

# EDUCATIONAL TECHNOLOGY CURRICULUM K - 8



NEWTOWN PUBLIC SCHOOLS

Newtown, CT

Approved by the Board of Education July 12, 2011

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# NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Newtown Public Schools a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

- High expectations
- Continuous improvement
- Quality instruction
- Civic responsibility



Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that ALL CHILDREN CAN AND WILL LEARN WELL. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills and persistence of the staff.

In order for our students to reach the goals of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well. We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food, and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.

## **Newtown Public Schools Technology Vision Statement**

*Technology is a vital tool to advance the Newtown Success-Oriented School Model, which prepares students for lifelong learning and workforce readiness. We are committed to infusing technology into our schools by accomplishing the following goals:*

- *The district will develop a learning environment that integrates curriculum and technology.*
- *All students will use technology as a tool to learn and apply the knowledge and skills that are defined in district curricula.*
- *Members of the school community will have equitable access to technology within the school district.*
- *The district will provide comprehensive and systematic training for staff and administration.*
- *The district will collaborate and network to create real-world connectedness.*
- *The district will provide the technology necessary for staff to access, communicate, and manage school-related data.*

NEWTOWN PUBLIC SCHOOLS  
**Educational Technology Curriculum Standards K-12**

EACH GRADE LEVEL CURRICULUM SHOULD CONTAIN AN OVERVIEW OF THE EXPECTATIONS OF PREVIOUS GRADE LEVELS AS NOT ALL STANDARDS ARE REPEATED IN WRITING ON THE SPECIFIC GRADE LEVEL DOCUMENT.

*The students will...*

	<b>Understand basic technology operations and concepts</b>	<b>Use technology responsibly and ethically</b>	<b>Use technology to research effectively and efficiently</b>	<b>Use technology for thinking, learning, producing, problem solving, and decision making</b>	<b>Use technology to communicate and collaborate</b>
<b>K</b>	<ul style="list-style-type: none"> <li>Log on/off with assistance</li> <li>Use a mouse to point, click, and double click</li> <li>Select, launch, and quit an application</li> <li>Use appropriate technical vocabulary (log on, mouse, monitor, keyboard, log off)</li> </ul>	<ul style="list-style-type: none"> <li>Apply signed NPS Acceptable Use Policy agreement</li> <li>Show respect for equipment</li> </ul>	<i>This area is defined in the</i> <b>Information Literacy Curriculum</b> (See district website)	<ul style="list-style-type: none"> <li>Use a variety of technology resources to support learning</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple document using technology (e.g., Kid Pix)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Retrieve a file with assistance</li> <li>Use a mouse to point, click, drag, and double click</li> </ul>	<ul style="list-style-type: none"> <li>Show respect for equipment</li> </ul>		<ul style="list-style-type: none"> <li>Use a variety of technology resources to support learning</li> <li>Use technology resources (puzzles, logical thinking programs, writing tools, drawing tools) with assistance to illustrate thoughts, ideas, and stories</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple document using technology</li> <li>Collaborate with a peer to practice skills</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Turn on and shut down the computer independently</li> <li>Log on and log off the computer independently</li> <li>Create a document with text and graphics and print it with assistance</li> <li>Save, retrieve, and print a file with assistance.</li> <li>Use two hands on the keyboard</li> <li>Use special function keyboard keys (space bar, return, shift key for capital letters, punctuation, and numbers)</li> <li>Use appropriate technical vocabulary (printer, menu, scroll bar, icon)</li> <li>Tab to indent</li> <li>Alignment; center/left justify</li> <li>Font change</li> <li>End a line without return; text wrapping</li> <li>Insert graphic</li> </ul>	<ul style="list-style-type: none"> <li>Show respect for equipment</li> </ul>		<ul style="list-style-type: none"> <li>Use technology resources (puzzles, logical thinking programs, writing tools, drawing tools) with assistance to illustrate thoughts, ideas, and stories</li> </ul>	<ul style="list-style-type: none"> <li>Create a developmentally appropriate multimedia project with teacher support</li> <li>Work in a small group or with a peer to practice a skill or produce a project</li> </ul>

EACH GRADE LEVEL CURRICULUM SHOULD CONTAIN AN OVERVIEW OF THE EXPECTATIONS OF PREVIOUS GRADE LEVELS AS NOT ALL STANDARDS ARE REPEATED IN WRITING ON THE SPECIFIC GRADE LEVEL DOCUMENT.

*The students will...*

	<b>Understand basic technology operations and concepts</b>	<b>Use technology responsibly and ethically</b>	<b>Use technology to research effectively and efficiently</b>	<b>Use technology for thinking, learning, producing, problem solving, and decision making</b>	<b>Use technology to communicate and collaborate</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Use the home row keys on the keyboard to locate letters of the alphabet and numbers</li> <li>• Use correct hand and body position</li> <li>• Use special function keyboard keys required for the application</li> <li>• Print independently               <ul style="list-style-type: none"> <li>- Select desired printer</li> <li>- Specify print range</li> </ul> </li> <li>• Use spell check to edit a document</li> <li>• Alignment, bullets, numbering</li> <li>• Explore what the Internet is and how to use a browser</li> <li>• Use appropriate vocabulary as new features and functions are taught (alignment, print range, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply signed NPS Acceptable Use Policy Agreement to daily use               <ul style="list-style-type: none"> <li>- Discuss safe use of the Internet (social networking, etc.)</li> </ul> </li> <li>• Demonstrate responsible use of software and equipment               <ul style="list-style-type: none"> <li>- Recognize inappropriate use</li> <li>- Use software the way it was designed to be used</li> <li>- Follow rules for printing</li> </ul> </li> <li>• Respect privacy of own account and accounts of others on a network</li> <li>• Cite sources used by giving credit for pictures and text using templates with assistance</li> </ul>	<p><i>This area is defined in the <b>Information Literacy Curriculum</b> (See district website)</i></p>	<ul style="list-style-type: none"> <li>• Work with peers to find information, make decisions about what to use, and create a project</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information and use it to create and present a simple multimedia project with support</li> <li>• Revise documents using word processing</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Consistently apply proper keyboarding skills</li> <li>• Cut, copy, and paste (or insert ClipArt) text and/or images within a document</li> <li>• Delete a file</li> <li>• Name/Rename a file appropriately</li> <li>• Demonstrate appropriate use of "Save" and "Save As"</li> <li>• Organize files into folders so they can be found easily (create, label, name, save as) with assistance</li> <li>• Locate a file or folder in a specific place with assistance</li> <li>• Switch back and forth among more than one open application</li> </ul>	<ul style="list-style-type: none"> <li>• Cite sources by giving credit for pictures, text, video, audio, and/or multimedia clips using templates</li> </ul>		<ul style="list-style-type: none"> <li>• Work both independently and with peers to find and organize information, make decisions, and create a project</li> <li>• Create a simple spreadsheet and display data graphically with assistance</li> <li>• Reflect on work produced during the year and select a few documents to be kept in a technology portfolio as a way to self-monitor growth</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize technology as a vehicle for communicating with experts and/or other students to gather information</li> <li>• Use multimedia presentation software to create and present a simple project with limited support</li> </ul>



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*The students will...*

	<b>Understand basic technology operations and concepts</b>	<b>Use technology responsibly and ethically</b>	<b>Use technology to research effectively and efficiently</b>	<b>Use technology for thinking, learning, producing, problem solving, and decision making</b>	<b>Use technology to communicate and collaborate</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Use the menus in an application with assistance (file, edit, view, tools, options, etc.)</li> <li>Locate a file or folder in a specific place (USB flash drives, CDs, network storage)</li> <li>Revise (spell check, grammar check, and the use of a thesaurus)</li> <li>Troubleshoot simple computer problems (monitor blank, mouse does not work, screen freezes, etc.)</li> <li>Use computer peripherals (i.e. microphone)</li> <li>Organize files into folders so they can be found easily (create, label, name, save as)</li> <li>Identify a file type by its icons</li> <li>Consistently apply keyboarding skills while striving to increase efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Apply the NPS Acceptable Use Policy Agreement to daily use</li> <li>Practice responsible use of information, the equipment, the network, and software</li> <li>Cite sources by giving credit for pictures, text, video, audio, and/or multimedia clips using modified MLA notations</li> <li>Discuss safe use of the Internet and Computer Mediated Communications, CMC, tools including topics on an awareness of cyber-bullying, social networking and predation (chat, email)</li> </ul>	<p><i>This area is defined in the Information Literacy Curriculum (see district website)</i></p>	<ul style="list-style-type: none"> <li>Apply technology tools for research and problem solving</li> <li>Use content specific tools, software, and on-line Web tools with teacher guidance to support thinking, learning, and problem solving</li> <li>Use technology to design, develop, and publish projects to show learning</li> <li>Create a spreadsheet and change to show the data input as several types of graphs</li> </ul>	<ul style="list-style-type: none"> <li>Use Computer Mediated Communications, CMC, to communicate and collaborate with students and/or experts from another class, town, state, or country</li> <li>Gather information from a variety of sources (experts, Internet sites and intranet) to create a project, solve a problem, or complete an assignment</li> <li>Work as an individual or a team to identify and solve problems and make decisions</li> <li>Create a multimedia presentation(s) (independently or collaboratively) to synthesize information from a variety of sources</li> <li>Use Computer Mediated Communications and on-line resources to collaborate with peers to solve problems and make decisions</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Save documents, pictures, and photos in universal formats identifying the file extensions</li> <li>Use computer peripherals (i.e. digital camera, scanner, microphone)</li> <li>Manage a project that is in a shared network folder</li> <li>Apply advanced functions of document formatting (headers, footers, page breaks, columns, and tables)</li> <li>Consistently use appropriate vocabulary as new features and functions are taught</li> </ul>			<ul style="list-style-type: none"> <li>Apply technology tools for information analysis, research, problem solving and decision making in content learning</li> <li>Use content specific tools, software, and simulations (Web Quests or online projects, and online Web tools) to support thinking, learning, problem solving, and decision making</li> <li>Be self-directed to design, develop, publish, and present projects</li> <li>Sort, organize, and display information using spreadsheets/databases</li> <li>Reflect on work produced during the year and select a few documents to be kept in a technology portfolio as a way to self-monitor growth</li> </ul>	

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*The students will...*

	<b>Understand basic technology operations and concepts</b>	<b>Use technology responsibly and ethically</b>	<b>Use technology to research effectively and efficiently</b>	<b>Use technology for thinking, learning, producing, problem solving, and decision making</b>	<b>Use technology to communicate and collaborate</b>
<b>7</b>	<ul style="list-style-type: none"> <li>• Use computer peripherals (i.e. digital camera, microphone, probe, scanner)</li> <li>• Use more advanced features of productivity tools (view/Notes Page, Excel functions, etc)</li> <li>• Use view function to find/sort files and folder</li> <li>• Use the help feature in different software</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the NPS Acceptable Use Policy Agreement to daily use</li> <li>• Cite sources by giving credit for pictures, text, video, audio, and/or multimedia clips using MLA notations</li> <li>• Discuss safe use of the Internet and Computer Mediated Communications, CMC, tools including topics on an awareness of cyber-bullying, social networking and predation. (chat, email)</li> </ul>		<ul style="list-style-type: none"> <li>• Use content-specific tools, software, and simulations (on-line text, environmental probes, graphing calculators, exploratory environments, Web tools, visual learning aids) to support thinking, learning, and problem solving</li> <li>• Gather, sort, organize, interpret, and display information using spreadsheets/databases to make decisions or solve real-world or simulated problems</li> <li>• Reflect on work produced during the year and select a few documents to be kept in a technology portfolio as a way to self-monitor growth</li> </ul>	<ul style="list-style-type: none"> <li>• Use a simulated email/chat experience to develop good habits and explore problems that can occur</li> <li>• Create a multimedia presentation (independently or collaboratively) to synthesize information from a variety of sources</li> <li>• Give an oral presentation, enhanced with the use of technology, to practice communicating thoughts and information clearly and in an engaging manner</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• Use computer peripherals (i.e. digital camera, microphone, probe, video camera, scanner, graphing calculator)</li> <li>• Understand the anatomy of a URL</li> <li>• Understand advanced features in browsers (searching using quotation marks and Boolean operators, creating and organizing Bookmarks/Favorites)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the legal consequences of hacking and violating copyright laws</li> </ul>	<ul style="list-style-type: none"> <li>• Select, propose and apply appropriate technology tools for information analysis, research, problem solving, decision making, and publishing projects to promote creativity and to demonstrate learning</li> <li>• Create a project using technology that has relevance to the real world</li> <li>• Evaluate technology-based options for lifelong learning as well as for career opportunities</li> </ul>		

<p><b>9-12</b></p>	<ul style="list-style-type: none"> <li>• Select and use appropriate hardware and software to accomplish a variety of tasks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply the NPS Acceptable Use Policy Agreement to daily use</li> <li>▪ Demonstrate safe use of the Internet and Computer Mediated Communications, CMC, tools, i.e. chat, blog, email including topics on an awareness of cyber-bullying, social networking and predation</li> <li>▪ Discuss the legal consequences of hacking and violating copyright laws</li> </ul>	<p><i>This area is defined in the Information Literacy Curriculum (see district website)</i></p>	<ul style="list-style-type: none"> <li>• Select, propose, and apply appropriate technology tools for information analysis, research, problem solving, decision making, and publishing projects to promote creativity and to demonstrate learning</li> <li>• Use content specific hardware, software, and simulations ( probes, graphing calculators, specialized software and/or Internet based tools) to support thinking, learning, problem solving, and decision making</li> <li>• Be self-directed to design, develop, publish, and present projects</li> <li>• Gather, sort, organize, interpret, and display information using spreadsheets/databases to make decisions or solve real-world or simulated problems</li> <li>• Use formulas and functions to perform calculations</li> <li>• Reflect on work produced during the year and select a few documents to be kept in a technology portfolio as a way to self-monitor growth</li> <li>• Evaluate technology-based options for lifelong learning as well as for career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Use CMC (Computer Mediated Communication) to collaborate with peers, experts, and others from the global community to develop a rich content-related knowledge base</li> <li>• Routinely and efficiently select and apply technology tools to communicate understanding of content</li> <li>• Gather information from a variety of sources (experts, Internet sites) to create a project or solve a problem</li> <li>• Work as a team to identify and solve problems and make decisions</li> </ul>
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# Educational Technology Curriculum for Kindergarten

Newtown Public Schools

## Standards and Objectives for Kindergarten

*The students will . . .*

### Understand basic technology operations and concepts

- Log on, log off with assistance
- Use a mouse to point, click, and double click
- Select, launch, and quit an application
- Use appropriate technical vocabulary (log on, mouse, monitor, keyboard, log off)

### Use technology responsibly and ethically

- Apply signed NPS Acceptable Use Policy Agreement
- Show respect for equipment

### Use technology to research effectively and efficiently

- Refer to Information Literacy Curriculum (teacher assisted)

### Use technology for thinking, learning, producing, problem solving, and decision-making

- Use a variety of technology resources to support learning

### Use technology to communicate and collaborate

- Create a simple document using technology (such as *Kid Pix*)

## Performance Assessments

Standard or Objective(s) Assessed	Task	Performance Standard That Represents Mastery
Create a simple document using technology	-Create a simple document using technology (such as <i>Kid Pix</i> )	Students will: -type or stamp name -use stamps or clipart -use mouse to point, click, drag and double click

## Resources

### *Additional equipment suggested for curriculum implementation*

- LCD or similar projector for demonstrations
- Interactive whiteboard technology for demonstration (such as *Mimio*, or *SMART Board*)

### *Software suggested for curriculum implementation*

- Age-appropriate graphics/drawing software (such as *Kid Pix* )
- Age-appropriate websites
- Age-appropriate graphic organizer software (such as *Kidspiration*)
- Age-appropriate word processing software (such as *Scholastic Keys-Max Write*)

### *Suggested activities (may be modeled using LCD or similar projector)*

- Create class alphabet book; stamp letter and make matching pictures that begin with appropriate letter
- Create class number book; stamp a number and match with the appropriate number of pictures
- Stamp numbers (1-5) and match with correct number of objects
- Create picture to use for writing workshop story
- Draw picture of their favorite part of a story or field trip

### *Suggestions for coordinating with parents*

- Utilize newsletter to parents and/or teacher websites to include information about websites and software

# Educational Technology Curriculum for First Grade

Newtown Public Schools

## Standards and Objectives for First Grade

*The students will . . .*

### Understand basic technology operations and concepts

- Retrieve a file with assistance.
- Use a mouse to point, click, drag, and double click

### Use technology responsibly and ethically

- Show respect for equipment

### Use technology to research effectively and efficiently

- Refer to Information Literacy Curriculum (teacher assisted)

### Use technology for thinking, learning, producing, problem solving, and decision-making

- Use a variety of technology resources to support learning
- Use technology resources (puzzles, logical thinking programs, writing tools, drawing tools) with assistance to illustrate thoughts, ideas, and stories

### Use technology to communicate and collaborate

- Create a simple document using technology
- Collaborate with a peer to practice skills

## Performance Assessments

Standard or Objective(s) Assessed	Task	Performance Standard That Represents Mastery
Create a simple document using technology	-Create a simple document using software such as <i>Kid Pix</i> or <i>Max Write</i>	Students will: -type or stamp name -use stamps or clipart -label items -use mouse to point, click, drag, and double click.

## Resources

### *Additional equipment suggested for curriculum implementation*

- LCD or similar projector for demonstrations
- Interactive whiteboard technology for demonstration (such as *Mimio*, or *SMART Board*)

### *Software suggested for curriculum implementation*

- Age-appropriate graphics/drawing software (such as *Kid Pix*)
- Age-appropriate websites
- Age-appropriate graphic organizer software (such as *Kidspiration*)
- Age-appropriate word processing software (such as *Scholastic Keys- Max Write*)

### *Suggested activities (may be modeled using LCD or similar projector)*

**Every year teachers should review all previous basic technology operations and concepts using classroom and lab hardware.** (Know the technology rules that exist in the school and specific rules to the lab so you can explain those procedures along with your demonstration.)

- Create math number books, simple addition stories
- Create class alphabet book; stamp letter and make matching pictures that begin with appropriate letter; then add labels to pictures
- Create class number book; stamp number and match with appropriate number of pictures
- Stamp numbers (1-10) and match with correct number of objects
- Create picture and add words to create a story
- Draw picture adding words and labels of the student's favorite part of a story or field trip
- Create simple addition stories using numbers and pictures
- Create graphs; i.e. weather graph
- Draw pictures and add labels on a chosen topic to create a book

### *Suggestions for Coordinating with Parents*

- Utilize newsletter to parents and/or teacher websites to include information about websites and software

# Educational Technology Curriculum for Second Grade

Newtown Public Schools

## Standards and Objectives for Second Grade

*The students will . . .*

### **Understand basic technology operations and concepts**

- Turn on and shut down the computer independently
- Log on and log off the computer independently
- Create a document with text and graphics and print it with assistance
- Save, retrieve and print a file with assistance
- Use two hands on the keyboard
- Use special function keyboard keys (space bar, return, shift key for capital letters, punctuation, and numbers)
- Use appropriate technical vocabulary (printer, menu, scroll bar, icon)
- Tab to indent
- Alignment; center/left justify
- Font change
- End a line without return; text wrapping
- Insert graphic

### **Use technology responsibly and ethically**

- Show respect for equipment

### **Use technology to research effectively and efficiently**

- Refer to Information Literacy Curriculum (teacher assisted)

### **Use technology for thinking, learning, producing, problem solving, and decision-making**

- Use technology resources (puzzles, logical thinking programs, writing tools, drawing tools) with assistance to illustrate thoughts, ideas, and stories

### **Use technology to communicate and collaborate**

- Create a developmentally appropriate multimedia project with teacher support
- Work in a small group or with a peer to practice a skill or produce a project



## Performance Assessments

Standard or Objective(s) Assessed	Task	Performance Standard That Represents Mastery
<p>Understand basic technology operations and concepts</p> <p>Use technology for thinking, learning, producing, problem solving and decision making</p>	<p>Students type, save and retrieve their own work</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-use two hands on keyboard (left and right side)</li> <li>-properly space between words and at end of sentences</li> <li>-use shift to capitalize</li> <li>- use punctuation</li> <li>-create a document with text and graphics (i.e. math story problem, student publishing)</li> <li>-save, retrieve and print a file</li> </ul>
<p>Use technology to communicate and collaborate</p>	<p>Create a developmentally appropriate multimedia project with teacher support</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-include graphics and text on each page</li> <li>-reflect on learning and working cooperatively</li> </ul>

## Resources

### *Additional equipment suggested for curriculum implementation*

- Keyboard covers for hand positioning
- Junior keyboards
- LCD or similar projector
- Interactive whiteboard technology for demonstration (such as *Mimio*, or *SMART Board*)

### *Software suggested for curriculum implementation*

- *Neighborhood Map Machine*
- *Lexia*
- Keyboarding software (such as *Type-To-Learn Junior*)
- Multimedia presentation software (such as *PowerPoint*, or *Mac Show*)
- Age-appropriate graphics/drawing software (such as *Kid Pix*)
- Age-appropriate websites
- Age-appropriate graphic organizer software (such as *Kidspiration*)
- Age-appropriate word processing software (such as *Scholastic Keys - Max Write*)
- ClipArt
- Online Public Access Catalogue (OPAC)

*Suggested activities (may be modeled using LCD or similar projector)*

**Every year teachers should review all previous basic technology operations and concepts using classroom and lab hardware.** (Know the technology rules that exist in the school and specific rules to the lab so you can explain those procedures along with your demonstration.)

- Children can work in cooperative groups to create a multimedia project sharing their learning about Newtown.
- Students create math story problems using numbers, pictures, and words.
- Use word processing to publish stories and add illustrations.
- Students will collect data and display results graphically using appropriate software.

*Suggestions for Coordinating with Parents*

- Consider having keyboarding software available to parents to borrow or purchase
- Utilize newsletter to parents and/or teacher websites to include information about websites and software

# Educational Technology Curriculum for Third Grade

Newtown Public Schools

## Standards and Objectives for Third Grade

*The students will . . .*

### **Understand basic technology operations and concepts**

- Use the home row keys on the keyboard to locate letters of the alphabet and numbers
- Use correct hand and body position
- Use special function keyboard keys (tab, shift, space, return, delete, punctuation, numbers, symbols, and arrow keys)
- Print independently
  - Select desired printer
  - Specify a print range
- Use spell check to edit a document
- Alignment, bullets, numbering
- Explore what the Internet is and how to use a browser
- Use appropriate vocabulary as new features and functions are taught (alignment, print range, etc.)

### **Use technology responsibly and ethically**

- Apply signed NPS Acceptable Use Policy Agreement to daily use.
  - Discuss safe use of the Internet (social networking, etc.)
- Demonstrate responsible use of software and equipment
  - Recognize inappropriate use
  - Use software the way it was designed to be used
  - Follow rules for printing
- Respect privacy of own account and accounts of others on a network
- Cite sources used by giving credit for pictures and text with assistance and using templates

### **Use technology to research effectively and efficiently**

- Refer to Information Literacy Curriculum (teacher assisted)

### **Use technology for thinking, learning, producing, problem solving, and decision-making**

- Work with peers to find information, make decisions about what to use, and create a project

### **Use technology to communicate and collaborate**

- Gather information and use it to create and present a simple multimedia project with support
- Revise documents using word processing

## Performance Assessments

Standard or Objective(s) Assessed	Task	Performance Standard That Represents Mastery
Understand basic technology operations and concepts	Students type, revise and print their own work	Students will: <ul style="list-style-type: none"> <li>- use hands on home row keys as a base majority of the time</li> <li>- space between words</li> <li>- use shift to capitalize</li> <li>- use punctuation keys</li> <li>- spell check</li> <li>- delete and insert text</li> </ul>
Work with peers to find information, make decisions about what to use, and create a project  Gather information and use it to create and present a simple multimedia presentation with support	Create and present a simple multimedia project related to the curriculum	Students will: <ul style="list-style-type: none"> <li>- use teacher-created tools to self-reflect on peer collaboration</li> </ul> See Multimedia Project Rubric Grade 3

## Resources

### *Additional equipment suggested for curriculum implementation*

- Keyboard covers
- Portable word processor with keyboard (such as *Alpha Smart*)
- LCD or similar projector for demonstration
- Headphones
- Scanner
- Interactive whiteboard technology for demonstration (such as *Mimio*, or *SMART Board*)

### ***Software Suggested for curriculum implementation***

- Keyboarding program (such as *Type to Learn*)
- Image editor (such as *Photoshop Elements*)
- Graphic organizer software (such as *Kidspiration/Inspiration*)
- Multimedia software
- Spreadsheet software
- ClipArt
- Word processing software
- Internet browser
- Online encyclopedia
- Online periodical database
- Online Public Access Catalogue (OPAC)

### ***Suggested Activities (may be modeled using LCD or similar projector)***

**Every year teachers should review all previous basic technology operations and concepts using classroom and lab hardware.** (Know the technology rules that exist in the school and specific to the lab so you can explain those procedures along with your demonstration.)

- Present and discuss contents of NPS Acceptable Use Policy Agreement
- Create multimedia presentation related to curriculum
- Use keyboarding programming such as *Type to Learn*; at the beginning of the year, practice 2-3 times per week for 10-15 minutes per session additional reinforcement throughout the school year
- Internet safety/use – exposure to:
  - URLs (web addresses), including domains and extensions i.e. .com, .org, etc.
  - Saving and accessing Favorites or Bookmarks
  - Printing from the Internet, including printer friendly options
  - Components of a web site (including author, credentials of author, contact information, date updated, ease of navigation)
- Word Processing – teacher models (tab, shift, space, return, delete, punctuation, numbers, symbols, and arrow keys)
- Laptop/AlphaSmart use – care for, plug in and unplug, use of touchpad, turning on/off
- Guided Internet research without the use of search engines

### ***Suggestions for Coordinating with Parents***

- Student progress printouts from keyboarding software
- Utilize newsletter to parents and/or teacher websites to include information about websites and software, including keyboarding websites

### Multimedia Project Rubric Grade 3

	<b>Novice</b>	<b>Developing</b>	<b>Standard</b>	<b>Distinguished</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- Title page missing</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page missing</li> </ul>	<ul style="list-style-type: none"> <li>- Title page incomplete</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page incomplete</li> <li>- Makes connections between sentences most of the time</li> <li>- Uses transition words occasionally</li> <li>- Maintains focus throughout most of the piece</li> </ul>	<ul style="list-style-type: none"> <li>- Title page complete</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page</li> <li>- Makes connections between sentences</li> <li>- Uses transition words appropriately</li> <li>- Maintains focus throughout the piece</li> </ul>	<ul style="list-style-type: none"> <li>- Title page complete</li> <li>- Information pages with an introduction that engages the audience and a summarizing conclusion</li> <li>- Works cited page</li> <li>- Makes connections between sentences</li> <li>- Uses transition words appropriately</li> <li>- Maintains focus throughout the piece</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Text and images on some pages</li> <li>- Some information accurate</li> <li>- Includes examples or facts on some pages</li> <li>- Communicates so that the audience understands some points</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on most pages</li> <li>- Most information is accurate</li> <li>- Includes examples or facts on most pages</li> <li>- Communicates so that the audience understands most points</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on each page</li> <li>- Information is accurate</li> <li>- Includes examples or facts on all pages</li> <li>- Communicates so that the audience understands</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on each page</li> <li>- Information is accurate</li> <li>- Shows evidence of research that extends beyond the requirements</li> <li>- Communicates so that the audience becomes involved</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>- Some of the text size, font and color are readable</li> <li>- Images, visuals and effects not present or do not support information</li> <li>- Some slides are clear and uncluttered</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the text size, font and color are readable</li> <li>- Images, visuals and effects sometimes support information</li> <li>- Most slides are clear and uncluttered</li> </ul>	<ul style="list-style-type: none"> <li>- Text size, font and color are readable</li> <li>- Images, visuals and effects support information</li> <li>- Clear and uncluttered slides</li> </ul>	<ul style="list-style-type: none"> <li>- Text size, font and color enhance the overall ideas</li> <li>- Images, visuals and effects support information</li> <li>- Clear and uncluttered slides</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>- No evidence of proofreading</li> <li>- Unknown words are spelled phonetically</li> <li>- Applies rules of grammar inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- High frequency words and phonetically regular words are predominantly correct</li> <li>- Applies rules of grammar most of the time</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- Spelling is predominantly correct</li> <li>- Applies rules of grammar throughout</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- Spelling is correct</li> <li>- Applies rules of grammar throughout</li> </ul>

**Note to Teachers: Incorporate applicable elements from this model when designing your project rubric**

# Educational Technology Curriculum for Fourth Grade

Newtown Public Schools

## Standards and Objectives for Fourth Grade

*The students will . . .*

### **Understand basic technology operations and concepts**

- Consistently apply proper keyboarding skills
- Cut, copy, and paste (or insert ClipArt) text or images within a document
- Delete a file
- Name/Rename a file appropriately
- Demonstrate appropriate use of “Save” and “Save As”
- Organize files into folders so they can be found easily (create, label, name, save as) with assistance
- Locate a file or folder in a specific place with assistance
- Switch back and forth among more than one open application

### **Use technology responsibly and ethically**

- Cite sources by giving credit for pictures, text, video, audio, and/or multimedia clips using templates

### **Use technology to research effectively and efficiently**

- Refer to Information Literacy Curriculum (teacher assisted)

### **Use technology for thinking, learning, producing, problem solving, and decision-making**

- Work both independently and with peers to find and organize information, make decisions, and create a project
- Create a simple spreadsheet and display data graphically with assistance
- Reflect on work produced during the year and select a few documents to be kept in a technology portfolio as a way to self-monitor growth

### **Use technology to communicate and collaborate**

- Recognize technology as a vehicle for communicating with experts and/or other students to gather information
- Use multimedia presentation software to create and present a simple project with limited support

## Performance Assessments

Standard or Objective(s) Assessed	Task	Performance Standard That Represents Mastery
Consistently apply proper keyboarding skills	Students type and print their own work	Observe appropriate hand placement 80% of the time
Cut, copy, and paste (or insert ClipArt) text or images within a document  Switch back and forth among more than one open application	Student created project related to the curriculum	Observation of computer skills  Multimedia Project Rubric Grade 4
Cite sources used by giving credit for pictures, text, video, audio, and/or multimedia clips using templates  Work both with peers or independently to find and organize information, make decisions, and create a project  Recognize technology as a vehicle for communicating with experts and/or other students to gather information	Create a simple multimedia project related to the curriculum	Incorporate applicable elements from the Multimedia Project Rubric Grade 4
Create a simple spreadsheet and display data graphically with assistance	Create a simple spreadsheet and display data graphically with assistance	Use Spreadsheet/Chart Rubric Grade 4



## Resources

### *Additional equipment suggested for curriculum implementation*

- Portable word processor with keyboard (such as *AlphaSmart*)
- LCD or similar projector for demonstration
- Headphones
- Scanner
- Interactive whiteboard technology for demonstration (such as *Mimeo*, *SMART Board*)

### *Software suggested for curriculum implementation*

- Image editor (such as *Photoshop Elements*)
- Keyboarding program (such as *Type to Learn*)
- Graphic organizer software (such as *Kidspiration/Inspiration*)
- Multimedia software
- Word processing software
- Spreadsheet software
- Internet browser
- Online encyclopedia
- ClipArt
- Online periodical database (such as *EBSCO/Searchasaurus*)
- Online Public Access Catalogue (OPAC) – *Web path Express*
- Class email account

### *Suggested activities (may be modeled using LCD or similar projector)*

**Every year teachers should review all previous basic technology operations and concepts using classroom and lab hardware.** (Know the technology rules that exist in the school and specific to the lab so you can explain those procedures along with your demonstration.)

- Review NPS Acceptable Use Policy Agreement. (Beginning of year)
- Create multimedia presentation related to the curriculum
- Use keyboarding software such as *Type to Learn* for additional reinforcement as needed
  - Use of headphones suggested
- Facilitate communication with experts and/or other students to gather information
  - Internet Safety/Use
  - Entering URLs
  - Understanding web addresses; including domains and extensions such as .com, .org, .edu., .go
  - Saving and accessing Favorites Bookmarks
  - Printing from the Internet, including print friendly options

- Understanding and recognizing the components of a web site (including author, credentials of author, contact information, date updated, ease of navigation)
- Word Processing – teacher reviews proper spacing, using tabs, alignment, bullets and numbering, formatting font, print preview, saving, retrieving
- Word Processing –teacher reviews the proper use of spell check
- Review laptop/*AlphaSmart* use and care of: plug/unplug, use of touchpad, turning on/off
- Multimedia instruction- reference manual for software being used
- Teacher directed searches (online encyclopedia, periodical database)
- Online public access catalogue search activities (title, author, subject)
- Scavenger Hunt activities using online resources (encyclopedia, atlas, almanac, etc.)
- Practice using graphic organizers appropriate for research
- Experiences using online resources (online encyclopedias, periodical databases, WebQuest.)
- Practice using the district web pages to access information (Teacher web pages and Library Media Center web page)

***Suggestions for Coordinating with Parents***

- Utilize newsletter to parents and/or teacher websites to include information about websites and software, including keyboarding websites

## Multimedia Project Rubric Grade 4

	<b>Novice</b>	<b>Developing</b>	<b>Standard</b>	<b>Distinguished</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- Title page missing</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page missing</li> <li>- Attempts to use organizational technique i.e. a storyboard</li> </ul>	<ul style="list-style-type: none"> <li>- Title page incomplete</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page incomplete</li> <li>- Makes connections between sentences most of the time</li> <li>- Uses transition occasionally</li> <li>- Maintains focus throughout most of the piece</li> <li>- Uses organizational technique i.e. a storyboard</li> </ul>	<ul style="list-style-type: none"> <li>- Title page complete</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page</li> <li>- Makes connections between sentences</li> <li>- Uses transition appropriately</li> <li>- Maintains focus throughout the piece</li> <li>- Understands and uses organizational technique i.e. a storyboard</li> </ul>	<ul style="list-style-type: none"> <li>- Title page complete</li> <li>- Information pages with an introduction that engages the audience and a summarizing conclusion</li> <li>- Works cited page</li> <li>- Makes connections between sentences</li> <li>- Uses transition appropriately</li> <li>- Maintains focus throughout the piece</li> <li>- Understands and uses organizational technique i.e. a storyboard</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Text and images on some pages</li> <li>- Some information accurate</li> <li>- Includes examples or facts on some pages</li> <li>- Shows evidence of research that meets some requirements</li> <li>- Communicates so that the audience understands some points</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on most pages</li> <li>- Most information is accurate</li> <li>- Includes examples or facts on most pages</li> <li>- Shows evidence of research that meets most requirements</li> <li>- Communicates so that the audience understands most points</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on each page</li> <li>- Information is accurate</li> <li>- Includes examples or facts on all pages</li> <li>- Shows evidence of research that meets requirements</li> <li>- Communicates so that the audience understands</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on each page</li> <li>- Information is accurate</li> <li>- Shows evidence of research that extends beyond the requirements</li> <li>- Communicates so that the audience becomes involved</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>- Some of the text size, font and color are readable</li> <li>- Images, visuals and effects sometimes support information</li> <li>- Some slides are clear and uncluttered</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the text size, font and color are readable</li> <li>- Images, visuals and effects sometimes support information</li> <li>- Most slides are clear and uncluttered</li> </ul>	<ul style="list-style-type: none"> <li>- Text size, font and color are readable</li> <li>- Images, visuals and effects support information</li> <li>- Clear and uncluttered slides</li> </ul>	<ul style="list-style-type: none"> <li>- Text size, font and color enhance the overall ideas</li> <li>- Images, visuals and advanced effects support information (i.e. narration, video)</li> <li>- Clear and uncluttered slides</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>- No evidence of proofreading</li> <li>- Unknown words are spelled phonetically</li> <li>- Applies rules of grammar inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- High frequency words and phonetically regular words are predominantly correct</li> <li>- Applies rules of grammar most of the time</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- Spelling is predominantly correct</li> <li>- Applies rules of grammar throughout</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- Spelling is predominantly correct</li> <li>- Applies rules of grammar throughout</li> </ul>

**Note to Teachers: Incorporate applicable elements from this model when designing your project rubric**

### Spreadsheet/Chart Rubric Grade 4

	<b>Novice</b>	<b>Developing</b>	<b>Standard</b>	<b>Distinguished</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- No data labeled</li> <li>- Inconsistent font size and style</li> <li>- Title missing</li> </ul>	<ul style="list-style-type: none"> <li>- Some data labeled</li> <li>- Mostly consistent font size and style</li> <li>- Title present, but not clearly related to data</li> </ul>	<ul style="list-style-type: none"> <li>- Most data labeled</li> <li>- Consistent font size and style</li> <li>- Title</li> </ul>	<ul style="list-style-type: none"> <li>- Data labels</li> <li>- Consistent font size and style</li> <li>- Title clearly relates to the problem being graphed</li> <li>- Use of cell shading and borders to differentiate data from labels</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Student does not gather or use data provided</li> <li>- Student attempts to input data into spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>- Student gathers or uses some of data provided</li> <li>- Student inputs data to spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>- Student gathers or uses data provided</li> <li>- Student correctly inputs data into spreadsheet</li> <li>- Student makes connections after interpreting data</li> <li>- Student makes conclusions</li> </ul>	<ul style="list-style-type: none"> <li>- Student gathers data or uses data provided</li> <li>- Student correctly inputs data into spreadsheet</li> <li>- Student makes elaborate connections after interpreting data</li> <li>- Student formulates conclusions based on interpreting data results</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>- Student attempts to create a graph/chart</li> <li>- Student does not label graph/chart</li> <li>- Images or visuals not related to data</li> </ul>	<ul style="list-style-type: none"> <li>- Student creates a graph/chart</li> <li>- Student labels graph/chart (title only)</li> <li>- Some images or visuals not related to data</li> </ul>	<ul style="list-style-type: none"> <li>- Student chooses and creates appropriate graph/chart for the data</li> <li>- Student labels graph/chart (title, axes)</li> <li>- Images or visuals related to data</li> </ul>	<ul style="list-style-type: none"> <li>- Student chooses and creates appropriate graph/chart for the data</li> <li>- Student includes appropriate complete labeling</li> <li>- Student produces additional graphs/charts using the data</li> <li>- Images or visuals related to data</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>- Many spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Few spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling is predominately correct</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling is correct</li> </ul>

**Note to Teachers: Incorporate applicable elements from this model when designing your project rubric**

# **Educational Technology Curriculum for Fifth and Sixth Grades**

Newtown Public Schools

## **Standards and Objectives for Fifth and Sixth Grades**

*The students will . . .*

### **Understand basic technology operations and concepts**

#### **Grade 5**

- Use the menus in an application with assistance (file, edit, view, tools, options, etc.)
- Locate a file or folder in a specific place (USB flash drives, CDs, network storage)
- Revise (spell check, grammar check, and the use of a thesaurus)
- Troubleshoot simple computer problems (monitor blank, mouse does not work, screen freezes, etc.)
- Use computer peripherals (i.e. microphone)
- Organize files into folders so they can be found easily (create, label, name, save as)
- Identify a file type by its icons
- Consistently apply keyboarding skills while striving to increase efficiency

#### **Grade 6**

- Save documents, pictures, and photos in universal formats identifying the file extensions
- Use computer peripherals (i.e. digital camera, scanner, microphone)
- Manage a project that is in a shared network folder
- Apply advanced functions of document formatting (headers, footers, page breaks, columns, and tables)
- Consistently use appropriate vocabulary as new features and functions are taught

### **Use technology responsibly and ethically**

- Apply the NPS Acceptable Use Policy Agreement to daily use
- Practice responsible use of information, the equipment, the network, and software
- Cite sources by giving credit for pictures, text, video, audio, and/or multimedia clips using modified MLA notations
- Discuss safe use of the Internet and Computer Mediated Communications (CMC), tools including topics on an awareness of cyber-bullying, social networking and predation (chat, email)

### **Use technology to research effectively and efficiently**

- Refer to Information Literacy Curriculum (teacher assisted)

## **Use technology for thinking, learning, producing, problem solving, and decision-making**

### **Grade 5**

- Apply technology tools for research and problem solving
- Use content specific tools, software, and on-line Web tools with teacher guidance to support thinking, learning and problem solving
- Use technology to design, develop, and publish projects to show learning
- Create and change a spreadsheet to show the data input as several types of graphs

### **Grade 6**

- Apply technology tools for information analysis, research, problem solving and decision making in content learning
- Use content specific tools, software, and simulations (Web Quests or online projects, and online Web tools) to support thinking, learning, problem solving, and decision making
- Be self-directed to design, develop, publish, and present projects
- Sort, organize, and display information using spreadsheet/databases
- Reflect on work produced during the year and select a few documents to be kept in a technology portfolio as a way to self-monitor growth

## **Use technology to communicate and collaborate**

- Use Computer Mediated Communications (CMC), to communicate and collaborate with students and/or experts from another class, town, state, or country
- Gather information from a variety of sources (experts, Internet sites and intranet) to create a project, solve a problem, or complete an assignment
- Work as an individual or a team to identify and solve problems and make decisions
- Create a multimedia presentation(s) (independently or collaboratively) to synthesize information from a variety of sources
- Use Computer Mediated Communications and on-line resources to collaborate with peers to solve problems and make decisions

## Performance Assessments

Standard or Objective(s) Assessed	Task	Performance Standard That Represents Mastery
Understand basic technology operations and concepts	Teacher created assignment (Teacher creates an assignment incorporating skills i.e., placing document into folder, use peripherals in document, use task bar to alter the document, etc.)	Teacher checklist
Use technology responsibly and ethically <ul style="list-style-type: none"> <li>• Cite sources by giving credit for pictures, text, video, audio, and/or multimedia clips</li> </ul>	Student created project	Information Literacy Works Cited/Works Consulted Document as part of Analytic Rubric
Use technology for thinking, learning, producing, problem solving, and decision making <ul style="list-style-type: none"> <li>• Apply technology tools for research, information analysis, problem solving, and decision making in content learning.</li> <li>• Use content specific tools, software, and on-line Web tools with teacher guidance to support thinking, learning, and problem solving</li> <li>• Use technology to design, develop, and publish projects to show learning</li> <li>• Use content specific tools, software, and simulations (Web Quest or online expedition, Web tools found online) to support thinking, learning, problem solving, and decision-making.</li> </ul> Use technology to communicate and collaborate <ul style="list-style-type: none"> <li>• Use telecommunication to communicate and collaborate with students and/or experts from another class, town, state, or country</li> <li>• Gather information from a variety of sources (experts, Internet sites and intranet) to create a project or solve a problem</li> <li>• Create a multimedia presentation</li> </ul>	Student created project	Multimedia Project Rubric Grades 5-6

<b>Standard or Objective(s) Assessed</b>	<b>Task</b>	<b>Performance Standard That Represents Mastery</b>
(independently or collaboratively) to synthesize information from a variety of sources.		
<ul style="list-style-type: none"> <li>• Create a spreadsheet and change to show the data input as several types of graphs</li> <li>• Sort, organize, and display information using spreadsheets/databases.</li> </ul>	Student created graph	Spreadsheet/Chart Rubric Grade 5-6
<ul style="list-style-type: none"> <li>• Sort, organize, and display information using spreadsheets/databases.</li> </ul>	Student created database	Spreadsheet/Chart Rubric Grade 5-6



## Resources

### *Additional equipment suggested for curriculum implementation*

- Digital camera
- Scanner
- Pen tablet for graphics
- Digital video camera
- Microphones (Student supply their own headphones)
- Interactive whiteboard technology for demonstration (such as *Mimio*, or *SMART Board*)

### *Software suggested for curriculum implementation*

- Image editor (such as *Photoshop Elements*)
- Keyboarding program (such as *Typingmaster Online*)
- Graphic organizer software (such as *Kidspiration/Inspiration*)
- Multimedia software
- Word processing software
- Spreadsheet software
- Internet browser
- Online encyclopedia
- ClipArt
- Online periodical database
- Online Public Access Catalogue (OPAC)

### *Suggested activities (may be modeled using LCD or similar projector)*

**Every year teachers should review all previous basic technology operations and concepts using classroom and lab hardware.** (Know the technology rules that exist in the school and specific rules to the lab so you can explain those procedures along with your demonstration.)

- Use Internet based resources and databases to gather information for a research topic
- Create a website on a research topic
- Write a multimedia story using sound and illustrations
- Create a graph based on data collected in a science lab
- Write a newsletter on a research topic
- Word process a writing piece
- Create a flow chart illustrating steps in a process, sequence of events (timeline), or family history
- Use a graphic organizer program to plan a project or writing piece
- Create a scrapbook or travel brochure using information and images located on Internet-based resources
- Research and prepare a multimedia presentation about a member or an element of the local community

- Plan and design a ‘dream’ home, park, playground, or school
- Use a typing program to improve overall speed and accuracy
- Connect and collaborate with students outside of Reed using web-based tools

***Suggestions for coordinating with parents***

- Summer student keyboarding workshops when offered
- Utilize newsletter to parents and/or teacher websites to include information about websites and software

## Multimedia Project Rubric Grade 5-6

	<b>Novice</b>	<b>Developing</b>	<b>Standard</b>	<b>Distinguished</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- Title page missing</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page missing</li> <li>- Makes no connections between sentences most of the time</li> <li>- Awkward or no use of transitions</li> <li>- Attempts to use organizational technique i.e., a storyboard</li> <li>- Navigation elements missing or not working</li> </ul>	<ul style="list-style-type: none"> <li>- Title page incomplete</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page incomplete</li> <li>- Makes connections between sentences most of the time</li> <li>- Uses transition occasionally</li> <li>- Uses organizational technique i.e. a storyboard</li> <li>- Some navigation elements not working</li> <li>- Maintains focus throughout most of the piece</li> </ul>	<ul style="list-style-type: none"> <li>- Title page complete</li> <li>- Information pages with introduction and conclusion</li> <li>- Works cited page</li> <li>- Makes connections between sentences</li> <li>- Uses transition appropriately</li> <li>- Understands and uses organizational technique i.e., a storyboard</li> <li>- Navigation elements work and are easy to locate</li> <li>- Maintains focus throughout the piece</li> </ul>	<ul style="list-style-type: none"> <li>- Title page complete</li> <li>- Information pages with an introduction that engages the audience and a summarizing conclusion</li> <li>- Works cited page</li> <li>- Makes connections between sentences</li> <li>- Uses transition appropriately</li> <li>- Understands and uses organizational technique i.e. a storyboard</li> <li>- Navigational elements created with images and text, are fully functional, and allow back and forth navigation</li> <li>- Maintains focus throughout the piece</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Text and images on some pages</li> <li>- No relevant information</li> <li>- Includes examples or facts on some pages</li> <li>- Shows evidence of research that meets some requirements</li> <li>- Communicates so that the audience understands some points</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on most pages</li> <li>- Some information is inaccurate or not relevant to topic</li> <li>- Includes examples or facts on most pages</li> <li>- Shows evidence of research that meets most requirements</li> <li>- Communicates so that the audience understands most points</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on each page</li> <li>- Information is accurate and relevant</li> <li>- Includes examples or facts on all pages</li> <li>- Shows evidence of research that meets requirements</li> <li>- Communicates so that the audience understands</li> </ul>	<ul style="list-style-type: none"> <li>- Text and images on each page</li> <li>- Information is accurate, creatively written, and cleverly presented</li> <li>- Shows evidence of research that extends beyond the requirements</li> <li>- Communicates so that the audience becomes involved</li> <li>- Information is utilized from multiple sources</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>- Some of the text size, font and color are readable</li> <li>- Images, visuals and effects not present or do not support information</li> <li>- Some slides/pages are clear and uncluttered</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the text size, font and color are readable</li> <li>- Images, visuals and effects sometimes support information</li> <li>- Most slides/pages are clear and uncluttered</li> </ul>	<ul style="list-style-type: none"> <li>- Text size, font and color are readable</li> <li>- Images, visuals and effects support information</li> <li>- Clear and uncluttered slides/pages</li> </ul>	<ul style="list-style-type: none"> <li>- Text size, font and color enhance the overall ideas</li> <li>- Images, visuals and advanced effects support information (i.e., narration, video)</li> <li>- Clear and uncluttered slides/pages</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>- No evidence of proofreading</li> <li>- Unknown words are spelled phonetically</li> <li>- Applies rules of grammar inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>- Shows some evidence of proofreading</li> <li>- High frequency words and phonetically regular words are predominantly correct</li> <li>- Applies rules of grammar most of the time</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- Spelling is predominantly correct</li> <li>- Applies rules of grammar throughout</li> </ul>	<ul style="list-style-type: none"> <li>- Shows evidence of proofreading</li> <li>- Spelling is correct</li> <li>- Applies rules of grammar throughout</li> </ul>

**Note to Teachers: Incorporate applicable elements from this model when designing your project rubric**

## Spreadsheet/Graph Rubric Grades 5 - 6

	<b>Novice</b>	<b>Developing</b>	<b>Standard</b>	<b>Distinguished</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- Data labels missing and/or illogically oriented</li> <li>- Inconsistent font size and style</li> <li>- Title missing</li> <li>- Some correct data alignment</li> <li>- Data not sorted</li> </ul>	<ul style="list-style-type: none"> <li>- Some data labels missing and/or illogically oriented</li> <li>- Mostly consistent font size and style</li> <li>- Title present, but not clearly related to data</li> <li>- Mostly correct data alignment</li> <li>- Data sorted improperly</li> </ul>	<ul style="list-style-type: none"> <li>- All data labeled and logically oriented</li> <li>- Consistent font size and style</li> <li>- Title</li> <li>- Correct data alignment</li> <li>- Data sorted properly</li> </ul>	<ul style="list-style-type: none"> <li>- All data labeled and logically oriented</li> <li>- Consistent font size and style</li> <li>- Title clearly relates to the problem being graphed (includes dependent and independent variables)</li> <li>- Correct data alignment</li> <li>- Data sorted properly and by multiple columns if applicable</li> <li>- Use of cell shading and borders to differentiate data from labels</li> <li>-</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Inaccurate data</li> <li>- No use of formula</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly accurate data</li> <li>- Incorrect use of formula</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate data</li> <li>- Some accurate use of formulas</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate data</li> <li>- Accurate use of formulas</li> <li>- Data displays interim calculations</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>- Images or visuals not related to data</li> <li>- Choice of chart/graph distorts data or makes interpretation impossible</li> <li>- Format is confusing</li> <li>- Legend, if applicable, is missing or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>- Some images or visuals not related to data</li> <li>- Choice of chart/graph distorts data somewhat or makes interpretation difficult</li> <li>- Format is somewhat clear</li> <li>- Legend, if applicable, is somewhat accurate</li> </ul>	<ul style="list-style-type: none"> <li>- Images or visuals related to data</li> <li>- Correct choice of chart/graph style for data</li> <li>- Format is visually appealing</li> <li>- Legend, if applicable, is accurate</li> <li>- Some customizing of graphs with text box labels</li> </ul>	<ul style="list-style-type: none"> <li>- Images or visuals related to data</li> <li>- Correct choice of chart/graph style</li> <li>- Format is visually appealing</li> <li>- Legend, if applicable, is complete and accurate</li> <li>- Customized graphs i.e., text box labels, fill effects...</li> <li>- Advanced features, i.e., title centered across selection</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>- Many grammatical errors</li> <li>- Spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Few grammatical errors</li> <li>- Few spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Free of grammatical errors</li> <li>- Spelling is predominately correct</li> </ul>	<ul style="list-style-type: none"> <li>- No grammatical errors</li> <li>- Spelling is correct</li> </ul>

**Note to Teachers: Incorporate applicable elements from this model when designing your project rubric**

# Educational Technology Curriculum for Seventh and Eighth Grades

Newtown Public Schools

## Standards and Objectives for Seventh and Eighth Grades

*The students will . . .*

### Understand basic technology operations and concepts

#### Grade 7

- Use computer peripherals (i.e. digital camera, microphone, probe, scanner)
- Use more advanced features of productivity tools (view/Notes Page, Excel functions, etc.)
- Use view function to find/sort files and folders
- Use the help feature in software

#### Grade 8

- Use computer peripherals (i.e. digital camera, microphone, probe, scanner, graphing calculator)
- Anatomy of a URL
- Understand advanced features in browsers (searching using quotation marks and Boolean operators, creating and organizing Bookmarks/Favorites)

### Use technology responsibly and ethically

- Apply the NPS Acceptable Use Policy Agreement to daily use
- Cite sources by giving credit for pictures, text, video, audio, and/or multimedia clips using MLA notations
- Discuss safe use of the Internet and Computer Mediated Communications (CMC), tools including topics on an awareness of cyber-bullying, social networking and predation (chat, email)
- Discuss the legal consequences of hacking and violating copyright laws

### Use technology to research effectively and efficiently

- Refer to Information Literacy Curriculum (teacher assisted)

### Use technology for thinking, learning, producing, problem solving, and decision-making

#### Grade 7

- Use content-specific tools, software, and simulations (on-line text, environmental probes, graphing calculators, exploratory environments, Web tools, visual learning aids) to support thinking, learning, and problem solving
- Gather, sort, organize, interpret, and display information using spreadsheets/databases to make decisions or solve real-world or simulated problems
- Reflect on work produced during the year and select a few documents to be kept in a technology portfolio as a way to self-monitor growth

## **Grade 8**

- Select, propose, and apply appropriate technology tools for information analysis, research, problem solving, decision making, and publishing projects to promote creativity and to demonstrate learning
- Create a project using technology that has relevance to the real world
- Evaluate technology-based options i.e., distance learning for lifelong learning as well as for career options

### **Use technology to communicate and collaborate**

- Use a simulated email/chat experience to develop good habits and explore problems that can occur
- Create a multimedia presentation (independently or collaboratively) to synthesize information from a variety of sources and/or for an authentic audience
- Give an oral presentation, enhanced with the use of technology, to practice communicating thoughts and information clearly and in an engaging manner

## Performance Assessments

Standard or Objective(s) Assessed	Task	Performance Standard That Represents Mastery
Use Technology to communicate and collaborate	Create and present a multimedia presentation	See Multimedia Project Rubric Grades 7-8
Use Technology For Thinking, Learning, Producing, Problem Solving and Decision Making	<p>Create a spreadsheet and select the appropriate graph to represent the data.</p> <p>Sort, organize interpret, and display information using spreadsheets and databases</p> <p>Gather information from multiple sources and organize as a database to make decisions or solve real-world or simulated problems</p>	See Spreadsheet/Chart Rubric Grades 7-8

## Resources

### *Additional equipment suggested for curriculum implementation*

- Digital still camera
- Digital video camera
- Scanner
- Graphing calculator
- Probes and interface cables and software for all of the above
- Portable external hard drive with firewire or USB connectivity
- LCD or similar projector for demonstrations
- Interactive whiteboard technology for demonstration (such as *Mimio*, *SMART Board* )

### *Software suggested for curriculum implementation*

- Image editor (such as *Photoshop Elements*)
- Keyboarding program (such as *Ultra key*)
- Graphic organizer software (such as *Inspiration*)
- Multimedia software

- Word processing software
- Spreadsheet software
- Database software– (such as *Access*, *FileMaker Pro*)
- Internet browser
- Video/Audio editing software
- Online encyclopedia
- ClipArt
- Online periodical database (such as *EBSCO/Searchasaurus*)
- Online Public Access Catalogue (OPAC) – *Webpath Express*

***Suggested activities (may be modeled using LCD or similar projector)***

**Every year teachers should review all previous basic technology operations and concepts using classroom and lab hardware.** (Know the technology rules that exist in the school and specific rules to the lab so you can explain those procedures along with your demonstration.)

- Youth Resource Police Officer collaborates with classroom to instruct a lesson on Internet safety (chat rooms, scams, identity theft, viruses, hacking)
- Science Unit: Measure water temperature and determine best insulator to surround a paper cup
- pH Lab-Bring in 4 drinks and determine pH level
- Transfer science lab to PowerPoint presentation to include digital photos, clipart, scanned pictures, and recorded voice

***Suggestions for coordinating with parents***

- Access to teacher's web page
- Articles in school newsletter



## Multimedia Project Rubric Grades 7- 8

	<b>Novice</b>	<b>Developing</b>	<b>Standard</b>	<b>Distinguished</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- No logical order</li> <li>- No introduction</li> <li>- No conclusion</li> <li>- Appropriate number of slides</li> <li>- Transitions distracting</li> <li>- Navigation elements missing or not working</li> <li>- Attempts to use organizational technique i.e., a storyboard</li> <li>- Notes page missing</li> <li>- Slide(s) crowded with text not bulleted</li> <li>- No sources cited</li> </ul>	<ul style="list-style-type: none"> <li>- Some logical order</li> <li>- Attempted introduction</li> <li>- Attempted conclusion</li> <li>- Appropriate number and order of slides</li> <li>- Most transitions, sounds and animations enhance presentation</li> <li>- Some navigation elements not working uses organizational technique i.e., a storyboard</li> <li>- Use of Notes Page but minimal script</li> <li>- Slide(s) crowded with text not bulleted</li> <li>- Some sources cited</li> </ul>	<ul style="list-style-type: none"> <li>- Logical order</li> <li>- Introduction</li> <li>- Conclusion</li> <li>- Appropriate number and order of slides with adherence to time requirements</li> <li>- Transitions, sounds and animations enhance presentation</li> <li>- Navigation elements work and are easy to locate</li> <li>- Understands and uses organizational technique i.e., a storyboard</li> <li>- Use of Notes Page w/cues to advance slide, engaging script</li> <li>- 3-5 bullets to summarize text</li> <li>- Most sources cited with MLA format</li> </ul>	<ul style="list-style-type: none"> <li>- Logical order</li> <li>- Well stated introduction</li> <li>- Well stated conclusion</li> <li>- Appropriate number and order of slides with adherence to time requirements</li> <li>- Transitions, sounds and animations enhance presentation</li> <li>- Navigational elements created with images and text, are fully functional, and allow back and forth navigation</li> <li>- Media enhances the aesthetic appeal of the presentation</li> <li>- Understands and uses organizational technique i.e., a storyboard</li> <li>- Use of Notes Page w/cues to advance slide, engaging script</li> <li>- 3-5 bullets to summarize text</li> <li>- Includes appropriate hyperlinks</li> <li>- All sources cited with MLA format</li> <li>- Advanced features of animated charts</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Topic is stated</li> <li>- Some information relates to the central idea</li> </ul>	<ul style="list-style-type: none"> <li>- Topic is stated in an introduction</li> <li>- Most information relates to the central idea</li> </ul>	<ul style="list-style-type: none"> <li>- Topic is stated and explained in the introduction</li> <li>- Accurate information expanding on central idea using examples and/or facts</li> </ul>	<ul style="list-style-type: none"> <li>- Topic is stated and explained in an introduction that engages the attention of the audience</li> <li>- Accurate information expanded with relevant details to enhance the central idea</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>- Inconsistent format: font size, color, style, alignment</li> <li>- Graphics not related to topic and/or distorted</li> <li>- No audio</li> <li>- No video</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly consistent format: font size, color, style, alignment</li> <li>- Graphics relate to topic, clear resolution</li> <li>- Some audio</li> <li>- No video</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent format: font size, color, style, alignment, bullets</li> <li>- Graphics relate to topic, clear resolution, properly sized, well positioned</li> <li>- Audio is clear</li> <li>- Attempt at video</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent format: font size, color, style, alignment, custom bullets used to complement bulleted text</li> <li>- Graphics relate to topic, clear resolution, properly sized, well positioned</li> <li>- Audio is clear</li> <li>- Video is related to topic, appropriately sized, well lit, properly framed</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>- Many grammatical errors</li> <li>- Spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Few grammatical errors</li> <li>- Few spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Free of grammatical errors</li> <li>- Spelling is predominately correct</li> </ul>	<ul style="list-style-type: none"> <li>- Free of grammatical errors</li> <li>- Spelling is correct</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>- Superficial knowledge of subject and material</li> <li>- Some evidence of preparation</li> <li>- Voice and diction not clear</li> <li>- Attempts to follow presentation format</li> <li>- Reads word for word off slide (parroting)</li> </ul>	<ul style="list-style-type: none"> <li>- Some knowledge of subject and material</li> <li>- Somewhat confident and prepared</li> <li>- Follows presentation format at times</li> <li>- Voice and diction somewhat clear</li> <li>- Reads word for word from Notes Page</li> <li>- Does not parrot slide</li> </ul>	<ul style="list-style-type: none"> <li>- Command of subject and material</li> <li>- Confident and prepared</li> <li>- Interacts with audience as needed</li> <li>- Follows presentation format</li> <li>- Voice and diction clear</li> <li>- Notes Page used- does not parrot, uses cues in script to advance presentation smoothly</li> </ul>	<ul style="list-style-type: none"> <li>- Command of subject and material</li> <li>- Confident and prepared</li> <li>- Follows presentation format</li> <li>- Voice and diction clear</li> <li>- Communicates presentation without reading</li> <li>- Engages in a dialogue with audience</li> </ul>

**Note to Teachers: Incorporate applicable elements from this model when designing your project rubric**

## Spreadsheet/Chart Rubric Grades 7-8

	<b>Novice</b>	<b>Developing</b>	<b>Standard</b>	<b>Distinguished</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>- Some data labeled</li> <li>- Some rows and columns sized properly</li> <li>- Title missing</li> <li>- Data not sorted</li> <li>- Some proper number formatting (currency, commas, decimal places)</li> <li>- Incorrect page setup: orientation, header/footer gridlines, row and column headings</li> </ul>	<ul style="list-style-type: none"> <li>- Most data labeled</li> <li>- Most rows and columns sized properly</li> <li>- Title present, but not clearly related to data</li> <li>- Data sorted improperly</li> <li>- Mostly proper number formatting (currency, commas, decimal places)</li> <li>- Some features of page setup correct: orientation, header/footer gridlines, row and column headings</li> </ul>	<ul style="list-style-type: none"> <li>- Data Labels</li> <li>- Rows and Columns sized properly</li> <li>- Title</li> <li>- Data sorted properly</li> <li>- Proper number formatting</li> <li>- Page setup correct: orientation, header/footer gridlines, row and column headings</li> </ul>	<ul style="list-style-type: none"> <li>- Data Labels</li> <li>- Rows and Columns sized properly</li> <li>- Title clearly relates to the problem being graphed (includes dependent and independent variables)</li> <li>- Data sorted properly and by multiple columns if applicable</li> <li>- Proper number formatting</li> <li>- Page setup correct: orientation, header/footer gridlines, row and column headings</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Inaccurate data</li> <li>- Some use of formulas</li> <li>- Formulas are mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly accurate data</li> <li>- Use of formulas</li> <li>- Formulas mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate data</li> <li>- Use of formulas</li> <li>- Accurate formulas</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate data</li> <li>- Use of formulas</li> <li>- Accurate formulas</li> <li>- Data displays interim calculations</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>- Inconsistent format: font size, color, style, alignment</li> <li>- Images or visuals not related to data</li> <li>- Labels missing and/or illogically oriented</li> <li>- Some information is visible</li> <li>- Choice of chart/ graph distorts data or makes interpretation impossible</li> <li>- Format is confusing</li> <li>- Legend, if applicable, is missing or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly consistent format: font size, color, style, alignment</li> <li>- Some images or visuals not related to data</li> <li>- Some labels missing and/or illogically oriented</li> <li>- Most information is visible</li> <li>- Choice of chart/ graph distorts data somewhat or makes interpretation difficult</li> <li>- Format is somewhat clear</li> <li>- Legend, if applicable, is somewhat accurate</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent format: font size, color, style, alignment, bullets</li> <li>- Images or visuals related to data</li> <li>- All elements labeled and logically oriented</li> <li>- All information is visible</li> <li>- Correct choice of chart/graph style for data</li> <li>- Format is visually appealing</li> <li>- Legend, if applicable, is accurate</li> <li>- Some customizing of graphs with text box labels</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent format: font size, color, style, alignment, custom bullets used to complement bulleted text</li> <li>- Images or visuals related to data</li> <li>- All elements labeled and logically oriented</li> <li>- All information is visible</li> <li>- Correct choice of chart/graph style</li> <li>- Format is visually appealing</li> <li>- Legend, if applicable, is complete and accurate</li> <li>- Customized graphs i.e., text box labels, fill effects...</li> <li>- Advanced features, i.e., title centered across selection</li> <li>- Use of cell shading and borders to differentiate data from labels</li> </ul>

**Note to Teachers: Incorporate applicable elements from this model when designing your project rubric**

# Glossary

## Educational Technology Curriculum Glossary

### Newtown Public Schools Technology Curriculum

<b>Blog</b>	Short for web-log, a blog is a frequently updated web-page that allows the author to quickly share thoughts and/or information including images and hyperlinks. Blogs are personal pages (not commercial) and usually have a reverse chronological order, with the most recent update at the top of the page.
<b>Boolean Operator</b>	Conjunction used to narrow or broaden a search involving keywords. AND, OR, and NOT are commonly used.
<b>Browser</b>	Software that provides for the navigation of objects. In the context of this document it refers to Web Browser software that allows the user to access and search pages on the web. Examples include: Internet Explorer, Foxfire, and Safari.
<b>Computer Mediated Communications - CMC</b>	Communication between people facilitated by digital hardware such as computers. This form of communication may be broken down into two subcategories; asynchronous (at different times) and synchronous (same time). Examples of asynchronous communication includes email, blog, wiki, and bulletin boards. Synchronous communication is real-time. It may include chat, Voice over Internet programs, and video conferencing.
<b>Cyber-bullying</b>	Form of repeated and deliberate harassment against an individual utilizing computer based technologies designed to cause social and emotional harm.
<b>Domain</b>	Name associated with a specific Internet Protocol (IP) address. A Domain Name Service (DNS) is used to obtain a domain name. This service will translate the domain name to an IP address for computers trying to access a particular website.
<b>Extension</b>	Typically a three letter suffix added to a file that indicates to the operating system which software it is associated to. Examples include: .doc, .xls. and .ppt
<b>Field Descriptor</b>	The name assigned to a column or row of data in Excel.
<b>FireWire</b>	<p>A high-speed serial bus that allows for the connection of up to 63 devices. It is widely used for downloading video from digital camcorders to the computer. Also known as the IEEE 1394 standard, the i.Link connector and the High Performance Serial Bus (HPSB), the first version of FireWire supported 100, 200 and 400 Mbits/sec transfer rates and a distance of 4.5 meters between devices.</p> <p>FireWire supports hot swapping, multiple speeds on the same bus and isochronous data transfer, which guarantees bandwidth for multimedia operations.</p>
<b>LCD or similar projector</b>	An LCD or similar projector is a type of video projector for displaying video, images or computer data on a screen or other flat surface.
<b>NPS Acceptable Use Policy Agreement</b>	A document that outlines the acceptable usage of the Newtown Public Schools Technology. It is reviewed and signed by students entering K,1,2,3,4, 5th, 7th, and 9th grades. See Appendix A.

<b>MLA</b>	Modern Language Association. A standard style of formatting used in documents and to cite resources used in research.
<b>Multimedia</b>	Work developed on a computer that incorporates more than one method of sharing information. Forms of media may include images, text, videos, or sound. A multimedia file will incorporate two or more types of media.
<b>URL</b>	Short for Uniform Resource Locator. May be an IP address or a domain name that will allow an Internet user to locate specific information.
<b>USB - Universal Serial Bus</b>	An external interface for communication between a computer and a peripheral device such as a keyboard, mice, printer, camera, scanner or storage devices. It transmits data at a rate of 12Mbps for USB 1.1 and at 240 Mbps for USB 2.0.

## Appendix A: Professional Resources

*Teacher reference documents that will be supplied by the district*

**-All grades**

- Manuals for suggested software (see above)
- Information Literacy Curriculum (standards, rubrics, lesson ideas)
- NPS Acceptable Use Policy Agreement

**- Starting with grade 4**

- District Works Cited Document
- Consult with the Library Media Specialist to obtain pertinent documents for online resources

# Student AUP Policy

8300

Instruction

Acceptable Use of Technology

The Board of Education acknowledges that technology is vital for the advancement of the mission and goals of the Newtown Public Schools. The Board expects technology to be used as a tool to learn and apply the knowledge and skills that are defined in district curricula, and to communicate in a variety of ways, to enhance learning, and to improve student performance.

While technology can provide students with a vast array of educational and informational resources, it can also be a window through which students can access information which is neither pertinent to nor appropriate for an educational setting. The availability of such electronic information does not imply endorsement by the Board of Education of its content nor of the use of such information by students and staff. It is important to give students assistance and guidance in accessing information which is beneficial to their education and equally important to recognize that total monitoring of students' access to technology is impossible. Therefore, all users are responsible for the ethical and appropriate use of the Newtown Public School technology resources.

To ensure appropriate usage, the administration will establish guidelines for student exploration and use of electronic information resources. Until the age of eighteen, it is the legal responsibility of parents/guardians to ensure their child adheres to those guidelines. Such guidelines shall address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of the network, and conditions of usage. The guidelines shall strive to preserve students' rights to examine and use information to meet the educational goals and objectives of the District. In addition, the District shall use programs to filter and staff to supervise access to the electronic informational resources.

The Newtown Board of Education promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior

including cyberbullying. Cyberbullying includes but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, text messages, digital pictures, or Web postings. Such conduct, disruptive to the educational process, is prohibited. The Newtown Board of Education and authorized personnel may monitor the use of district-owned or personal technology resources used within the school day to help ensure that the uses are secure and in compliance with this policy. The Board further reserves the right to examine, use and disclose any data found to ensure a safe and secure learning environment. Such information may be used in disciplinary actions, and may be furnished as evidence of a crime should cause arise.

Cites:

Newtown Board of Education Technology Vision Statement

Newtown Board of Education Policy 8-605, Bullying

Manchester Public Schools Policy 6141.321, Instruction, Acceptable Use of Technology

Model Acceptable Use Policy, [www.cybercrime.gov](http://www.cybercrime.gov)

Legal References:

CT General Statutes §53a-182b; 53a-183; 53a-250

Children's Internet Protection Act (Pub. L. 106-554

Electronic Communication Privacy Act, 18 U.S.C. §§2510 through 2520

No Child Left Behind Act of 2001 (Pub. L. 107-110), to be codified at 20 U.S.C. § 6777

1998 Senate Bill 230(4), an Act Relating to School Technology

701 Kentucky Administrative Regulation 5:120

Adopted:



**NEWTOWN PUBLIC SCHOOLS**  
**3 Primrose Street**  
**Newtown, CT 06470**

OFFICE OF THE SUPERINTENDENT  
(203) 426-7620  
FAX (203) 270-6199

BUSINESS OFFICE  
(203) 426-7618  
FAX (203) 426-2368

**Acceptable Use of Technology Agreement**  
**Grades K-4**

Parents and Students,

Please read together, sign and return the next page to the school.

Statement of Purpose

The Newtown Public School District believes that all students should have access to technology when they act in a responsible, efficient, courteous, and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

Acceptable uses of technology, whether provided by district or student-owned, are devoted to activities that support teaching and learning. The following are our agreements about the use of technology in the Newtown Schools.

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules.

1. I promise to use all computer equipment with care and respect, following all rules.
2. I promise to only work on programs and web pages that my teachers tell me to use.
3. I promise to ask for help if I don't know what to do.
4. I promise to tell an adult if I read or see something on the computer that is not appropriate.
5. I promise never to use the computer to hurt, frighten, or bully others.
6. I promise to print only when my teacher tells me to.
7. I promise to use my own file or my own folder on the student server.
8. I promise to be considerate of other computer users and their privacy. I will not touch someone else's computer equipment.
9. I promise never to give out personal information about myself or anyone else when using the computer.
10. I promise to help others follow these rules.
11. I understand that if I break any of these promises, I might not be able to use the computers.





**Newtown School District  
Acceptable Use of Technology Agreement  
Grades K-4**

I will sign my name to show that I will follow the rules for the acceptable use of technology.

Student Name (Print) \_\_\_\_\_

Student Signature \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_ Date Signed \_\_\_\_\_

Signing below grants permission for my child to access this technology and also indicates we understand the rules of the technology agreement. I have read this Acceptable Use Agreement and have discussed it with my child.

Parent/Guardian Name (Print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date Signed \_\_\_\_\_

Please return this form to your child's homeroom teacher.

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**Acceptable Use of Technology Agreement**  
**Grades 5-12**

**Statement of Purpose:**

The Newtown Public School District believes that all students should have access to technology when they act in a responsible, efficient, courteous, and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students as digital citizens.

Acceptable uses of technology, whether provided by district or student-owned, are devoted to activities that support teaching and learning. The following are our agreements about the use of technology in the Newtown Schools.

**Terms of Agreement:**

***The district***

- will take reasonable steps to ensure that students use information technology responsibly.
- cannot guarantee nor be held responsible for the accuracy of the information students find on the Internet.
- utilizes a filtering system to minimize the possibility of a student reaching inappropriate sources.
- may review files and messages stored on our servers or transmitted within our network. (File space is comparable to a school locker.)

**It is important for parents and students to understand the responsibilities that accompany the use of district technology and are listed below.**

***Students***

- must use District provided technologies such as computers, network resources and the Internet **solely** for educational purposes. They must
  - respect the intellectual property of others
  - always cite electronic sources from which information is accessed.
  - never intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- must respect the rights of the individual and practice safe behaviors. They must
  - never distribute private information about themselves or others
  - only use assigned accounts
  - always maintain the privacy of their own user account and respect the privacy of another's account
  - always report to a staff member any perceived problem with information that someone is giving or asking of them

***Students***

- must use computers, electronic devices, and the network appropriately. They must
  - never destroy or damage data, networks, or other resources belonging to fellow network users or

the school community

- report inappropriate behaviors and uses to an administrator or staff member including “hacking”, altering system/network configurations, bypassing Internet content filtering systems and/or the installation of software or hardware without the permission of a staff member.
- must respect and practice the principles of community. They must
  - only communicate in ways that are kind and respectful
  - never use technology to harass, humiliate or defame any individual
  - always report threatening or discomfoting materials to a teacher or other staff member

**Consequences:**

Inappropriate use of the Newtown Public Schools’ network and technology resources may result in loss of user privileges in addition to other disciplinary and/or legal actions.

The district will provide an environment consistent with its mission, the requirements of the Connecticut State Board of Education, and federal/state laws, where students can receive the benefits available through the instructional use of technology that will assist them in accomplishing the goals of the district. The district acknowledges the parent/guardian right to grant student access to these benefits, including supervised use of the Internet.

Signing below indicates we understand the rules of the technology agreement.

**Student:** \_\_\_\_\_ **Parent/Guardian:** \_\_\_\_\_

**Printed name:** \_\_\_\_\_ **Printed name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:**

5	7	9	
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**Date:** \_\_\_\_\_

**Parents of students entering grades 5, 7 & 9 and newly-enrolled students will be asked to complete this form.**

**Please return this signed form to your child's school.**