

KANE AREA SCHOOL DISTRICT



Technology Curriculum Grades K-8

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Technology Curriculum K-2

Statement of Organization:

This curriculum is designed to begin to develop student learning for grades K-2 in the identification of basic computer components and functions, the awareness of current technologies, and the use of technology as an integrated tool. It is focused on providing opportunities for students to develop keyboarding skills, basic word processing skills, basic web browsing skills, and digital citizenship.

Expected Levels of Achievement:

Students are expected to master each competency with 80% accuracy.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Observation
- Performance
- Projects
- Discussion

Estimated Instructional Time:

Technology curriculum will be integrated within the curriculum via centers in the classroom and/or the computer lab.

Technology Integration:

Not applicable

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Technological literacy is the ability to observe that emerging technologies influence and are influenced by society. (Computer and Information Technologies)	Influence of emerging technologies	Identify various, current technologies.	Computer Tablet	15.4.2.A. Identify various technologies used in the classroom and at home.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Identification of computer hardware components	Identify basic parts of a computer system.	Mouse Monitor Keyboard Headset Microphone	15.4.2.C. With prompting and support, identify peripheral devices of computer system including input and output devices.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Use of input technologies	Apply log on/off procedures using a username and password. Demonstrate ability to turn the computer on and off independently. Use a mouse to point, click, and drag. Use a keyboard. • Use both hands • Demonstrate touch-typing techniques such as eyes on source, fingers curved, feet flat, back straight, wrists/palms positioned slightly above keyboard. • Demonstrate appropriate use of character and symbol keys as grade level appropriate • Demonstrate appropriate use of special keys: arrows, space bar, backspace, delete, and enter. • Recognize that the shift key must be utilized to create upper case letters. Produce hardcopy documents by choosing the appropriate printer.		15.4.2.D. Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
The technologically literate person should be able to use shared technology (i.e. computer systems, networks) appropriately. (Communication)	Responsible use of hardware	Demonstrate care of keyboard and mouse. Demonstrate care of care and appropriate use of the headset. Demonstrate appropriate use of the printer.		15.4.2.B. Demonstrate responsible use of technology and equipment.
Computing enables and empowers new methods of information processing. Using a variety of tools and techniques will aid in understanding the many ways in which data is transformed into information and knowledge. (Computer and Information Technologies)	Use computer software components	Use mouse to open, move, resize, and close a window. Use mouse to open and exit programs. Use menus in a program. Use a scroll bar. Name and save files to a folder. Create and open documents.		15.4.2.G. With help and support, select and use various software/applications for an intended purpose.
Ways of knowing are represented and communicated by words, diagrams, charts, graphs, images, and symbols. (Computer and Information Technologies)	Identification of multimedia	Define and identify multimedia elements.	Audio Video Text	15.4.2.K. With help and support, identify similarities and differences between text, graphics, audio, animation, and video.
The technologically literate person should be able to use shared technology (i.e. computer systems, networks) appropriately. (Communication)	Etiquette in the use of technology	Care for and leave equipment ready for the next user. Respect the work and network accounts of others. Follow the KASD Acceptable Use policy.		15.3.2.M. With prompting and support, demonstrate proper etiquette while using technology.
Effective communicators prepare and communicate messages to address the audience and purpose. (Communication)	Electronic communication.	Define and identify forms of electronic communication.	Email Text message	15.3.2.S. With prompting and support, ask and answer questions about electronic communication.
The digital citizen is aware of the societal rules for operating in digital space safely and appropriately. (Computer and Information Technologies)	Digital Citizenship	Define and give examples of appropriate and inappropriate netiquette. Recall and abide by internet safety	Internet safety	15.3.2.T. With prompting and support, answer questions related to

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Technologies, Communication)		guidelines. Abide by copyright and plagiarism laws.		digital citizenship.
Effective research requires the use of varied resources to gain or expand knowledge. (Computer and Information Technologies)	Online research	Define internet terms. Apply basic web browsing skills and keywords to locate a website for specified content.	Web browser Internet Website	15.6.2.L. With help and support, use web browser to locate content specific websites.
Computing enables and empowers new methods of information processing. Using a variety of tools and techniques will aid in understanding the many ways in which data is transformed into information and knowledge. (Computer and Information Technologies)	Use word processing software.	Use menu commands and keyboarding skills to format documents • Format text – size, color, style • Bold, italics, underline • Line spacing • Select/deselect text and graphics • Cut, copy, paste • Undo and redo • Spellcheck Use a menu command to insert pictures and/or clipart in a document. Use a menu command to insert basic shapes in a document.	Menu	15.3.2.E. With prompting and support, use digital tools for guided research projects.

Technology Curriculum 3-5

Statement of Organization:

This curriculum is designed to continue the development of student learning by using technology to help accomplish tasks and complete assignments. Students will continue to develop skills in keyboarding, word processing, web browsing, coding and digital citizenship that were initiated at earlier grade levels. There will be added focus on how information is communicated on the internet and learning to use technology to create products that communicate with an audience.

Expected Levels of Achievement:

Students are expected to master each content objective with 80% accuracy.

Methods of Evaluation:

Student competence will be assessed with one or more of the following methods:

- Demonstration
- Observation/Anecdotal Notes
- Performance
- Projects
- Discussion
- Participation

Estimated Instructional Time:

3rd through 5th grade students participate in a computer class using desktop computers in the computer lab, once in a every 6-day cycle for approximately 40 minutes. (There is at least 5 minutes used for arrival, log on, etc.) Additionally, technology curriculum will be integrated within the general education content via Google Classroom using Chromebooks in the regular education setting.

Technology Integration:

Technology integration will occur using various platforms and tools to enhance an understanding of diverse technologies for all course content areas. Technology integration is incorporated in the application, understanding and use of Chromebooks, desktop computers, Google applications, MS Office applications, Google Classroom, as well as, by comparing and contrasting these various technological applications and environments.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Technological literacy is the ability to observe that emerging technologies influence and are influenced by society. (Computer and Information Technologies)	Influence of emerging technologies	Identify various, current technologies	Desktop Computer Smartboard Google Classroom Google Docs, Slides Gmail Chromebook	15.4.5.A. Identify emerging technologies used for educational and personal success.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Purpose of computer hardware components	Identify and define the purpose of each of the major parts of a computer system.	Mouse Monitor Keyboard Headset Microphone Printer	15.4.5.C. Describe the purpose, use, and care of peripheral devices of computer systems including input, processing, storage, and output devices.
The technologically literate person should be able to use shared technology (i.e. computer systems, networks) appropriately. (Communication)	Responsible use of hardware	Demonstrate: • care of keyboard and mouse • appropriate use of the printer • care and appropriate use of the headset • proper use of external storage		15.4.5.C.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Use of input technologies	Keyboard use: • Use both hands. • Demonstrate touch-typing techniques such as eyes on source, fingers curved, feet flat, back straight, wrists/palms positioned slightly above keyboard. • Demonstrate appropriate use of character and symbol keys as grade level appropriate. • Demonstrate appropriate use of special keys: arrows, space bar, backspace, delete, and enter. • Recognize that the shift key must be utilized to create upper case letters. • Use smooth and rhythmic key stroke patterns. • Attain a WPM goal within the 80% grade scale .		15.4.5.D. Demonstrate the ergonomically correct use of more sophisticated input technologies. 15.3.5.C. Apply strategies to understand directions.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		accuracy range - o 6 WPM, grade 3 - o 8 WPM, grade 4 - o 10 WPM, grade 5 Produce hardcopy documents by choosing the appropriate printer.		
Effective communicators prepare and communicate messages to address the audience and purpose. (Communication)	Electronic communication	Identify forms of electronic communication. Describe the function of various forms electronic communication and how they can be used to satisfy intended communication.	Email Chat SMS (short message service, AKA text messaging)	15.3.5.V. Identify mobile communications used in various settings. 15.3.5.S. Explain electronic communication options (e.g., formal vs. informal, time constraints, geographic location) based on the intended message.
The technologically literate person should be able to use shared technology (i.e. computer systems, networks) appropriately. (Communication)	Etiquette in the use of technology	Care for and leave equipment ready for the next user. Respect the work and network accounts of others. Follow the KASD Acceptable Use policy.		15.3.5.M. Apply proper etiquette when using technology.
The digital citizen is aware of the societal rules for operating in digital space safely and appropriately. (Computer and Information Technologies, Communication)	Digital citizenship	Define and give examples of appropriate and inappropriate netiquette. Define and identify cyberbullying. Recall and abide by internet safety guidelines including steps to cope with cyberbullying. Abide by copyright and plagiarism laws.	Copyright Plagiarism Netiquette Internet safety Digital citizenship Cyberbullying	15.3.52.T. Explain the importance of digital citizenship. 15.4.5.B. Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				inappropriate behavior.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. (Computer and Information Technologies)	Evaluation of technology resources	Define internet terms: • Access a website using a hyperlink • Access a website using an URL • Initiate a search strategy • Use the functions of a web browser – back, forward, refresh, minimize, maximize, close • Navigate within sites • Navigate away from a site using a hyperlink	Web browser Internet World Wide Web Website Keyword Uniform Resource Locator (URL) Hyperlink	15.3.5.E. Distinguish between age appropriate and inappropriate print and electronic resources used for introductory research. 15.3.5.D. Explain and use vocabulary terms related to business and commerce.
Effective research requires the use of varied resources to gain or expand knowledge. (Computer and Information Technologies)	Online research	Gather and organize information: • Identify the author or organization responsible for a website • Use actual site not the Google search results • Evaluate information for appropriateness, content, and usefulness • Use grade appropriate citations to credit sources	Google search results Scroll down Legitimate web search results	15.6.5.L. Discuss the characteristics of a credible website.
Computing enables and empowers new methods of information processing. Using a variety of tools and techniques will aid in understanding the many ways in which data is transformed into information and knowledge. (Computer and Information Technologies)	Use word processing software	Use a mouse to open, move, resize, and close a window. Use a mouse to open and exit programs. Use menus in a program. Compare and contrast features. Use a scroll bar. Name and save files to a folder. Rename files	Menu Command Format Program/Application features Keyboard shortcut	15.3.5.C. 15.4.5.G Create a digital project using appropriate software/application for an authentic task.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		Copy and move files. Delete files. Create and open documents. Use multiple programs simultaneously. Use shortcut keys across applications. Use menu commands and keyboarding skills to format documents: • Format text – size, color, style • Bold, italics, underline • Line spacing • Indent with tab key • Select/deselect text and graphics • Cut, copy, paste • Spellcheck and thesaurus • Grammar check • Undo and redo • Page set-up – margins, orientation • Align text – right, center, left • Drag and drop text • Add bullets and/or numbered list • Print preview		
Computing enables and empowers new methods of information processing. Using a variety of tools and techniques will aid in understanding the many ways in which data is transformed into information and knowledge. (Computer and Information Technologies, Communication)	Use slide show presentation software.	Combine text and graphics to create a slide presentation. Create, open, and save a slide presentation Create a title slide. Use menu commands to • Add and delete slides • Change a slide layout • Change font size, style, and color • Select a design template • Change slide transitions Select and move slides into a desired order.	Graphic Image 6x6 Rule	15.3.5.C. 15.4.5.G.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		Produce presentation handout. Run a slideshow presentation. Practice running a slideshow.		
Ways of knowing are represented and communicated by words, diagrams, charts, graphs, images, and symbols. (Computer and Information Technologies)	Multimedia content	Use menu commands to • Insert, resize and place a graphic properly in a document or on a slide • Send an object to the front or back layer • Insert basic shapes using drawing tools • Change the thickness of an object's border or line. • Change the fill color and/or pattern of an object • Insert pictures and/or clipart • Add a border to a document	Resize handles Rotate handle Right click Shortcut menu Copy = Ctrl + C Paste = Ctrl + V Cut = Ctrl + X	15.4.5.K. Use digital media to enhance a content specific work product.
Computing enables and empowers new methods of information processing. Using a variety of tools and techniques will aid in understanding the many ways in which data is transformed into information and knowledge. (Computer and Information Technologies, Communication)	Use slide show presentation software	Combine text and graphics to create a slide presentation. Use menu commands to • Open/save a slide presentation • Create a title slide • Add and delete slides • Change a slide layout • Change font size, style, color • Select a design template • Change slide transitions • Add background and/or theme • Add animation to graphics and text • Use of consistent animation and transition for professional results Select and move slides to a desired order. Produce presentation handout. Run a slideshow presentation. Practice presentation skills	Animation Transition Theme Background Professional	15.3.5.A. Create work product with a variety of formats including note taking, outlines, essays, correspondence, journals and presentations. 15.3.5. F. Ask meaningful questions based upon a speaker's premise. 15.3.5.H. Present information as an individual or in a small group. 15.3.5.J. Demonstrate active listening techniques. 15.2.5.A. Identify personality and character traits about yourself as related to hobbies, activities, and interests. 15.7.5.J. Identify non-verbal behaviors and their impact on communication.

Ways of knowing are represented and communicated by words, diagrams, charts, graphs, images, and symbols. (Computer and Information Technologies)	Multimedia	Insert, resize, and place a graphic properly in a document or on a slide. Send an object to the front or back layer. Insert basic shapes using drawing tools. Change the thickness of an object's border or line. Change the fill color and/or pattern of an object. Insert pictures and/or images. Group and ungroup a selection of objects. Insert, resize, and place a textbox. Add a border to a document.	Layer Send to back Bring to front Text box Border Shapes Drawing tools Fill Pattern Group	15.3.5.A. 15.3.5.C. 15.3.5.J. 15.3.5.G. Prepare appropriate information for impromptu and planned presentations. 15.3.5.O. Discuss appropriate communication skills within organizations.
Computing demands critical thinking, the application of technical knowledge, innovation, and creative thinking. (Computer and Information Technologies)	Coding	Use basic coding language to problem solve.	Computer code	15.3.5.A. 15.3.5.C 15.3.5.H. 15.3.5.J. 15.3.5.I. Demonstrate note taking and questioning skills.

Keyboarding 6

Statement of Organization:

This course is designed to continue the development of student learning by using technology to help accomplish tasks and complete assignments. Students will continue to develop skills in keyboarding, word processing, publishing, web browsing, coding and digital citizenship that were initiated at earlier grade levels. There will be an expanded focus on digital citizenship and electronic communication.

Expected Levels of Achievement:

Students are expected to master each objective with 80% accuracy.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Observation/Anecdotal Notes
- Performance
- Projects
- Discussion
- Participation

Estimated Instructional Time:

All grade 6 students will participate in this course for one fifty-seven (57) minute class, every other day, during one nine (9) week marking period.

Technology Integration:

Technology integration will occur using various platforms and tools to enhance an understanding of diverse technologies for all course content areas. Technology integration is incorporated in the application, understanding and use of Chromebooks, desktop computers, Google applications, MS Office applications, Google Classroom, as well as, by comparing and contrasting these various technological applications and environments.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Technological literacy is the ability to observe that emerging technologies influence and are influenced by society. (Computer and Information Technologies)	Influence of emerging technologies	Recognize the human impact on the development of new and modified technologies. Observe the impact of new and modified technologies on daily life.	Smartphone YouTube Gaming Social Media	15.4.8.A. Analyze the influence of emerging technologies on daily life.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Purpose of computer hardware components	Demonstrate care of computer system components. Compare the purposes of peripheral devices of a computing system. Produce hardcopy documents by choosing the appropriate printer.	Mouse Monitor Keyboard Headset Microphone Cloud Storage One Drive Printer	15.4.8.C. Compare and contrast peripheral devices of computing systems for specific needs.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Use of input technologies	Use a keyboard: - Demonstrate touch-typing techniques such as both hands, eyes on source, fingers curved, feet flat, back straight, wrists/palms positioned slightly above keyboard. - Demonstrate appropriate use of all standard keyboard keys. - Use smooth and rhythmic key stroke patterns. - Attain a minimal 15 WPM goal with 85% accuracy.	Accuracy Speed Words Per Minute (WPM)	15.4.8.D. Create projects using emerging input technologies.
Effective communicators prepare and communicate messages to address the audience and purpose. (Communication)	Electronic communication	Identify forms of electronic communication. Describe the function of various forms of electronic communication and how they can be used to satisfy intended communication.	Email Chat SMS (short message service, AKA text messaging)	15.3.8.U. Identify and employ various electronic communication options related to desired outcomes.
The technologically literate person should be able to use shared technology (i.e. computer systems, networks) appropriately. (Communication)	Etiquette in the use of technology	Care for and leave equipment ready for the next user. Respect the work and network accounts of others. Follow the KASD Acceptable Use policy.		15.3.8.M. Demonstrate proper etiquette when networking either face-to-face or online.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
The digital citizen is aware of the societal rules for operating in digital space safely and appropriately. (Computer and Information Technologies, Communication)	Digital Citizenship	Identify the nine components of digital citizenship: ACCESS Define digital divide. Identify contributing factors to the digital divide: cost, relevance, lack of skills Explain reasons to close the digital divide. COMMERCE Define digital commerce. Identify tips for shopping online safely: lock icon, https://, seller reviews COMMUNICATION Define and give examples of netiquette. Identify dangers of communicating online: strangers, miscommunication, misleading accounts, etc. LITERACY See competencies for the concepts <i>Online research</i> and <i>Evaluation of technology resources</i> ETIQUETTE See competencies for the concept <i>Etiquette in the use of technology</i> LAW Abide by copyright and plagiarism laws. HEALTH/WELLNESS Define ergonomics. Use appropriate ergonomics when using a device to avoid injury. Define internet addiction. Identify signs of internet addiction.	Copyright Plagiarism Netiquette Phishing Internet safety Digital citizenship Cyberbullying Digital divide Digital commerce Internet addiction Ergonomics Digital footprint Fair use Fake identity Identity theft Addiction	15.3.8.U. 15.3.8.M. 15.3.8.D. Distinguish between appropriate and inappropriate business work products. 15.3.8.S. Apply appropriate electronic communication based on message requirements. 15.3.8.T. Discuss the rules of digital citizenship. 15.3.8.W. Use electronic communication with peers and/or educators to produce a work product. 15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship. 15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		Identify tips for managing and avoiding internet addiction. SAFETY Identify and define cyberbullying. Recall and abide by internet safety guidelines including steps to cope with cyberbullying. RIGHTS/RESPONSIBILITIES Distinguish between rights and responsibilities. Identify rights of digital citizens. Identify responsibilities of digital citizens including: use privacy settings, be aware of digital footprint, protect personal information, and treat others with respect.		
Effective research requires the use of varied resources to gain or expand knowledge. (Communication)	Online research	Define internet terms. Access a website using a hyperlink. Access a website using a URL. Initiate a search strategy using keywords. Use the functions of a web browser – back, forward, refresh, minimize, maximize, close. Store/access websites in a bookmark list. Navigate within sites. Navigate away from a site using a hyperlink.	Web browser Internet World Wide Web Website Keyword URL Hyperlink	15.3.8.E. Choose appropriate print and electronic resources to meet project need.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. (Computer and Information)	Evaluation of technology resources	Gather and organize online information. Identify the author or organization responsible for a website.	Plagiarism Citation Fair Use Copyright	15.6.8.L.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		Evaluate information for appropriateness, content, and usefulness. Use grade appropriate citations to credit sources.		
Computing enables and empowers new methods of information processing. Using a variety of tools and techniques will aid in understanding the many ways in which data is transformed into information and knowledge. (Computer and Information Technologies)	Use word processing software	Use mouse to open, move, resize, and close a window. Establish a folder view – list, icon, details. Use menus in a program. Name and save files to a folder. Rename files. Copy and move files. Delete files. Use multiple programs simultaneously. Create and open documents. Use menu commands and keyboarding skills to format documents: • Format text – size, color, style • Bold, italics, underline • Line spacing • Indent with tab key • Select/deselect text and graphics • Cut, copy, paste • Spellcheck and thesaurus • Grammar check • Undo and redo • Page set-up – margins, orientation • Align text – right, center, left • Drag and drop text • Add bullets and/or numbered list • Print preview • Insert header	Menu Pin Ribbon Command button Backstage view Format Right click Shortcut menu Interactive menu	15.4.8.G. Create an advanced digital project using appropriate software/application for an authentic task.

Computer Literacy 7

Statement of Organization:

This course is designed to continue the development of student learning by using technology to help accomplish tasks and complete assignments. Students will continue to develop skills in word processing, publishing, web browsing, digital citizenship, and electronic communication that were initiated at earlier grade levels. There will be an expanded focus on advanced concepts and program features will be introduced and utilized to produce higher level products. Grades 6-8 BCIT (Business, Computer, and IT) standards will continue to be reinforced across general education curriculum areas in grade 8.

Expected Levels of Achievement:

Students are expected to master each objective with 80% accuracy.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Observation/Anecdotal Notes
- Performance
- Projects
- Discussion
- Participation

Estimated Instructional Time:

All grade 7 students will participate in this course for one fifty-seven (57) minute class, every other day, during one nine (9) week marking period.

Technology Integration:

Technology integration will occur using various platforms and tools to enhance an understanding of diverse technologies for all course content areas. Technology integration is incorporated in the application, understanding and use of Chromebooks, desktop computers, Google applications, MS Office applications, Google Classroom, as well as, by comparing and contrasting these various technological applications and environments.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Technological literacy is the ability to observe that emerging technologies influence and are influenced by society. (Computer and Information Technologies)	Influence of emerging technologies	Recognize the human impact on the development of new and modified technologies. Observe the impact of new and modified technologies on daily life.	Smartphone YouTube Gaming Social Media	15.4.8.A. Analyze the influence of emerging technologies on daily life.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Purpose of computer hardware components	Demonstrate care of computer system components. Compare the purposes of peripheral devices of a computing system. Produce hardcopy documents by choosing the appropriate printer.	Mouse Monitor Keyboard Headset Microphone Cloud Storage One Drive Printer Hardcopy	15.4.8.C. Compare and contrast peripheral devices of computing systems for specific needs.
Technological literacy is the ability to use the technologies in one's society as well as understand how they work so that that they can effectively choose what technology is right for them. (Computer and Information Technologies)	Use of input and output technologies	Troubleshoot problems related to the keyboard, mouse, and power cord connections. Explore historical technological options and devices. Determine appropriate hardware and software for desired project.	Floppy drives Zip drive CD DVD Flash Drive Hard drive Solid state Cloud Storage One Drive Printer	15.4.8.C. 15.4.8.D. Create projects using emerging input technologies.
The technologically literate person should be able to gather information about a particular product or system. (Computer and Information Technologies)	Operating systems	Define operating system. Identify examples of operating systems.	Operating system Microsoft Windows Chrome OS macOS Linux	15.4.8.E. Explain the different operating systems.
Effective communicators prepare and communicate messages to address the audience and purpose. (Communication)	Electronic communication	Identify forms of electronic communication. Describe the function of various forms of electronic communication and how they can be used to satisfy intended communication.	Email Chat SMS (short message service, AKA text messaging) Social media	15.3.8.U. Identify and employ various electronic communication options related to desired outcomes.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Effective communicators prepare and communicate messages to address the audience and purpose. (Communication)	Use of electronic communication	Use electronic communication to receive, complete, and upload an assignment.		15.3.8.S. Apply appropriate electronic communication based on message requirements. 15.3.8.W. Use electronic communication with peers and/or educators to produce a work product.
The technologically literate person should be able to use shared technology (i.e. computer systems, networks) appropriately. (Communication)	Etiquette in the use of technology	Care for and leave equipment ready for the next user. Respect the work and network accounts of others. Follow the KASD Acceptable Use policy.	Netiquette	15.3.8.M. Demonstrate proper etiquette when networking either face-to-face or online.
The digital citizen is aware of the societal rules for operating in digital space safely and appropriately. (Computer and Information Technologies, Communication)	Digital Citizenship	Identify the nine components of digital citizenship: ACCESS Define digital divide. Identify contributing factors to the digital divide: cost, relevance, lack of skills Explain reasons to close the digital divide. COMMERCE Define digital commerce. Identify tips for shopping online safely: lock icon, https://, seller reviews COMMUNICATION Define and give examples of netiquette. Identify dangers of communicating online: strangers, miscommunication, misleading accounts, etc.	Copyright Plagiarism Netiquette Phishing Internet safety Digital citizenship Cyberbullying Digital divide Digital commerce Internet addiction Ergonomics Digital footprint Fair use Fake identity Identity theft Addiction	15.3.8.D. 15.3.8.M. 15.3.8.S. 15.3.8.U. 15.3.8.W. 15.3.8.T. Discuss the rules of digital citizenship.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		LITERACY See competencies for the concepts <i>Online research</i> and <i>Evaluation of technology resources</i>. ETIQUETTE See competencies for the concepts <i>Etiquette in the use of technology</i>. LAW Abide by copyright and plagiarism laws. HEALTH/WELLNESS Define ergonomics. Use appropriate ergonomics when using a device to avoid injury. Define internet and gaming addiction. Identify signs of internet and gaming addiction. Identify tips for avoiding and treating addiction. SAFETY Identify and define cyberbullying. Recall and abide by internet safety guidelines including steps to cope with cyberbullying. RIGHTS/RESPONSIBILITIES Distinguish between rights and responsibilities. Identify rights of digital citizens. Identify responsibilities of digital citizens including: use privacy settings, be aware of digital footprint, protect personal information, and treat others with respect.		15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship. 15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Effective research requires the use of varied resources to gain or expand knowledge. (Communication)	Online research	Define internet terms. Access a website using a hyperlink. Access a website using a URL. Initiate a search strategy using keywords. Use the functions of a web browser – back, forward, refresh, minimize, maximize, close. Store and access websites in a bookmark/favorites list. Navigate within sites and to other sites using a hyperlink.	Web browser Internet Arpanet World Wide Web (WWW) Website Keyword Uniform Resource Locator (URL) Scroll Cloud Storage One Drive Hyperlink	15.3.8.E. Choose appropriate print and electronic resources to meet project need.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. (Computer and Information Technologies)	Evaluation of technology resources	Gather and organize online information. Identify the author or organization responsible for a website. Evaluate information for appropriateness, content, and usefulness. Analyze whether a source is legitimate. Use grade appropriate citations to credit sources.	Plagiarism Citation Fair use Google search Legitimate source Copyright	15.6.8.L.
Computing enables and empowers new methods of information processing. Using a variety of tools and techniques will aid in understanding the many ways in which data is transformed into information and knowledge. (Computer and Information Technologies)	Use word processing software	Establish a folder view – list, icon, details. Name and save files to a folder. Rename files. Copy and move files. Delete files. Use search tool to locate specific files. Use multiple programs simultaneously. Create and open documents.	Menu Pin Ribbon Command button Backstage view Format Right click Shortcut menu Interactive menu	15.4.8.G. Create an advanced digital project using appropriate software/application for an authentic task.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		Use menu commands and keyboarding skills to format documents: • Format text – size, color, style • Bold, italics, underline • Line spacing • Indent with tab key • Select/deselect text and graphics • Cut, copy, paste • Spellcheck and thesaurus • Grammar check • Undo and redo • Page set-up – margins, orientation • Align text – right, center, left • Drag and drop text • Add bullets and/or numbered list • Print preview • Insert header • Word count • Find and replace	Spelling and Grammar Checker Bold Italicize Underline Insert Format Indent Portrait orientation Landscape orientation Bullets Header Footer	15.4.8.G.
Ways of knowing are represented and communicated by words, diagrams, charts, graphs, images, and symbols. (Computer and Information Technologies)	Multimedia - graphics	Send an object to the front or back layer. Insert basic shapes using drawing tools. Change the thickness of a border or line. Change the fill color and/or pattern of a MS shape. Insert pictures and/or clipart. Group and ungroup a selection of objects. Insert, resize, and place a textbox. Add a border to a document. Cut, copy, and paste using the clipboard. Print a desktop publishing product. Open and save a desktop publishing product. Use desktop publishing software to combine text and graphics to create a product.	Layer Bring forward Send to back Group Textbox MS Shapes Wrap Clipboard Resize handles Rotate handle Right click Shortcut menu Copy = Ctrl + C Paste = Ctrl + V Cut = Ctrl + X	15.4.8.G. 15.4.8.K. Create a multimedia project using student created digital media.