.2.D **Ethical and Legal Issues: Understand current online safety guidelines**

T.3.2.D.1 Understand that the Internet is a global community with guidelines

T.3.2.D.2 Explain and practice safety and privacy issues related to using the Internet

T.3.2.D.3 Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.3.2.D.4 Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)

T.3.2.D.5 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.3.3.A **Use technology to locate, evaluate, and organize information from a variety of sources.**

T.3.3.A.1 Select relevant information from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)

T.3.3.A.2 Evaluate electronic resources using the same strategies as print resources (such as fact vs. fiction, author, ease of use) and use print sources to verify electronic sources

T.3.3.A.3 Use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases

T.3.3.A.4 Collect and organize information using technology tools (such as word processor, graphics program)

T.3.3.A.5 Describe telecommunications terminology and capabilities (website, website address, homepage, link, Internet, browser, etc.)

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.3.4.A **Creativity/Innovation – Multimedia/Idea Presentation/Editing: Use and explain how the technology can be used to express ideas**

T.3.4.A.1 Multimedia: Use multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings

T.3.4.A.2 Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, or graphic organizers that are appropriate to a specific audience

T.3.4.A.3 Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.3.4.B **Learning: Use and explain how the technology enhances learning**

T.3.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.3.4.B.2 Reflect as an individual on appropriateness of selected technology for the given task

T.3.4.B.3 Describe how technology tools are used to collect information

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.3.5.A **Productivity and Problem Solving: Use and explain how technology tools increase productivity**

T.3.5.A.1 Explain how the selected technology tools are being used to accomplish tasks efficiently (e.g., editing with word processing software vs. rewriting by hand, using spreadsheets to collect information)

T.3.5.A.2 Use templates or create new documents to complete learning assignments

T.3.5.A.3 Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling

T.3.5.A.4 Use various electronic information retrieval sources to obtain information on a topic

T.3.5.A.5 Define an algorithm as a sequence of instructions that can be processed by a computer

T.3.5.A.6 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.3.6.A   Communication - Tools: Use technology for communication

T.3.6.A.1   Explain how communication tools help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents and experts

T.3.6.A.2   Use technology tools identified by the teacher to communicate with various audiences (e.g., podcasting)

T.3.6.B   Communication - Media Formats: Use and explain the purpose of different media formats

T.3.6.B.1   Recognize that various media formats are used to communicate ideas, such as flash/thumb drive, streaming media, etc.

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.3.7.A   Collaboration: Use and explain how technology tools encourage collaboration

T.3.7.A.1   Use technology tools such as Google Docs, Google Forms, and Office 365 to work collaboratively within the classroom (either the computer lab or other classroom)

T.3.7.A.2   Reflect and discuss the advantages of collaboration supported by technology tools

FOURTH GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.4.1.A   Demonstrate knowledge of the nature and operation of technology systems

T.4.1.A.1   Identify and understand the functions of computing (Input, Output, Storage, Processing)

T.4.1.A.2   Demonstrate the proper care of the computer hardware and software

T.4.1.A.3   Demonstrate basic understanding of computer theory (Bits and Bytes)

T.4.1.B   Demonstrate proficiency in the use of technology

T.4.1.B.1   Access and navigate within application software and understand basic file management functions (such as open, close, format, edit, and save /save as in other formats such as PDF, CSV, etc.). Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save.

T.4.1.B.2   Use tools, menus and dialog boxes in application software

T.4.1.B.3   Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation); know shortcut keys

T.4.1.B.4   Use correct keyboarding techniques (such as proper home row and fingering positions and posture)

T.4.1.B.5   Use appropriate applications to perform an assigned task (such as word processing, graphics, and presentation)

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.4.2.A   Technology and Society: Explain how technology affects people and society

T.4.2.A.1   Explain how technology (such as computers, cameras, calculators, televisions, CD-ROMs, and DVDs) influences societies

T.4.2.A.2   Identify examples of how technology has affected the environment, in both the past and the present

T.4.2.A.3   Explain how technology tools have or can be used to meet the needs of societies

T.4.2.A.4   Reinforce taking our Catholic values that we use in our real world into the digital world.

T.4.2.A.5   Address the permanence of uploads, including email and social media.

T.4.2.B   Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.4.2.B.1   Explain the purpose and importance of following the acceptable use policy

T.4.2.B.2   Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)

T.4.2.B.3   Use safe and correct security procedures (such as protecting/updating password and user ID)

T.4.2.C   **Ethical and Legal Issues: Demonstrate an understanding of current legal standards**

T.4.2.C.1   Comply with copyright laws and fair use provisions (such as appropriate copying and pasting, legal downloading, and recognizing intellectual property)

T.4.2.C.2   Practice strategies for avoiding plagiarism when using digital content

T.4.2.C.3   Cite electronic sources of text and digital information

T.4.2.D   **Ethical and Legal Issues: Understand current online safety guidelines**

T.4.2.D.1   Understand that the Internet offers access to multiple digital communities with differing guidelines

T.4.2.D.2   Explain and practice safety and privacy issues related to using the Internet

T.4.2.D.3   Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.4.2.D.4   Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)

T.4.2.D.5   Understand the purpose of technology protection measures (such as virus protection and content filtering systems)

T.4.2.D.6   Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.4.3.A   **Use technology to locate, evaluate, and organize information from a variety of sources.**

T.4.3.A.1   Select relevant information from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)

T.4.3.A.2   Evaluate electronic resources using the same strategies as print resources (such as fact vs. fiction, author, ease of use) and use print sources to verify electronic sources

T.4.3.A.3   Use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases

T.4.3.A.4   Collect and organize information using technology tools (such as word processor, spreadsheets, graphics program)

T.4.3.A.5   Describe telecommunications terminology and capabilities (website, website address, homepage, link, Internet, browser, search engine, etc.)

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.4.4.A Creativity/Innovation – Multimedia/Presentation Format/Editing: Use and explain how the technology can be used to express ideas

T.4.4.A.1 Multimedia: Use telecommunication, multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings

T.4.4.A.2 Presentation Format: Present ideas and information in formats that allow individual or group participation and are appropriate to a specific audience. Examples of such formats would be wikis, blogs, graphic organizers, electronic presentations, videos and web pages

T.4.4.A.3 Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.4.4.B Learning: Use and explain how technology tools enhance learning

T.4.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.4.4.B.2 Explain how selected technology tools are being used to support learning

T.4.4.B.3 Reflect as an individual on appropriateness of selected technology for the given task

T.4.4.B.4 Assess the use of the selected technology for individual learning of the specific task

T.4.4.B.5 Describe how technology tools are used to collect information

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.4.5.A Productivity and Problem Solving: Use and explain how technology tools increase productivity

T.4.5.A.1 Explain how the selected technology tools are being used to accomplish tasks efficiently (e.g., outlining; using word processing software to edit; and revise vs. rewriting by hand, using spreadsheets to collect and analyze information)

T.4.5.A.2 Create new documents to complete learning assignments

T.4.5.A.3 Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling (e.g., online dictionaries, spell check, grammar check)

T.4.5.A.4 Input and analyze information in a predefined spreadsheet or database

T.4.5.A.5 Use various electronic information retrieval sources to obtain information on a topic

T.4.5.A.6 Evaluate ways that different algorithms may be used to solve the same problem

T.4.5.A.7 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.4.6.A   Communication – Tools: Use technology for communication

T.4.6.A.1   Use communication tools identified by the teacher to help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents, and experts (i.e., podcasts, blogs, wikis)

T.4.6.A.2   Present information, independently or with assistance, to various audiences

T.4.6.B   Communication - Media Formats: Use and explain the purposes of different media formats

T.4.6.B.1   Communicate independently with various audiences using different media formats

T.4.6.B.2   Explain the purpose for a chosen media format

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.4.7.A   Collaboration: Use and explain how selected technology tools encourage collaboration

T.4.7.A.1   Use technology tools to work collaboratively within the classroom

T.4.7.A.2   Use technology tools to exchange ideas with individuals or groups outside of the classroom

T.4.7.A.3   Reflect and discuss the advantages of collaboration supported by technology tools

FIFTH GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.5.1.A	**Demonstrate knowledge of the nature and operation of technology systems**

T.5.1.A.1   Identify and understand the functions of computing (Input, Output, Storage, Processing) and describe the advantages and disadvantages of various storage techniques

T.5.1.A.2   Demonstrate the proper care of the computer hardware and software

T.5.1.A.3   Demonstrate basic understanding of computer theory (Bits and Bytes)

T.5.1.B	**Demonstrate proficiency in the use of technology**

T.5.1.B.1   Access and navigate within application software and understand basic file management functions.   Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc.)

T.5.1.B.2   Use tools, menus and dialog boxes in application software

T.5.1.B.3   Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation) know shortcut keys

T.5.1.B.4   Use correct keyboarding techniques (such as proper home row and fingering positions and posture)

T.5.1.B.5   Use appropriate applications to perform an assigned task (word processing, spreadsheet, graphics, presentation)

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.5.2.A	**Technology and Society: Explain how technology affects the individual and society**

T.5.2.A.1   Explain technology's influence on the individual and society

T.5.2.A.2   Identify examples of technology's impact on the environment

T.5.2.A.3   Explain how technology tools have been used to meet the needs of societies

T.5.2.A.4   Reinforce taking our Catholic values that we use in our real world into the digital world.

T.5.2.A.5   Address the permanence of uploads, including email and social media.

T.5.2.B	**Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information**

T.5.2.B.1   Explain the purpose of and follow the acceptable use policy

T.5.2.B.2	Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)
T.5.2.B.3	Use safe and correct security procedures (such as protecting/updating password and user ID)

T.5.2.C   Ethical and Legal Issues: Demonstrate an understanding of current legal standards

T.5.2.C.1	Comply with copyright laws and fair use provisions when using digital content
T.5.2.C.2	Use electronic resources appropriately (such as paraphrasing)
T.5.2.C.3	Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

T.5.2.D   Ethical and Legal Issues: Understand current online safety guidelines

T.5.2.D.1	Understand that the Internet offers access to multiple digital communities with differing guidelines
T.5.2.D.2	Explain and practice safety and privacy issues related to using the Internet
T.5.2.D.3	Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)
T.5.2.D.4	Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)
T.5.2.D.5	Understand the purpose of technology protection measures including filtering systems
T.5.2.D.6	Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.5.3.A   Use technology to locate, evaluate, and organize information from a variety of sources

T.5.3.A.1	Select relevant information (content and images) from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)
T.5.3.A.2	Explain and evaluate electronic resources (such as publication date, fact vs. fiction, author, ease of use) and use print sources to verify and supplement electronic sources
T.5.3.A.3	Explain and use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases
T.5.3.A.4	Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)
T.5.3.A.5	Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks
T.5.3.A.6	Describe telecommunications terminology and capabilities (website, URL, homepage, link, Internet, browser, search engine, etc.)

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.5.4.A   **Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas**

T.5.4.A.1   Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings

T.5.4.A.2   Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience

T.5.4.A.3   Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.5.4.A.4   Evaluating: Evaluate student-created product design based on purpose, audience, and format

T.5.4.B   **Learning: Select and use technology tools to enhance learning**

T.5.4.B.1   Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.5.4.B.2   Explain why specific technology tools were selected to support learning

T.5.4.B.3   Assess the use of the selected technology for individual learning of the specific task

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.5.5.A   **Productivity and Problem Solving: Select and use technology tools to increase productivity**

T.5.5.A.1   Explain why the selected technology tools are being used to accomplish tasks efficiently

T.5.5.A.2   Create new documents to complete learning assignments and demonstrate new understanding

T.5.5.A.3   Use word processing technology when appropriate

T.5.5.A.4   Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation

T.5.5.A.5   Collect, analyze, and display data and information using tools, such as calculators, computers, spreadsheets, graphing programs, and databases

T.5.5.A.6   Evaluate ways that different algorithms may be used to solve the same problem

T.5.5.A.7   Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.5.6.A **Communication – Tools: Select and use technology for communication**

T.5.6.A.1 Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions

T.5.6.A.2 Present information independently to various audiences

T.5.6.B **Communication - Media Formats: Use and explain the purposes of different media formats**

T.5.6.B.1 Communicate independently with various audiences using different media formats

T.5.6.B.2 Evaluate the appropriateness of media formats for various purposes

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.5.7.A **Collaboration: Select and use technology tools to encourage collaboration**

T.5.7.A.1 Use technology tools to work collaboratively within the school community

T.5.7.A.2 Use technology tools to exchange ideas with individuals or groups outside of the school community

T.5.7.A.3 Articulate the advantages of collaboration supported by technology tools

SIXTH GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.6.1.A   Demonstrate knowledge of the nature and operation of technology systems

T.6.1.A.1   Match hardware components to their functions (Input, Output, Storage, Processing)

T.6.1.A.2   Demonstrate the proper care of the computer hardware and software

T.6.1.A.3   Demonstrate understanding of the basics of the operating system and its relationship to application software

T.6.1.A.4   Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines

T.6.1.B   Demonstrate proficiency in the use of technology

T.6.1.B.1   Practice file management (such as creating folders and organizing files within folders)

T.6.1.B.2   Use proper keyboarding skill techniques to increase speed to a goal of 20 wpm with 90% accuracy and know shortcut keys

T.6.1.B.3   Choose and integrate appropriate multiple applications to perform an assigned task

T.6.1.B.4   Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.

T.6.1.B.5   Understand the use of digital calendars for organization of projects, reports and other material management.

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.6.2.A   Technology and Society: Explain how technology affects the individual and society

T.6.2.A.1   Explain technology's influence on the individual and society

T.6.2.A.2   Identify examples of technology's impact on the environment

T.6.2.A.3   Recommend ways technology can be used to meet the needs of societies

T6.2.A.4   Reinforce taking our Catholic values that we use in our real world into the digital world. Add example: Using proper Christian values and etiquette when participating in online conferencing and discussion boards

T.6.2.A.5   Address the permanence of uploads, including email and social media.

T.6.2.B   **Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information**

T.6.2.B.1   Explain the purpose of and follow the acceptable use policy

T.6.2.B.2   Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, click bait etc.) and safeguards for limiting exposure to these

T.6.2.B.3   Use safe and correct security procedures (such as protecting/updating password and user ID)

T.6.2.C   **Ethical and Legal Issues: Demonstrate an understanding of current legal standards**

T.6.2.C.1   Comply with copyright laws and fair use provisions when using digital content

T.6.2.C.2   Use electronic resources appropriately (such as paraphrasing)

T.6.2.C.3   Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

T.6.2.D   **Ethical and Legal Issues: Understand current online safety guidelines**

T.6.2.D.1   Understand that the Internet offers access to multiple digital communities with differing guidelines

T.6.2.D.2   Explain and practice safety and privacy issues related to using the Internet

T.6.2.D.3   Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.6.2.D.4   Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult so they can mitigate malware)

T.6.2.D.5   Explain the importance of firewalls and filtering systems

T.6.2.D.6   Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.6.3.A   **Use technology to locate, evaluate, and organize information from a variety of sources**

T.6.3.A.1   Select relevant information (content and images) from appropriate technology resources

T.6.3.A.2   Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement

T.6.3.A.3   Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases

T.6.3.A.4   Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)

T.6.3.A.5   Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks

T.6.3.A.6   Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)

T.6.3.B   Create and use spreadsheets/databases to evaluate information

T.6.3.B.1   Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)

T.6.3.B.2   Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)

T.6.3.B.3   Print data tables and graphs (print preview, setup, gridlines, etc.)

T.6.3.B.4   Calculate information (formulas, functions, etc.)

T.6.3.B.5   Graph data effectively (create, format, modify charts, etc.)

T.6.3.B.6   Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, search engine, etc.

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.6.4.A   Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas

T.6.4.A.1   Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings

T.6.4.A.2   Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience

T.6.4.A.3   Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.6.4.A.4   Evaluating: Evaluate student-created product design based on purpose, audience, and format

T.6.4.B   Learning: Select and use technology tools to enhance learning

T.6.4.B.1   Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.6.4.B.2   Explain why specific technology tools were selected to support learning

T.6.4.B.3   Assess the use of the selected technology for individual learning of the specific task

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.6.5.A **Productivity and Problem Solving: Select and use technology tools to increase productivity**

T.6.5.A.1 Explain why the selected technology tools are being used to accomplish tasks efficiently

T.6.5.A.2 Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)

T.6.5.A.3 Use word processing technology when appropriate

T.6.5.A.4 Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation

T.6.5.A.5 Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers

T.6.5.A.6 Input and analyze information in a spreadsheet or database (e.g., Science Fair)

T.6.5.A.7 Describe and analyze a sequence of instructions being followed (e.g., describe a character's behavior in a video game as driven by rules and algorithms)

T.6.5.A.8 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.6.6.A **Communication – Tools: Select and use technology for communication**

T.6.6.A.1 Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions

T.6.6.A.2 Present information independently to various audiences

T.6.6.B **Communication - Media Formats: Use and explain the purposes of different media formats**

T.6.6.B.1 Communicate independently with various audiences using different media formats

T.6.6.B.2 Evaluate the appropriateness of media formats for various purposes

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.6.7.A   Collaboration: Select and use technology tools to encourage collaboration

T.6.7.A.1   Use technology tools to work collaboratively within the school community (for example through Google Drive, Microsoft 365)

T.6.7.A.2   Use technology tools to exchange ideas with individuals or groups outside of the school community

T.6.7.A.3   Articulate the advantages of collaboration supported by technology tools

SEVENTH GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.7.1.A   Demonstrate knowledge of the nature and operation of technology systems

T.7.1.A.1   Match hardware components to their functions (Input, Output, Storage, Processing)

T.7.1.A.2   Demonstrate the proper care of the computer hardware and software

T.7.1.A.3   Demonstrate understanding of the basics of the operating system and its relationship to application software

T.7.1.A.4   Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines

T.7.1.B   Demonstrate proficiency in the use of technology

T.7.1.B.1   Practice file management (such as creating folders and organizing files within folders)

T.7.1.B.2   Use proper keyboarding skills techniques to increase speed to a goal of 25 wpm with 90% accuracy and shortcut keys

T.7.1.B.3   Choose and integrate appropriate multiple applications to perform an assigned task

T.7.1.B.4   Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.)

T.7.1.B.5   Understand the use of digital calendars for organization of projects, reports and other material management.

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.7.2.A   Technology and Society: Evaluate how technology affects the individual and society

T.7.2.A.1   Evaluate technology's influence on the individual and society

T.7.2.A.2   Evaluate technology's impact on the environment

T.7.2.A.3   Evaluate the use of technology to solve a societal issue

T.7.2.A.4   Reinforce taking our Catholic values that we use in our real world into the digital world. Add example: Using proper Christian values and etiquette when participating in online conferencing and discussion boards

T.7.2.A.5   Address the permanence of uploads, including email and social media.

T.7.2.B   Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.7.2.B.1   Explain the purpose of and follow the acceptable use policy

T.7.2.B.2   Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, clickbait, etc.) and safeguards for limiting exposure to these

T.7.2.B.3   Use safe and correct security procedures (such as protecting/updating password and user ID)

T.7.2.C   Ethical and Legal Issues: Demonstrate an understanding of current legal standards

T.7.2.C.1   Comply with copyright laws and fair use provisions when using digital content

T.7.2.C.2   Use electronic resources appropriately (such as paraphrasing)

T.7.2.C.3   Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

T.7.2.D   Ethical and Legal Issues: Understand current online safety guidelines

T.7.2.D.1   Understand that the Internet offers access to multiple digital communities with differing guidelines

T.7.2.D2   Explain and practice safety and privacy issues related to using the Internet

T.7.2.D.3   Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.7.2.D.4   Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)

T.7.2.D.5   Explain the importance of firewalls and filtering systems

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.7.3.A   Use technology to locate, evaluate, and organize information from a variety of sources

T.7.3.A.1   Select relevant information (content and images) from appropriate technology resources

T.7.3.A.2   Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement

T.7.3.A.3   Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases

T.7.3.A.4   Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)

T.7.3.A.5   Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks

T.7.3.A.6   Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)

T.7.3.B   Create and use spreadsheets/databases to evaluate information

T.7.3.B.1   Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)

T.7.3.B.2   Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)

T.7.3.B.3   Print data tables and graphs (print preview, setup, gridlines, etc.)

T.7.3.B.4   Calculate information (formulas, functions, etc.)

T.7.3.B.5   Graph data effectively (create, format, modify charts, etc.)

T.7.3.B.6   Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, etc.

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.7.4.A   Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas

T.7.4.A.1   Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings

T.7.4.A.2   Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience

T.7.4.A.3   Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.7.4.A.4   Evaluating: Evaluate student-created product design based on purpose, audience, and format

T.7.4.B   Learning: Select and use technology tools to enhance learning

T.7.4.B.1   Use technology tools, including software and hardware, to learn new content or reinforce skills

T.7.4.B.2   Defend the selection of a specific technology tool to complete a learning task

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.7.5.A　**Productivity and Problem Solving: Select and use technology tools to increase productivity**

T.7.5.A.1　Defend the selected technology tools to complete tasks efficiently (e.g., Science Fair -- why use Excel for graphs instead of Paint?)

T.7.5.A.2　Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)

T.7.5.A.3　Use word processing technology when appropriate

T.7.5.A.4　Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation

T.7.5.A.5　Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers

T.7.5.A.6　Input and analyze information in a spreadsheet or database (e.g., Science Fair -- why use Excel for graphs instead of Paint?)

T.7.5.A.7　Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)

T.7.5.A.8　Implement problem-solving solutions using a programming language, incorporating one or more of the following: looping behavior, conditional statements, logic, expressions, variables, and functions

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.7.6.A　**Communication – Tools: Select and use technology for communication**

T.7.6.A.1　Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions

T.7.6.A.2　Present information independently to various audiences

T.7.6.B　**Communication - Media Formats: Use and explain the purposes of different media formats**

T.7.6.B.1　Communicate independently with various audiences using different media formats

T.7.6.B.2　Evaluate the appropriateness of media formats for various purposes

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

      T.7.7.A   Collaboration: Select and use technology tools to encourage collaboration

T.7.7.A.1   Use technology tools to work collaboratively within the school community

T.7.7.A.2   Use technology tools to exchange ideas with individuals or groups outside of the school community

T.7.7.A.3   Articulate the advantages of collaboration supported by technology tools

EIGHTH GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.8.1.A	**Demonstrate knowledge of the nature and operation of technology systems**
T.8.1.A.1	Match hardware components to their functions (Input, Output, Storage, Processing)
T.8.1.A.2	Demonstrate the proper care of the computer hardware and software
T.8.1.A.3	Demonstrate understanding of the basics of the operating system and its relationship to application software
T.8.1.A.4	Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines
T.8.1.B	**Demonstrate proficiency in the use of technology**
T.8.1.B.1	Use file management (such as creating folders and organizing files within folders)
T.8.1.B.2	Use proper keyboarding skills techniques to increase speed to a goal of 30 wpm with 95% accuracy and shortcut keys
T.8.1.B.3	Choose and integrate appropriate multiple applications to perform an assigned task
T.8.1.B.4	Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.
T.8.1.B.5	Understand the use of digital calendars for organization of projects, reports and other material management.

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.8.2.A	**Technology and Society: Evaluate how technology affects the individual and society**
T.8.2.A.1	Evaluate technology's influence on the individual and society
T.8.2.A.2	Evaluate technology's impact on the environment
T.8.2.A.3	Evaluate the use of technology to solve a societal issue
T.8.2.A.4	Reinforce taking our Catholic values that we use in our real world into the digital world. Use proper Christian values and etiquette when participating in online conferencing and discussion boards

T.8.2.A.5   Address the permanence of uploads, including email and social media.

T.8.2.B   Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.8.2.B.1   Explain the purpose of and follow the acceptable use policy

T.8.2.B.2   Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, clickbait, etc.) and safeguards for limiting exposure to these

T.8.2.B.3   Use safe and correct security procedures (such as protecting/updating password and user ID)

T.8.2.C   Ethical and Legal Issues: Demonstrate an understanding of current legal standards

T.8.2.C.1   Comply with copyright laws and fair use provisions when using digital content

T.8.2.C.2   Use electronic resources appropriately (such as paraphrasing)

T.8.2.C.3   Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

T.8.2.D   Ethical and Legal Issues: Understand current online safety guidelines

T.8.2.D.1   Understand that the Internet offers access to multiple digital communities with differing guidelines

T.8.2.D.2   Explain and practice safety and privacy issues related to using the Internet

T.8.2.D.3   Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.8.2.D.4   Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)

T.8.2.D.5   Explain the importance of firewalls and filtering systems

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.8.3.A   Use technology to locate, evaluate, and organize information from a variety of sources

T.8.3.A.1   Select relevant information (content and images) from appropriate technology resources

T.8.3.A.2   Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement

T.8.3.A.3   Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases

T.8.3.A.4   Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)

T.8.3.A.5   Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks

T.8.3.A.6   Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)

T.8.3.B   Create and use spreadsheets/databases to evaluate information

T.8.3.B.1   Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)

T.8.3.B.2   Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)

T.8.3.B.3   Print data tables and graphs (print preview, setup, gridlines, etc.)

T.8.3.B.4   Calculate information (formulas, functions, etc.)

T.8.3.B.5   Graph data effectively (create, format, modify charts, etc.)

T.8.3.B.6   Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, etc.

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.8.4.A   Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas

T.8.4.A.1   Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings

T.8.4.A.2   Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience

T.8.4.A.3   Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.8.4.A.4   Evaluating: Evaluate student-created product design based on purpose, audience, and format

T.8.4.B   Learning: Select and use technology tools to enhance learning

T.8.4.B.1   Use technology tools, including software and hardware, to learn new content or reinforce skills

T.8.4.B.2   Defend the selection of a specific technology tool to complete a learning task

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.8.5.A **Productivity and Problem Solving: Select and use technology tools to increase productivity**

T.8.5.A.1 Defend the selected technology tools to complete tasks efficiently (e.g., Science project)

T.8.5.A.2 Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)

T.8.5.A.3 Use word processing technology when appropriate

T.8.5.A.4 Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation

T.8.5.A.5 Collect, manipulate, analyze, and display data and information using tools such as calculators and computers

T.8.5.A.6 Input and analyze information in a spreadsheet or database (e.g., Science project)

T.8.5.A.7 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code, Khan Academy)

T.8.5.A.8 Implement problem-solving solutions using a programming language, incorporating one or more of the following: looping behavior, conditional statements, logic, expressions, variables, and functions

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.8.6.A **Communication – Tools: Select and use technology for communication**

T.8.6.A.1 Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions

T.8.6.A.2 Present information independently to various audiences

T.8.6.B **Communication - Media Formats: Use and explain the purposes of different media formats**

T.8.6.B.1 Communicate independently with various audiences using different media formats

T.8.6.B.2 Evaluate the appropriateness of media formats for various purposes

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.8.7.A   Collaboration: Select and use technology tools to encourage collaboration

T.8.7.A.1   Use technology tools to work collaboratively within the school community

T.8.7.A.2   Use technology tools to exchange ideas with individuals or groups outside of the school community

T.8.7.A.3   Articulate the advantages of collaboration supported by technology tools