

Conner Creek Academy East

TECHNOLOGY PLAN

July 1, 2011-June 30, 2014

16911 Eastland Ave.
Roseville, MI 48066
(586) 779-8055
Macomb Intermediate School District
School Code #50902

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URL: http://connercreekeast.weebly.com/uploads/4/8/9/8/4898590/tech_plan.pdf

Plan Coordination:

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Danielle Haag, Technology Plan Committee
Mike Karasev, Charter Technologies

Draft: October 25, 2010

Technology Plan

Conner Creek Academy East

Vision Statement

The vision of the Conner Creek Academy East is to develop a community of independent thinkers who contribute positively to society and who live with a sense of purpose.

Mission Statement

Conner Creek Academy East, in partnership with the students, parents, and community, commits to providing academics, core virtues, the arts, and athletics which

- Empower students to develop their potential
- Create responsible citizens
- Inspire students to become lifelong learners

in a caring, supportive, and diverse environment.

Introduction

The student population of Conner Creek Academy East represents a wide geographic area encompassing cities in all three counties in southeast Michigan. The school currently offers grades kindergarten thru twelfth grades.

Conner Creek Academy East (Elementary)
16911 Eastland St.
Roseville, MI 48066

Michigan Collegiate (Middle/High School)
31300 Ryan Rd.
Warren, MI 48092

There are approximately 80 teachers and other professionals that work collectively at all sites. The students, approximately 1,000, are ethnically, culturally and economically diverse: 84% Black or African American, 11.4% White, 3.8% Multi-racial, .1% American Indian, .1% Hispanic or Latino, .4% Asian American, .5% Pacific Island and 75% qualify for Free/Reduced Lunch. This diversity allows for a unique composition of students and their families.

Technology Vision

Conner Creek Academy East's vision is to utilize technology as an instrument for academic and personal development, by providing our students with the means to empower themselves to have control over their learning, and by offering opportunities to access, exchange, and analyze information, and develop critical thinking and problem solving skills. In addition, the use of technology will be applied directly to the administrative and staff portions of our school—which will provide the staff and parents with a constantly growing and dynamic framework for communication and learning. The technology system will provide school-wide communication, enhanced curriculum support, and shared resources.

Utilizing the resources and tools of technology, Conner Creek Academy East can envision an environment where its students and teachers will work together as partners in the learning process towards success in the educational sphere and within the broader range of society.

Goals

1. Empower students with the knowledge to use technology as an instrument for academic and personal development.

ACTION:

- Align our technology curriculum with the METS standards.
- Require students to participate in computer classes in grades K – 6, grade 8, and grade 11.
- Integrate technology into daily lesson plans across the curriculum according to the SIP.
- Teach and model technological and practical uses of technology.

2. Create opportunities for students and staff to use technology on a safe and regular basis.

ACTION:

- All students and teachers will have access to a fully networked computer lab.
- Students and teachers will have access to computers in each classroom.
- Network is armed with the Dans Guardian Application Filter in compliance with the Children's Internet Protection Act (CIPA)
- Provide for staff development in areas pertaining to technology. (see Professional Development)

3. Inspire students to gain responsibility in their own learning.

ACTION:

- Students will learn the basic computer skills needed in today's society. (Microsoft Word, Outlook Express, Search Engines, Power-Point, Web Design, Blogging, etc.)
- Students and teachers will use the internet as a resource for research and information.
- Students will use informational technology to enlarge student access to the world.

Parental Communications & Community Relations

The Director/Principal communicates technology issues to the community and parents at bimonthly PTO and board meetings. A review of academic and student support projects is provided in the Director's Monthly Board Report. This report includes a list of all community/business/industry representatives who have participated with the school for assembly presentations, site visits, or classroom speakers/resources. There is also a quarterly newsletter that is used to communicate with CCAE families and updates them on any new technology information. CCAE has developed a school website where parents can access the school's curriculum, classroom web-pages, school events, etc.: Connercreekeast.org. The website also includes the school's technology plan: www.michcol.org.

Collaboration

CCAЕ does not provide adult literacy services because we are a charter school and do not have district responsibilities. This section is not applicable.

Acceptable Use Agreement Conner Creek Academy East

Conner Creek Academy East provides a technology enriched educational environment. We believe that technology should be an integral part of each student's education experience. Since the 2007-2008 school year, each student has been able to access the school's computers and network, as well as, connect to resources on the Internet.

The following Policies and Regulations describe the school's official position regarding technology and the Internet. Student and parents/guardians of the students are required to read and sign the Conner Creek Academy East Acceptable Use Agreement. The "signature sheet" will be kept on file for the 2011-2014 school years.

Acceptable Use The use of Technology at Conner Creek Academy East is a privilege extended to students, faculty, and staff to enhance learning and exchange information. School computers must be for educational and research purposes or for use (such as email) approved by school staff.

Unacceptable Use The Internet will not be used to harass, insult, or attack others. Obscene or defamatory language will not be permitted. The network will not be used to access or transmit offensive messages or pictures. Users may not trespass in someone else's folders, work or files or disrupt the use of the network by others. Vandalism of the network will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy computer hardware or systems, data of another user, Internet, or any other networks.

Security All messages created, sent, or retrieved over the Internet are property of Conner Creek Academy East and should be considered public information. Conner Creek Academy East reserves the right to access and monitor all messages and files on the computer system. Students who can identify a security problem on the network must notify the Network Administrator.

Network Administration Email and any other accounts on the network are not private. Accounts will be monitored randomly on a regular basis. Computer files are the sole property of the owner and may not be viewed without the owner's permission; however, the Network Administration may audit any network activities. All communication and information accessible via the network should not be assumed to be private property. Electronic mail (email) is not private. Network Administration does have access to all email.

Encounter of Controversial Material With access to the Internet, also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Conner Creek Academy East has taken precautions to restrict access to controversial materials with the use of Internet filtering software, Cyber Patrol. However, on a global network, it is impossible to

control all materials and an industrious user may discover controversial information. It is the user's responsibility not to initiate access to such material. If inappropriate material is encountered, it is the student's responsibility to turn off the monitor and report the information to the teacher immediately.

Respect the Computer Equipment The system is a valuable educational tool that can easily be damaged if users are not careful. Users must act responsibly around the equipment. Users must not tamper with any of the equipment, even if they believe they are fixing a hardware problem. To reduce the possibility of introducing or spreading computer viruses, users MAY NOT download, or install files from any other sources. Disks from home can only be used if approved by a technology staff member.

Copyright Law Follow copyright law, patent law, and licensing agreements for software programs and other data.

Respect Resources Students must get approval from the technology staff before printing documents longer than 10 pages black and white or any color printing. The teacher must approve printing in the classroom. Only staff members (and those designated by staff) can use the scanner.

Conner Creek Academy East, through a designated representative(s), reserves the right to access, read, and delete any information stored on the network including documents, email, or other files.

Individuals who do not adhere to the Acceptable Use Policy are subject to disciplinary action including but not limited to loss of compute/network access. Disciplinary action will be based upon Conner Creek Academy East's policy and the applicable *Student Code of Conduct*.

This form must be signed and returned to Conner Creek Academy East before computer access will be permitted.

Conner Creek Academy East Acceptable Use Policy

I understand and will abide by the above Conner Creek Academy East Acceptable Use Policy. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

User Name: _____
Print Student's Name

User Signature: _____ Date: _____

Curriculum Map: Technology 1st Grade

Month	Unit Title	Michigan Curriculum Benchmarks (Objectives & Goals)	Activities & Assignments	Assessment & Evaluations	Resources
September	Unit 1: Using the Computer and Technology	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.10, 2.11, 3.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ “Computer Basics” Poster ▪ “Computer Rules: Bits & Bytes” Poster ▪ <u>Computing Fundamentals, Book 2 of 4 C1L1</u> ▪ <u>Computing Fundamentals, Book 3 of 4 C3L2, C5L3</u> ▪ <u>Computing Tots, Book 2 of 3 p.35-36</u>
October	Unit 2: Acceptable & Fair Use Policies, Plagiarism, and Copyrights	1.6, 2.3, 4.1, 4.3, 5.2, 5.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ I-Safe worksheets 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ I-Safe curriculum ▪ <u>Basic Computing Skills</u> textbook p.6
“	Unit 3: Internet Safety & Searching	4.1, 5.1, 5.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ “Browsing the Net” poster

					<ul style="list-style-type: none"> ▪ <u>Computing Fundamentals, Book 3 of 4 C7L1, C7L2-3</u>
November	Unit 4: MS Office	1.8, 1.9, 3.1, 3.2, 3.3, 4.2, 4.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Office Suite software examples 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ Office Suite
	Unit 5: Click N Read	2.7	<ul style="list-style-type: none"> ▪ Lecture & discussion 	<ul style="list-style-type: none"> ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ Click N' Read
December	Unit 6: MS Word	1.7, 1.8, 1.9, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Word examples ▪ WORD project 	<ul style="list-style-type: none"> ▪ WORD rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ MS Word ▪ WORD examples
January	Unit 7: PowerPoint	1.7, 1.8, 1.9, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ PowerPoint examples ▪ "I'm T-rrific" PP project 	<ul style="list-style-type: none"> ▪ "I'm T-rrific" PP project rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ MS PowerPoint ▪ <u>Quick & Easy PowerPoint Activities 19 "I'm T-rrific"</u>
February	Unit 8: Blasters (Math & Reading)	2.7	<ul style="list-style-type: none"> ▪ Lecture & discussion 	<ul style="list-style-type: none"> ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ Math Blaster ▪ Reading Blaster
March	Unit 9: MS Paint	1.7, 1.8	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint examples 	<ul style="list-style-type: none"> ▪ Paint rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ MS Access ▪ <u>Computing Fundamentals, Book 2 of 4 C4L1</u>
April	Unit 10: Real World Internet	5.1, 5.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint Creation 	<ul style="list-style-type: none"> ▪ Paint Creation rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ MS Paint ▪ <u>Computing</u>

	Usage		project		<u>Fundamentals,</u> <u>Book 3 of 4 C7L2-</u> <u>3</u>
“	-----	-----	SCANTRON	TESTING	2 WEEKS
May	Unit 12: Kidspiration	1.7, 1.8	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Kidspiration examples ▪ “Sorting Ideas Using SuperGrouper Tool” project 	<ul style="list-style-type: none"> ▪ “Sorting Ideas Using SuperGrouper Tool” project rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ Kidspiration example ▪ <u>Kidspiration User’s Guide Mini3</u>

Curriculum Map: Technology 2nd Grade

Month	Unit Title	Michigan Curriculum Benchmarks (Objectives & Goals)	Activities & Assignments	Assessment & Evaluations	Resources
September	Unit 1: Using the Computer and Technology	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 4.1, 6.1, 6.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ “Computer Basics” Poster ▪ “Computer Rules: Bits & Bytes” Poster ▪ <u>Computing Fundamentals, Book 2 of 4 C1L1</u> ▪ <u>Computing Fundamentals, Book 3 of 4 C3L2, C5L3</u>
October	Unit 2: Acceptable & Fair Use Policies, Plagiarism, and Copyrights	1.6, 2.3, 4.1, 4.3, 5.2, 5.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ I-Safe worksheets 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ I-Safe curriculum ▪ <u>Basic Computing Skills</u> textbook p.6
“	Unit 3: Internet Safety & Searching	4.1, 4.3, 5.1, 5.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ “Browsing the Net” poster ▪ <u>Computing Fundamentals, Book 3 of 4 C7L1, C7L2-3</u>

November	Unit 4: MS Office	1.8, 1.9, 3.1, 3.2, 3.3, 4.2, 4.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Office Suite software examples 	<ul style="list-style-type: none"> ▪ Check papers ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ Office Suite
	Unit 5: Click N Read	2.7	<ul style="list-style-type: none"> ▪ Lecture & discussion 	<ul style="list-style-type: none"> ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ Click N' Read
December	Unit 6: MS Word	1.7, 1.8, 1.9, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Word examples ▪ WORD project 	<ul style="list-style-type: none"> ▪ WORD rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ MS Word ▪ WORD examples
January	Unit 7: PowerPoint	1.7, 1.8, 1.9, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ PowerPoint examples ▪ "Sense Poetry" PP project 	<ul style="list-style-type: none"> ▪ "Sense Poetry" PP rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ MS PowerPoint ▪ <u>Quick & Easy PowerPoint Activities 42</u> <i>"Sense" Poetry</i>
February	Unit 8: Blasters (Math & Reading)	2.7	<ul style="list-style-type: none"> ▪ Lecture & discussion 	<ul style="list-style-type: none"> ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ Math Blaster ▪ Reading Blaster
March	Unit 9: MS Paint	1.7, 1.8	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint examples 	<ul style="list-style-type: none"> ▪ Paint rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ MS Access ▪ <u>Computing Fundamentals, Book 2 of 4 C4L1</u>
April	Unit 10: Real World Internet Usage	5.1, 5.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint Creation project 	<ul style="list-style-type: none"> ▪ Paint Creation rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ MS Paint ▪ <u>Computing Fundamentals, Book 3 of 4 C7L2-3</u>
“	-----	-----	SCANTRON	TESTING	2 WEEKS

May	Unit 12: Kidspiration	1.7, 1.8	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Kidspiration examples ▪ “Sorting Ideas Using SuperGrouper Tool project 	<ul style="list-style-type: none"> ▪ “Sorting Ideas Using SuperGrouper Tool” project rubric ▪ Informal Assessment 	<ul style="list-style-type: none"> ▪ worksheets ▪ Kidspiration example ▪ <u>Kidspiration User’s Guide Mini3</u>
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Curriculum Map: Technology 3rd Grade

Month	Unit Title	Michigan Curriculum Benchmarks (Objectives & Goals)	Activities & Assignments	Assessment & Evaluations	Resources
EVERY month	-----	1.5, 1.8, 4.1	<ul style="list-style-type: none"> ▪ Mavis Beacon typing ▪ network sharing of files ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Periodic improvement checks ▪ successful file sharing ▪ DB: short answer response ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ Mavis Beacon TTD 16 ▪ Labsave (S-Drive) ▪ BB DB
September	Unit 1: Using the Computer and Technology	1.1, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.10, 3.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ examples of 'extras' ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: List three personal life goals. Then give a technological resource that can help meet that goal and how. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ "Computer Rules: Bits & Bytes" Poster ▪ "Keyboard Basics" Poster ▪ <u>Computing Fundamentals, Book 2 of 4 C1L1</u> ▪ <u>Computing Fundamentals, Book 3 of 4 C4L1, C5L4</u>
October	Unit 2: Acceptable & Fair Use Policies, Plagiarism, and Copyrights	2.4, 2.5, 2.6, 2.7, 5.2, 5.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ I-Safe worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: In your own words, explain why copyrights are a good thing. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ I-Safe curriculum

“	Unit 3: Internet Safety & Searching	1.10, 2.8, 2.9, 3.3, 5.1	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Tell what your favorite search engine is and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ <u>Computing Fundamentals, Book 4 of 4 C5L1</u> ▪ <u>Internet for Kids</u>
November	Unit 4: MS Office	3.1, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Office Suite software examples ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ DB: List one way you could use each part of the Office Suite. (Word, PowerPoint, Excel, Publisher, Access) ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ Office Suite ▪ <u>Computing Fundamentals, Book 3 of 4 C5L1</u>
	Unit 5: MS Publisher	3.1, 3.2, 3.3, 4.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Publisher examples ▪ Spanish Country Brochure Group Project ▪ Thank You Card Project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Spanish Country Brochure rubric ▪ Thank You Card rubric ▪ DB: Explain why Publisher is a helpful program. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Publisher ▪ brochure examples ▪ thank you card examples
December	Unit 6: MS Word	3.1, 3.2, 3.3, 4.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Word examples ▪ ***WORD project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ ***WORD rubric ▪ DB: List 5 <u>different</u> ways to use Word ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Word ▪ ***WORD examples ▪ <u>Basic Computer Skills</u> textbook U3, U4L48

January	Unit 7: PowerPoint	3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ PowerPoint examples ▪ “Using a Digital Camera” PP project ▪ “Word Art” PP project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Using a Digital Camera” PP rubric ▪ “Word Art” PP rubric ▪ DB: What are two things you like and two things you dislike about PowerPoint? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS PowerPoint ▪ <u>Quick & Easy PowerPoint Activities 10</u> <i>Using a Digital Camera, 29 Word Art</i>
February	Unit 8: Excel	3.2, 3.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Excel examples ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Excel Project Rubrics ▪ DB: List three things you like about Excel and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Excel ▪ Animaniacs CD ▪ <u>Spreadsheet Magic 2nd Edition 17</u> <i>Counting Colored Candies, 27 States & Capitals</i>
March	Unit 9: Access	3.1, 3.2, 3.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Access examples ▪ “Creating A Database” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Creating A Database” rubric ▪ DB: Name and explain one way you could use a database in your life. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Access ▪ <u>Basic Computer Skills U6L58</u>
April	Unit 10: MS Paint	3.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint Creation project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Paint Creation rubric ▪ DB: What do you like the most and the least about MS Paint? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ MS Paint ▪ <u>Computing Fundamentals, Book 3 of 4 C6L2</u>

“	Unit 11: Real World Internet Usage	6.1	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Explain how the internet is helpful in the real world. and give three examples. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB
“	-----	-----	SCANTRON	TESTING	2 WEEKS
May	Unit 12: Kidspiration	3.1, 3.2, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Kidspiration examples ▪ “Diagram in Picture View”/ “Ideas in Writing View” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Diagram in Picture View”/ “Ideas in Writing View” rubric ▪ DB: What do you like the most and the least about Kidspiration and why? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ Kidspiration example ▪ <u>Kidspiration User’s Guide Mini1, Mini2</u>

Curriculum Map: Technology 4th Grade

Month	Unit Title	Michigan Curriculum Benchmarks (Objectives & Goals)	Activities & Assignments	Assessment & Evaluations	Resources
EVERY month	-----	1.5, 1.8, 4.1	<ul style="list-style-type: none"> ▪ Mavis Beacon typing ▪ network sharing of files ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Periodic improvement checks ▪ successful file sharing ▪ DB: short answer response ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ Mavis Beacon TTD 16 ▪ Labsave (S-Drive) ▪ BB DB
September	Unit 1: Using the Computer and Technology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 2.1, 2.2, 2.3, 2.10, 3.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ examples of ‘extras’ ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: List three personal life goals. Then give a technological resource that can help meet that goal and how. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ “Computer Rules: Bits & Bytes” Poster ▪ “Keyboard Basics” Poster ▪ <u>Computing Fundamentals, Book 3 of 4 C1L2, C4L1, C5L4</u>
October	Unit 2: Acceptable & Fair Use Policies, Plagiarism, and Copyrights	2.4, 2.5, 2.6, 2.7, 5.2, 5.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ I-Safe worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: In your own words, explain why copyrights are a good thing. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ I-Safe curriculum
“	Unit 3: Internet	1.10, 2.8, 2.9, 3.3, 5.1	<ul style="list-style-type: none"> ▪ Lecture & discussion 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Tell what your favorite 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB

	Safety & Searching		<ul style="list-style-type: none"> ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ search engine is and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ <u>Computing Fundamentals, Book 4 of 4 C5L1</u> ▪ <u>Internet for Kids</u>
November	Unit 4: MS Office	3.1, 3.2, 3.3, 4.2, 4.3, 5.6	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Office Suite software examples ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ DB: List one way you could use each part of the Office Suite. (Word, PowerPoint, Excel, Publisher, Access) ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ Office Suite ▪ <u>Computing Fundamentals, Book 3 of 4 C5L1</u>
	Unit 5: MS Publisher	3.1, 3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Publisher examples ▪ Brochure Group Project ▪ Thank You Card Project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Thank You Card rubric ▪ DB: Explain why Publisher is a helpful program. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Publisher ▪ brochure examples ▪ thank you card examples
December	Unit 6: MS Word	3.1, 3.2, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Word examples ▪ ***WORD project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ ***WORD rubric ▪ DB: List 5 <u>different</u> ways to use Word ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Word ▪ ***WORD examples ▪ <u>Basic Computer Skills</u> textbook U3, U4L48
January	Unit 7: PowerPoint	3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ PowerPoint examples 	<ul style="list-style-type: none"> ▪ “Using a Digital Camera” PP rubric ▪ “Photo Album” PP rubric ▪ DB: What are two things you 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS PowerPoint ▪ <u>Quick & Easy PowerPoint</u>

			<ul style="list-style-type: none"> ▪ “Using a Digital Camera” PP project ▪ “Photo Album” PP project ▪ BB Discussion Board 	<p>like and two things you dislike about PowerPoint?</p> <ul style="list-style-type: none"> ▪ DB: reply to another response 	<p><i>Activities 10</i> <i>Using a Digital Camera, 50 Photo Album</i></p>
February	Unit 8: Excel	3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Excel examples ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ DB: List three things you like about Excel and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Excel ▪ <u>Spreadsheet Magic 2nd Edition 21</u> <i>Word Search, 26</i> <i>Music Survey</i>
March	Unit 9: Access	3.1, 3.2, 3.3, 4.2, 4.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Access examples ▪ “Creating A Database” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Creating A Database” rubric ▪ DB: Name and explain one way you could use a database in your life. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Access ▪ <u>Basic Computer Skills U6L58</u>
April	Unit 10: MS Paint	3.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint Creation project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Paint Creation rubric ▪ DB: What do you like the most and the least about MS Paint? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ MS Paint ▪ <u>Computing Fundamentals, Book 3 of 4 C6L2</u>
“	Unit 11: Real World Internet Usage	6.1, 6.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Explain how the internet is helpful in the real world. and give three examples. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB

“	-----	-----	SCANTRON	TESTING	2 WEEKS
May	Unit 12: Kidspiration	3.1, 3.2, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Kidspiration examples ▪ “Diagram in Picture View”/ “Ideas in Writing View” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Diagram in Picture View”/ “Ideas in Writing View” rubric ▪ DB: What do you like the most and the least about Kidspiration and why? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ Kidspiration example ▪ <u>Kidspiration User’s Guide</u> <i>Mini1, Mini2</i>

Curriculum Map: Technology 5th Grade

Month	Unit Title	Michigan Curriculum Benchmarks (Objectives & Goals)	Activities & Assignments	Assessment & Evaluations	Resources
EVERY month	-----	1.5, 1.8, 4.1	<ul style="list-style-type: none"> ▪ Mavis Beacon typing ▪ network sharing of files ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Periodic improvement checks ▪ successful file sharing ▪ DB: short answer response ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ Mavis Beacon TTD 16 ▪ Labsave (S-Drive) ▪ BB DB
September	Unit 1: Using the Computer and Technology	1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.1, 2.2, 2.3, 2.10, 2.11, 3.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ examples of 'extras' ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: List three personal life goals. Then give a technological resource that can help meet that goal and how. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ "Computer Rules: Bits & Bytes" Poster
October	Unit 2: Acceptable & Fair Use Policies, Plagiarism, and Copyrights	2.4, 2.5, 2.6, 2.7, 5.2, 5.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ I-Safe worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: In your own words, explain why copyrights are a good thing. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ I-Safe curriculum
"	Unit 3: Internet Safety & Searching	1.10, 2.8, 2.9, 3.3, 5.1	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Tell what your favorite search engine is and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB

November	Unit 4: MS Office	3.1, 3.2, 3.3, 4.2, 4.3, 5.6	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Office Suite software examples ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ DB: List one way you could use each part of the Office Suite. (Word, PowerPoint, Excel, Publisher, Access) ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ Office Suite
	Unit 5: MS Publisher	3.1, 3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Publisher examples ▪ Spanish Country Brochure Group Project ▪ Thank You Card Project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Spanish Country Brochure rubric ▪ Thank You Card rubric ▪ DB: Explain why Publisher is a helpful program. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Publisher brochure examples ▪ thank you card examples
December	Unit 6: MS Word	3.1, 3.2, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Word examples ▪ ***WORD project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ ***WORD rubric ▪ DB: List 5 <u>different</u> ways to use Word ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Word ▪ ***WORD examples ▪ <u>Basic Computer Skills</u> textbook
January	Unit 7: PowerPoint	3.1, 3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ PowerPoint examples ▪ “Cool Text” PP project ▪ “Hyperlinks” PP project 	<ul style="list-style-type: none"> ▪ “Cool Text” PP rubric ▪ “Hyperlinks” PP rubric ▪ “New Year’s Resolution” PP rubric ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel rubric ▪ DB: What are two things you like <u>and</u> two things you 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS PowerPoint ▪ “Cool Text” PP example ▪ <u>Spreadsheet Magic 2nd Edition</u> ▪ “Hyperlinks” PP example

			<ul style="list-style-type: none"> ▪ “New Year’s Resolutions” PP project ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel project ▪ BB Discussion Board 	<ul style="list-style-type: none"> dislike about PowerPoint? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ “New Year’s Resolution” PP example ▪ “Travel Slideshow” PP example
February	Unit 8: Excel	3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Excel examples ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel rubric ▪ DB: List three things you like about Excel and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Excel ▪ <u>Spreadsheet Magic 2nd Edition</u> ▪ “Travel Slideshow” Excel example
March	Unit 9: Access	3.1, 3.2, 3.3, 4.2, 4.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Access examples ▪ “Creating A Database” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Creating A Database” rubric ▪ DB: Name and explain one way you could use a database in your life. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Access ▪ <u>Basic Computer Skills</u>
April	Unit 10: MS Paint	3.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint Creation project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Paint Creation rubric ▪ DB: What do you like the most and the least about MS Paint? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ MS Paint ▪ <u>Computing Fundamentals, Book 4 of 4</u>

“	Unit 11: Real World Internet Usage	6.1, 6.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Explain how the internet is helpful in the real world. and give three examples. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB
“	-----	-----	SCANTRON	TESTING	2 WEEKS
May	Unit 12: Kidspiration	3.1, 3.2, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Kidspiration examples ▪ “Diagram in Picture View”/ “Ideas in Writing View” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Diagram in Picture View”/ “Ideas in Writing View” rubric ▪ DB: What do you like the most and the least about Kidspiration and why? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ Kidspiration example ▪ <u>Kidspiration User’s Guide</u>

Curriculum Map: Technology 6th Grade

Month	Unit Title	METS (Objectives & Goals)	Activities & Assignments	Assessment & Evaluations	Resources
EVERY month	-----	1.5, 1.8, 4.1	<ul style="list-style-type: none"> ▪ Mavis Beacon Teaches Typing 16: Lessons ▪ network sharing of files ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Periodic improvement checks ▪ successful file sharing ▪ DB: short answer response ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ Mavis Beacon TTD 16 ▪ Labsave (S-Drive) ▪ BB DB
September	Unit 1: Using the Computer and Technology	1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.1, 2.2, 2.3, 2.10, 2.11, 3.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ examples of technology 'extras' ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: List three personal life goals. Then give a technological resource that can help meet that goal and how. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ "Computer Rules: Bits & Bytes" Poster
October	Unit 2: Acceptable & Fair Use Policies, Plagiarism, and Copyrights	2.4, 2.5, 2.6, 2.7, 5.2, 5.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ I-Safe worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: In your own words, explain why copyrights are a good thing. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ I-Safe curriculum
"	Unit 3: Internet Safety & Searching	1.10, 2.8, 2.9, 3.3, 5.1	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Tell what your favorite search engine is and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB

November	Unit 4: MS Office	3.1, 3.2, 3.3, 4.2, 4.3, 5.6	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Office Suite software examples ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ DB: List one way you could use each part of the Office Suite. (Word, PowerPoint, Excel, Publisher, Access) ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ Office Suite
	Unit 5: MS Publisher	3.1, 3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Publisher examples ▪ Spanish-Speaking Country Brochure Group Project ▪ Thank You Card Project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Spanish-Speaking Country Brochure rubric ▪ Thank You Card rubric ▪ DB: Explain why Publisher is a helpful program. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Publisher brochure examples ▪ thank you card examples
December	Unit 6: MS Word	3.1, 3.2, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Word examples ▪ ***WORD project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ ***WORD rubric ▪ DB: List 5 <u>different</u> ways to use Word ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Word ▪ ***WORD examples ▪ <u>Basic Computer Skills</u> textbook
January	Unit 7: PowerPoint	3.1, 3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ PowerPoint examples ▪ “Cool Text” PP project ▪ “Hyperlinks” PP project 	<ul style="list-style-type: none"> ▪ “Cool Text” PP rubric ▪ “Hyperlinks” PP rubric ▪ “New Year’s Resolution” PP rubric ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel rubric ▪ DB: What are two things you like <u>and</u> two things you 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS PowerPoint ▪ “Cool Text” PP example ▪ <u>Spreadsheet Magic 2nd Edition</u> ▪ “Hyperlinks” PP example

			<ul style="list-style-type: none"> ▪ “New Year’s Resolutions” PP project ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel project ▪ BB Discussion Board 	<ul style="list-style-type: none"> dislike about PowerPoint? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ “New Year’s Resolution” PP example ▪ “Travel Slideshow” PP example
February	Unit 8: Excel	3.2, 3.3, 3.5, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Excel examples ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ (2 UNIT project) “Travel Slideshow” PP/ Excel rubric ▪ DB: List three things you like about Excel and why. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Excel ▪ <u>Spreadsheet Magic 2nd Edition</u> ▪ “Travel Slideshow” Excel example
March	Unit 9: Access	3.1, 3.2, 3.3, 4.2, 4.3, 5.4	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Access examples ▪ “Creating A Database” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Creating A Database” rubric ▪ DB: Name and explain one way you could use a database in your life. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ BB DB ▪ MS Access ▪ <u>Basic Computer Skills</u>
April	Unit 10: MS Paint	3.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Paint Creation project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Paint Creation rubric ▪ DB: What do you like the most and the least about MS Paint? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ MS Paint ▪ <u>Computing Fundamentals, Book 4 of 4</u>

“	Unit 11: Real World Internet Usage	6.1, 6.2	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ worksheets ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ Check papers ▪ DB: Explain how the internet is helpful in the real world. and give three examples. ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB
“	-----	-----	SCANTRON	TESTING	2 WEEKS
May	Unit 12: Kidspiration	3.1, 3.2, 3.3, 4.2, 4.3	<ul style="list-style-type: none"> ▪ Lecture & discussion ▪ Kidspiration examples ▪ “Diagram in Picture View”/ “Ideas in Writing View” project ▪ BB Discussion Board 	<ul style="list-style-type: none"> ▪ “Diagram in Picture View”/ “Ideas in Writing View” rubric ▪ DB: What do you like the most and the least about Kidspiration and why? ▪ DB: reply to another response 	<ul style="list-style-type: none"> ▪ worksheets ▪ BB DB ▪ Kidspiration example ▪ <u>Kidspiration User’s Guide</u>

**Michigan Collegiate Middle School
Curriculum Guide
8th Grade Computer Literacy**

*Empowering Students
Creating Responsible Citizens
Inspiring Lifelong Learners*

September

METS covered in every unit throughout 8th grade

Unit 1: Computer Basics

I. Understanding computers

- a. Discuss History of Computers
- b. Define the term computer and describe a computer system
- c. Describe classification of computers
- d. Describe two types of computer software
- e. Describe communications and networks
- f. Identify how we use computers in our everyday lives.

1.b.2.Students use accurate technology terminology.

1.a.1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.

2.a.4 Students discuss the societal impact of technology in the future.

1.a.2 Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.

1.a.3 Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).

1.a.4 Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.

1.a.5 Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.

II. The Internet and WWW/ Research

- a. Explain origin of the Internet and how it works
- b. Difference between the WWW and the Internet
- c. Major features of the Internet
- d. How to connect to the Internet
- e. What a browser is
- f. Browser Features
- g. Other Internet features

- h. Reasons for searching the net**
- i. How a search engine works**
- j. Specialty search engines**
- k. Invisible Web**
- l. Tips and tricks for doing research**

1.b.2 Students use accurate technology terminology.

2.a.2 Students identify security issues related to e-commerce.

5.a.3 Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).

III. How a Computer Processes Data

- a. Identify computer system components**
- b. Explain how the CPU works**
- c. Difference between Ram and Rom**
- d. How is data presented**

1.b.2 Students use accurate technology terminology.

October

IV. Input/Output/Storage

- a. Identify and describe the most common input devices**
- b. Identify and describe the most common output devices**
- c. Identify and describe storage devices**
- d. How input and output devices are connected to the computer**

1.b.2 Students use accurate technology terminology.

1.b.4 Students identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.

V. Operating Systems and Software

- a. Distinguish between software and hardware**
- b. Describe difference between applications software and systems software**
- c. Three categories of system programs**

d. Describe network operating systems

1.b.2 Students use accurate technology terminology.

1.a.2 Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.

1.a.3 Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).

1.a.4 Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.

VI. Networks

a. Benefits and disadvantages of networks

b. List and describe the types of networks

c. Describe communications hardware

d. Describe communications media

e. Different network topologies

f. Describe network architecture and protocols

2.b.2 Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).

4.a.1 Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.

November

Unit II: Using the Computer

I. Keyboarding

a. Define Keyboarding

b. Parts of the keyboard

c. Identify the home row

d. Correct keyboarding techniques

e. Save, print, retrieve, and format documents

f. Identify keyboarding software

1.b.1 Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.

1.b.2 Students use accurate technology terminology.

1.b.3 Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.

1.b.6 Students can identify appropriate file formats for a variety of applications.

II. Word

a. Components of the word processor window

b. Save, open and print a document

c. Select commands using menus and toolbars

d. Edit a document

e. Correct spelling and grammar

f. Use the thesaurus

g. Apply character, paragraph, and document formatting

h. Insert pictures

i. Format a table

j. Use help

1.b.1 Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.

1.b.2 Students use accurate technology terminology.

1.b.3 Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.

1.b.6 Students can identify appropriate file formats for a variety of applications.

1.b.8 Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.

3.a.1 Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.

4.b.1 Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.

III. PowerPoint

a. Describe PowerPoint Software

b. Explain advantage of using visuals

- c. Guidelines for effective presentations**
- d. Create a presentation**
- e. Work in different views**
- f. Insert new slides**
- g. Select appropriate slide layouts**
- h. Apply a design template**
- i. Add Word Art**
- j. Add transitions and animations**
- k. Print presentations and handouts**

1.b.1 Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.

1.b.2 Students use accurate technology terminology.

1.b.3 Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.

1.b.6 Students can identify appropriate file formats for a variety of applications.

1.b.8 Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.

3.a.1 Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.

4.b.1 Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience

3.a.3 Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).

3.b.1 Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.

4.b.1 Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.

December

IV. Spreadsheets

- a. Purpose and function of spreadsheets**
- b. Parts of the spreadsheet window**
- c. Enter labels, values, formulas, and functions**
- d. Change column width and height**
- e. Delete cells, columns and rows**

f. Sort data

g. Create a chart from data

1.b.1 Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.

1.b.2 Students use accurate technology terminology.

1.b.3 Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.

1.b.6 Students can identify appropriate file formats for a variety of applications.

1.b.8 Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.

3.a.1 Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.

4.b.1 Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.

6.a.1 Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.

6.b.1 Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.

V. Databases

a. Purpose and functions of database software

b. Identify uses of databases

c. Components of a database

d. Plan a database

e. Create a table using the wizard

f. Add a form

g. Create a query

1.b.1 Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.

1.b.2 Students use accurate technology terminology.

1.b.3 Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.

1.b.6 Students can identify appropriate file formats for a variety of applications.

1.b.8 Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.

- 3.a.1** Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.
- 4.b.1** Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.
- 5.b.1** Students know how to create and populate a database.
- 5.b.2** Students can perform queries on existing databases.
- 5.b.3** Students know how to create and modify a simple database report.
- 6.a.1** Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.

VI. E-mail and Electronic Communication

- a. Understand the use of email and Outlook**
- b. Send and receive email**
- c. Organize and manage email**
- d. Manage an address book**
- e. Explain other types of electronic communications**

- 4.a.1** Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.
- 2.c.3** Students identify uses of technology to support communication with peers, family, or school personnel.
- 2.a.1** Students understand the potential risks and dangers associated with on-line communications.

January

Unit III: Computers and Society

- I. Evaluating Electronic Information**
 - a. Identify reasons for evaluating information**
 - b. Identify criteria for evaluating online information**
 - c. Describe Piracy**
 - d. Identify internet resources**
 - e. Rules of copyright**
 - f. Hoaxes and urban legends**

g. How to cite information properly

h. Ethical issues

2.b.1 Students provide accurate citations when referencing information from outside sources in electronic reports.

5.a.1 Students use a variety of Web search engines to locate information.

5.a.2 Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.

5.a.3 Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).

II. Technology, the workplace and society

a. Describe impact of technology on education

b. Impact of technology on science

c. Impact on work and play

d. Types of computer crimes

e. Computer viruses

f. Security measures

g. Computer related laws

6.b.1 Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.

5.c.1 Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

2.c.1 Students use technology to identify and explore various occupations or careers.

2.b.2 Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).

2.a.3 Students describe possible consequences and costs related to unethical use of information and communication technologies.

**Michigan Collegiate High School
Curriculum Guide
11th Grade Computer Literacy**

*Empowering Students
Creating Responsible Citizens
Inspiring Lifelong Learners*

Updated 2011

September

METS covered in every unit throughout 11th grade

Unit 1: Computer Basics

I. Understanding computers

- a. Discuss History of Computers**
- b. Define the term computer and describe a computer system**
- c. Describe classification of computers**
- d. Describe two types of computer software**
- e. Describe communications and networks**
- f. Identify how we use computers in our everyday lives.**

- 1.b.4. assess and solve hardware and software problems by using online help or other user documentation and support
- 2.a.3. discuss possible long-range effects of unethical uses of technology.
(e.g., virus spreading, file pirating, hacking) on cultures and society.
- 2.b.3. explain the differences between freeware, shareware, and commercial software.
- 2.b.1. identify ways that individuals can protect their technology systems from unethical or unscrupulous users.
- 1.b.5. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).

II. The Internet and WWW/ Research

- a. Explain origin of the Internet and how it works**
- b. Difference between the WWW and the Internet**
- c. Major features of the Internet**
- d. How to connect to the Internet**
- e. What a browser is**
- f. Browser Features**
- g. Other Internet features**
- h. Reasons for searching the net**
- i. How a search engine works**

- j. Specialty search engines**
- k. Invisible Web**
- l. Tips and tricks for doing research**
 - 1.a.5. Understand the purpose, scope, and use of assistive technology.
 - 1.b.2. Understand the relationship between electronic resources, infrastructure, and connectivity.
 - 2.a.3. Discuss possible long-range effects of unethical uses of technology e.g., virus spreading, file pirating, hacking) on cultures and society.
 - 2.a.4. Discuss the possible consequences and costs of unethical uses of information and computer technology.
 - 3.a.1. Complete at least one online credit, or non-credit, course or online learning experience.
 - 5.a.1. Students compare, evaluate, and select appropriate internet search engines to locate info.

- III. How a Computer Processes Data**
 - a. Identify computer system components**
 - b. Explain how the CPU works**
 - c. Difference between Ram and Rom**
 - d. How is data represented**

1.a.4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner.

October

- IV. Input/Output/Storage**
 - a. Identify and describe the most common input devices**
 - b. Identify and describe the most common output devices**
 - c. Identify and describe storage devices**
 - d. How input and output devices are connected to the computer**

1.a.1. Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).

1.a.3. Understand the importance of both the predictable and unpredictable impacts of technology.

- V. Operating Systems and Software**
 - a. Distinguish between software and hardware**
 - b. Describe difference between applications software and systems software**

c. Three categories of system programs

d. Describe network operating systems

1.b.4. assess and solve hardware and software problems by using online help or other user documentation and support

VI. Networks

a. Benefits and disadvantages of networks

b. List and describe the types of networks

c. Describe communications hardware

d. Describe communications media

e. Different network topologies

f. Describe network architecture and protocols

6.a.2. Describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.

1.b.2. Understand the relationship between electronic resources, infrastructure, and connectivity.

1.a.1. Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).

November

Unit II: Using the Computer

I. Keyboarding

a. Define Keyboarding

b. Parts of the keyboard

c. Identify the home row

d. Correct keyboarding techniques

e. Save, print, retrieve, and format documents

f. Identify keyboarding software

1.b.3. routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency

II. Word

a. Components of the word processor window

- b. Save, open and print a document**
- c. Select commands using menus and toolbars**
- d. Edit a document**
- e. Correct spelling and grammar**
- f. Use the thesaurus**
- g. Apply character, paragraph, and document formatting**
- h. Insert pictures**
- i. Format a table**
- j. Use help**

1.b.3 Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.

1.b.5. Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).

1.b.6. Demonstrate how to import/export text, graphics, or audio files.

1.b.7. Proofread and edit a document using an application's spelling and grammar checking functions.

3.a.6. Develop a document or file for inclusion into a web site or web page.

4.a.3. Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.

3.a.4. Students apply advanced software features such as an applications built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.

III. PowerPoint

- a. Describe PowerPoint Software**
- b. Explain advantage of using visuals**
- c. Guidelines for effective presentations**
- d. Create a presentation**
- e. Work in different views**
- f. Insert new slides**
- g. Select appropriate slide layouts**
- h. Apply a design template**
- i. Add Word Art**
- j. Add transitions and animations**
- k. Print presentations and handouts**

1.b.3. Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.

- 1.b.6. Demonstrate how to import/export text, graphics, or audio files.
- 1.b.7. Proofread and edit a document using an application's spelling and grammar checking functions.
- 6.b.1. Use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.
- 3.a.4. Students apply advanced software features such as an applications built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.

December

IV. Spreadsheets

- a. Purpose and function of spreadsheets**
- b. Parts of the spreadsheet window**
- c. Enter labels, values, formulas, and functions**
- d. Change column width and height**
- e. Delete cells, columns and rows**
- f. Sort data**
- g. Create a chart from data**

- 1.b.3. Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.
- 1.b.6. Demonstrate how to import/export text, graphics, or audio files.
- 1.b.7. Proofread and edit a document using an application's spelling and grammar checking functions.
- 4.a.3. Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.
- 3.a.4. Students apply advanced software features such as an applications built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.

V. Databases

- a. Purpose and functions of database software**
- b. Identify uses of databases**
- c. Components of a database**
- d. Plan a database**
- e. Create a table using the wizard**
- f. Add a form**
- g. Create a query**

- 1.b.3. Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.
- 1.b.6. Demonstrate how to import/export text, graphics, or audio files.
- 1.b.7. Proofread and edit a document using an application's spelling and grammar checking functions.
- 4.a.3. Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.
- 3.a.4. Students apply advanced software features such as an applications built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.

VI. E-mail and Electronic Communication

- a. Understand the use of email and Outlook**
- b. Send and receive email**
- c. Organize and manage email**
- d. Manage an address book**
- e. Explain other types of electronic communications**

- 2.a.1. Identify legal and ethical issues related to use of information and communication technology.
- 2.a.2. Analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.
- 4.a.1. Identify and describe various telecommunications or online technologies.(e.g., desktop conferencing, listservs, blogs, virtual reality).
- 4.a.2 . Use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project .

January

Unit III: Computers and Society

- I. Evaluating Electronic Information**
 - a. Identify reasons for evaluating information**
 - b. Identify criteria for evaluating online information**
 - c. Describe Piracy**
 - d. Identify internet resources**

- e. Rules of copyright**
- f. Hoaxes and urban legends**
- g. How to cite information properly**
- h. Ethical issues**

- 2.a.1 Identify legal and ethical issues related to use of information and communication technology.
- 2.a.4. Discuss the possible consequences and costs of unethical uses of information and computer technology
- 2.b.4. Adhere to fair use and copyright guidelines.
- 2.b.5. Create appropriate citations for resources when presenting research findings.
- 5.a.1. Compare, evaluate, and select appropriate internet search engines to locate information.
- 5.b.1. Formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.
- 5.a.2. Determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.
- 5.a.3. Distinguish between fact, opinion, point of view, and inference.
- 5.a.4. Evaluate resources for stereotyping, prejudice, and misrepresentation.
- 5.c.1. Develop a plan to gather information using various research strategies(e.g., interviews, questionnaires, experiments, online surveys).

II. Technology, the workplace and society

- a. Describe impact of technology on education**
- b. impact of technology on science**
- c. impact on work and play**
- d. Types of computer crimes**
- e. Computer viruses**
- f. Security measures**
- g. Computer related laws**

- 1.b.1. Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.
- 1.b.2. Understand the relationship between electronic resources, infrastructure, and connectivity.
- 2.a.2. Analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.
- 2.a.3. Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.
- 2.a.4. Discuss the possible consequences and costs of unethical uses of information and computer technology.

- 2.b.1. Identify ways that individuals can protect their technology systems from unethical or unscrupulous users.
- 2.b.2. Demonstrate the ethical use of technology as a digital citizen and lifelong learner.
- 2.b.3. Explain the differences between freeware, shareware, and commercial software.
- 2.c.1. Explore career opportunities and identify their related technology skill requirements.
- 2.c.2. Design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.
- 3.a.3. Have access to and utilize assistive technology tools.
- 3.a.8. Have the opportunity to participate in real-life experiences associated with technology-related careers.

January-February

HTML will be set up where students use the text to complete projects for each week. The students will show mastery of the concepts in each chapter by completing the project. Each Project, or chapter has its own set of objectives and goal and diagramed by Shelly Cashman series HTML: Complete Concepts and Techniques, Fourth Edition.

I. Introduction to HTML

Students will have mastered the material in this project when they can:

- Describe the Internet and its associated key terms.
- Describe the World Wide Web and its associated key terms.
- Identify the types and purposes of Web sites.
- Discuss Web browsers and identify their purpose.
- Define Hypertext Markup Language (HTML) and the standards used for Web development.
- Discuss the use of Cascading Style Sheets in Web development.
- Define Dynamic Hypertext Markup Language (DHTML) and describe its relationship to HTML.

- Define Extensible Hypertext Markup Language (XHTML) and describe its relationship to HTML.
- Describe tools used to create HTML documents.
- Discuss the five phases of the Web development life cycle.
- Describe Web site design and the purpose of each Web site structure.
- Describe the importance of testing throughout the Web development life cycle.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

II. Creating and Editing a Web Page

Students will have mastered the material in this project when they can:

- Identify elements of a Web page
- Start Notepad and describe the Notepad window.
- Enable word wrap in Notepad.
- Enter the HTML tags.
- Enter headings and a paragraph of text.
- Create an unordered, ordered, or definition list.

- Save an HTML file.
- Use a browser to view a Web page.
- Activate Notepad.
- Identify Web page image types and attributes.
- Add an image, change the background color of a Web page, center a heading, and add a horizontal rule.
- View the HTML source code in a browser.
- Print a Web page and an HTML file.
- Quit Notepad and a browser.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

February-March

III. Creating Web Pages with Links, Images, and Formatted Text

Students will have mastered the material in this project when they can:

- Describe linking terms and definitions.

- Create a home page and enhance a Web page using images.
- Use absolute and relative paths.
- Align and add bold, italics, and color to text.
- Change the bullet type used in an unordered list.
- Add a background image.
- Add a text link to a Web page in the same Web site.
- Add an e-mail link.
- View the HTML file and test the links.
- Open an HTML file.
- Add an image with wrapped text.
- Add a text link to a Web page on another Web site.
- Add links to targets within a Web page.
- Copy and paste HTML code.
- Add an image link to a Web page in the same Web site.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

April-May

IV. Creating Tables in a Web Site

Students will have mastered the material in this project when they can:

- Define table elements.
- Describe the steps used to plan, design, and code a table.
- Create a borderless table to organize images.
- Create a vertical menu bar with text links.
- Create a borderless table to organize text.
- Create a horizontal menu bar with text links.
- Create a table with borders.
- Change the horizontal alignment of text.
- Add background color to rows and cells.
- Alter the spacing between and within cells using the cellspacing and cellpadding attributes.
- Insert a caption below a table.
- Use the rowspan and colspan attribute.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

V. Creating an Image Map

Students will have mastered the material in this project when they can:

- Define terms related to image mapping.
- List the differences between server-side and client-side image maps.
- Name the two components of an image map and describe the steps to implement an image map.
- Distinguish between appropriate and inappropriate images for mapping.
- Sketch hotspots on an image.
- Describe how the x- and y-coordinates relate to vertical and horizontal alignment.
- Open an image in Paint and use Paint to map the coordinates of an image.
- Create the home page and additional Web pages.
- Create a table, insert an image into a table, and use the usemap attribute to define a map.
- Add text to a table cell and create a horizontal menu bar with text links.
- Use the <map> </map> tags to start and end a map.
- Use the <area> tag to indicate the shape, coordinates, and URL for a mapped area.
- Change link colors.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

VI. Using Frames in a Web Site

Students will have mastered the material in this project when they can:

- Define terms related to frames.
- Describe the steps used to design a frame structure.
- Plan and lay out a frameset.
- Create a frame definition file that defines three frames.
- Use the <frameset> tag.
- Use the <frame> tag.
- Change frame scrolling options.
- Name a frame content target.
- Identify Web pages to display at startup.
- Set frame rows.
- Set frame columns.
- Create a header page with text.
- Create a navigation menu page with text links.
- Create a home page.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

May-June

VII. Creating a Form on a Web Page

Students will have mastered the material in this project when they can:

- Define terms related to forms.
- Describe the different form controls and their uses.
- Use the <form> tag.
- Use the <input> tag.
- Create a text box.
- Create check boxes.
- Create a selection menu with multiple options.
- Use the <select> tag.
- Use the <option> tag.
- Create radio buttons.
- Create a text area box.
- Create a Submit button.
- Create a Reset button.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

VIII. Creating Style Sheets

Students will have mastered the material in this project when they can:

- Describe the three different types of Cascading Style Sheets.
- Add an embedded style sheet to a Web page.
- Change the margin and link styles using an embedded style sheet.
- Create an external style sheet.
- Change the body margins and background using an external style sheet.
- Change the link decoration and color using an external style sheet.
- Change the font family and size for all paragraphs using an external style sheet.
- Change table styles using an external style sheet.
- Use the <link> tag to insert a link to an external style sheet.
- Add an inline style sheet to a Web page.
- Change the text style of a single paragraph using an inline style sheet.
- Understand how to define style classes.

METS Met:

1.b.1- Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.

3.a.1- Students complete at least one online credit, or non-credit, course or online learning experience.

3.a.2- Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).

3.a.3- Students have access to and utilize assistive technology tools.

4.a.1- Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).

4.b.1- Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.

6.a.1- Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.

Professional Development
(Required Elements F-G)

Goal: Increase staff knowledge to ensure successful and effective uses of technology.

Objective	Professional Development	Timeline
<p>1. Provide staff development in technology.</p>	<p>1a. Teachers will be involved in a week long professional development training the week before school starts as well as additional staff and school improvement meetings throughout the year. Technology integration will be a regular part of the professional development provided for CCAE staff.</p> <p>1b. Professional development in technology includes PowerSchool, StarBoard integration, class websites, etc...</p> <p>1c. School Improvement Committees share ways to incorporate technology into the subject goal areas for each school. These strategies are shared with staff members at regularly scheduled SIP meetings.</p> <p>1d. Administration will ensure the dissemination of training information to other staff members who do not receive technology training (Power School, StarBoard training, etc...).</p> <p>1e. Administration will assist in implementing the concepts and strategies learned during professional development by partnering proficient staff in technology with those who need extra support.</p>	<p>Week before school begins each year.</p> <p>Ongoing</p>

<p>2. Stress integration of technology to enhance teaching and learning.</p>	<p>2a. Teachers will be encouraged to use technology on a regular basis in the classroom to meet their grade level expectations. Discussion of technology integration is part of weekly grade level/ content area meetings.</p> <p>2b. Teachers are required to use their classroom STARBoard in daily lessons and activities. Intensive training was provided with the onset of STARBoard usage upon installation. A STARBoard committee was formed to encourage the use of the interactive whiteboard and to assist teachers when necessary.</p> <p>2c. Teachers will share projects that they have created that integrate communication technologies such as e-mail, telephone, and fax, as well as the use of spreadsheets, word processing, and presentation software.</p> <p>2d. Teachers in grades 2-8 will receive training in the Scantron Performance series. This involves student assessment as well as data analysis. Furthermore, teachers will learn how to create additional practice for students based on their needs. Teachers will be taught, by a trained staff member, how to use Scantron resources for grade-level testing based on the GLCEs.</p> <p>2e. Teachers in grades 1-6 will receive training on the Accelerated Reader program. This will include how to implement this computer based program into the classroom as well as how to find students zone of proximal development.</p> <p>2f. Teachers will use the PowerSchool grade book to monitor student grades and assignments. Trainings/ updates will be held throughout the school year.</p>	<p>Ongoing</p>
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<p>3. Utilize support from a variety of resources.</p>	<p>3a. Teachers will use instructional software and on-line subscription services, such as Study Island, Click N Read, Accelerated Reader, Fast Math, to support curriculum.</p> <p>3b. Teachers will use the MISD lending library and other technology support services.</p> <p>3c. Teachers will use the CCAE informational school website to communicate curriculum to parents and the community.</p> <p>3d. Administrators and office personnel will use MISD support for PowerSchool.</p> <p>3e. Special Education staff will use MISD support for the web-based special education case management system (TIENET).</p> <p>3f. Charter Technologies will be available through the use of Help Desk for ongoing technology support and training.</p> <p>3g. MACUL will train several teachers using the MI-Champions program to enhance lessons and classroom activities using various technology tools and strategies.</p>	<p>Continuous</p>
<p>Curriculum Alignment: Michigan Department of Education Technology Content Standards</p> <p>Content Standard 5: Apply ethical and legal standards in planning, using, and evaluating technology.</p> <p>Content Standard 6: Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.</p>		

Infrastructure, Hardware, Technical Support, and Software

Current Technology:

- Each classroom is wired to accommodate up to 4 student computers and 1 teacher station.
- Each classroom is wired to accommodate student laptop computers at each station.
- Each classroom has a phone/paging system.
- School Cafetorium is wired for audio/visual presentations.
- Purchased laptops for new incoming teachers.
- Purchase 20% new laptops each year to update teacher laptops.
- Purchase 20% new student computers to replace outdated student computers.

Elementary:

- Fully networked building (Ethernet, Cat 5E)
- 2-4 Student computers per classroom
- 1 Teacher computer per classroom
- 1-2 Printers per classroom
- Computer lab (30 computers and 1 printer)
- 1 TV/VCR per classroom
- STAR boards in every classroom
- 1 Scanner
- 7 Digital cameras
- 1 Digital video camera
- Microsoft Office 2000 products (Publisher, Excel, Word, Access, and PowerPoint) installed on each computer
- A variety of grade-level appropriate software
- PBX Phone System per classroom
- 1 document camera per classroom

Middle School/High School:

- Fully networked building (Ethernet, Cat 5E)
- 2 Computer labs (30 computers and 1 printer per lab)
- 1 Student computer per classroom
- 1 Teacher computer per classroom

- 1 Printer per classroom
- STAR boards in every middle school classroom, half of the senior high classrooms with portable STAR board available to those who do not have them in their classroom
- 2 Digital cameras
- 5 TV/VCR
- PBX Phone System per classroom
- Microsoft Office 2000 products (Publisher, Excel, Word, Access, and PowerPoint) installed on each computer
- A variety of grade-level appropriate software
- Web based credit recovery for the high school

Future Technology:

- Update Microsoft Office 2000 software to latest Microsoft technology.
- Purchase software to improve instruction and student learning.
- Purchase science software for conducting labs at the middle school/high school.
- Purchase 2 digital video cameras for the middle school and high school.
- Purchase sound system for Cafetorium at the middle/high school.
- Purchase STAR Boards for the remainder of the high school classrooms.

Interoperability Strategies:

- Ensure software/operating systems are current to ensure effective communication between staff & departments.
- Increase documents/activities on school server for teachers to share & collaborate.
- Increase the number of teachers who have classroom websites linked to the school website.
- Develop the Orange Grove Data system to house MEAP, Scantron, Dibels, etc. for shared data analysis.
- Network classroom Starboards to do school-wide interactive activities, lessons, announcements, etc.

Technical Support:

CCAIE has hired Charter Technologies to offer technical support for all buildings. They are responsible for managing the server as well as student and teacher computers. They provide assistance for all CCAIE staff. As the school has grown so does the service requirements which now exceed \$50,000 a year.

Increase Access

Title 1 aides will support low-income students with technology. Teachers will give high-achieving students additional access to technology. All students, no matter what their ethnic background or special needs, will have equal access to technology and support as needed.

Budget

Conner Creek Academy East is completely funded by the State. We expect to receive \$16,000 annually from erate. The current budget and those for the 2011-2014 school years are as follows:

	2010-11:	2011-12:	2012-13:	2013-14:
Tech Services (Charter Technologies)	\$ 50,000	\$50,000	\$50,000	\$50,000
Hardware	\$100,000	\$30,000	\$39,000	\$40,000
Building Phones/Internet access	\$ 22,000	\$23,000	\$24,000	\$25,000
Misc. Communication (4 Sprint cell phones)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	\$178,000	\$104,000	\$114,000	\$116,000

Funding Sources:

- E-rate reimbursement
- Building funds
- Future projects: grants

Evaluation

The plan for integration of technology into the curriculum described within is designed to allow for better prepared students for the future. To insure the successful implementation of this plan, evaluation becomes a critical component. The following evaluation component delineates how we will assess the plan's effectiveness. It details what aspects of technology will be evaluated and specifically details the evaluation measures for each of the respective goals outlined within.

The components of the technology system to be examined include professional development, maintenance needs, hardware-suitability, satisfaction surveys of staff, students, parents, and student performance.

For each of the plan goals, the following evaluation measures will be employed.

Goal 1. Expand/maintain voice/video/data network

1. Checklist—review timeline for evidence of hardware, usage for each component.

Goal 2. Conduct ongoing training for all staff

1. Survey needs of teachers each year
2. Check schedules of in-service(s) at MISD, and other outside sources
3. Enhance teaching and learning
 - a. Check to see if there is a scope and sequence
 - b. Survey whether scope and sequence is in teachers' hands, hold workshops
 - c. Surveys students annually as to integration of technology
 - d. Develop a rubric as to what technology use/integration looks like/checklist
 - e. Through checklist, ask 'Do you use technology for instruction?'
 - f. Track technology use in professional development sessions
 - g. Survey
4. Team identified
 - a. Logs of 'mentoring' pairs; help path
 - b. Organizational chart of technology infrastructure in the county
5. Sign-in sheets

- a. Attendance records
- b. Flyers/advertisement in staff mailboxes
- c. Stipends paid
- d. Staff meeting agendas
- e. Sharing learned professional development at staff meetings
- f. Survey annually
- g. Tabulate the numbers in from formal/informal annual surveys of participants—asking, "Have you shared what you learned/know with others?"
- h. Check budgets for technology expenditures

Goal 3. Increase staff and student use of existing and emerging technologies

1. Pre/Post surveys for staff, students, administrators
2. Interviews/random samples
3. Tracking # courses, enrollment, use of systems (i.e. ITV log, software counters)
4. Examine/compare curriculum offerings from year to year

Goal 4. Assess the impact of increased technology use on student performance.

1. Pre/post survey for 8th grade students per NCLB (fall/spring)
2. Interview teaching staff
3. Track performance on statistical, quantitative, qualitative basis: Rubrics, MEAP comparisons, internal testing comparisons.
4. Partner with higher/post secondary educational agency for evaluation. (Such as FSU)

Goal 5. Investigate and evaluate new technologies for integration/application

1. Meeting Agendas
2. Checklist (Conferences/Workshops/Newsletters/Periodicals/etc.)