
Technology

Standard # 14

Each student will have demonstrated an understanding of basic operations and concepts of technology systems; social, ethical, and human issues as related to technology; and the use of technology tools to increase productivity, communication, research and problem solving.

Grade 8 Technology ProgramDescription

The curriculum has been aligned to provide the content necessary for students to achieve the grade level expectations and, upon completion of their program of studies, the District's content standard. Students may choose to take technology more than the one quarter required.

Time Allocation

Forty five to fifty minutes daily per quarter.

Themes/Topics

Keyboarding	Integrated applications in content areas
Computer responsibilities	Cross application integration
Microsoft Office Suite Business Applications	Internet-based research
Web design	
Internet safety	

Assessments

Teacher constructed tests and quizzes
Performance assessments
Technology projects

Materials/References

Type!	Microsoft Office Suite
Business Technology	Compass
Publisher	Web-based software
Front Page	Science and social studies software
I-Safety Program	http://www.easywhois.com

Grades and Performance Levels

Grades are based on participation, quality of work, and completion of assignments. Performance levels are based on standards assessments.

Grade 8 Expectations**Information Literacy**

- A. Defined a research question with teacher assistance
- B. Identified the information requirements of the research question, including type, amount and format
- C. Generated related synonyms, keywords, and topics using general reference sources, textbooks, brainstorming, and cooperative activities
- D. Reviewed at least five appropriate resources to study the research question
- E. Cross-referenced multiple sources of information to assess accuracy

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- F. Chose at least three appropriate electronic resources which are a combination of electronic and print to answer the research questions
- G. Conducted keyword or subject searches in print and electronic databases
- H. Utilized strategies to enhance searches such as Boolean logic, truncation and keyword combination
- I. Determined the value of electronic, AV and print resources
- J. Understood and used the index, table of contents and heading in different print resources
- K. Located information on the world wide web using URLs and search engines
- L. Understood and used the respective search and operating features of different electronic resources to locate information efficiently
- M. Located materials in different areas of the Library Media Center
- N. Accessed on-line databases to acquire information
- O. Understood the purpose of different kinds of print resources including almanacs, atlas, dictionary, thesauruses, periodicals, encyclopedias, and indices to reference sets
- P. Navigated selected internet sites on their own
- Q. Utilized note taking techniques
- R. Organized notes to extract pertinent information with teacher assistance
- S. Identified the difference between primary and secondary resources and used each appropriately
- T. Read, interpreted and drew conclusions from information sources
- U. Judged the quality, accuracy, and authenticity of resources by differentiating among fact, opinion, and point of view and bias
- V. Identified bias and point of view from news media sources
- W. With teacher assistance, identified the criteria for evaluating possible sources such as timeliness or appropriateness
- X. Utilized media vocabulary: citation, plagiarism, Reader's Guide, multimedia, and mass media

Technology Literacy

- A. Logged on to a network, managed all files without assistance, and began exhibiting basic hardware and software troubleshooting skills
- B. Typed at 45 - 50 wpm with 90% accuracy

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- C. Used search engines to access and download information from the Internet
- D. Established an account on the school's file server and shared and transferred files with other students and teachers on the file server
- E. Created an electronic filing system
- F. Created a Web Site which includes appropriate choice of Web Design, hyperlinks and scanners. Students must include the 5 Ws (who, what, when, where, how) in their writings.
- H. Utilized Wizard skills
- I. Demonstrated skills in the use of HTML code and FrontPage.
- J. Controlled the finished printed product
- K. Created and maintained an electronic portfolios

Responsible Information/Technology Use

- A. Used computer appropriately
- B. Took proper care of materials and technology equipment
- C. Understood access privileges of LAN and WAN
- D. Respected the rights of others when accessing LAN and WAN resources
- E. Understood the concept and need of security programs for work stations
- F. Properly cited sources and passages within a produce
- G. Understood the repercussions of plagiarism
- H. Understood the responsibility and importance of keeping a password secure
- I. Reviewed internet safety and avoided inappropriate websites
- J. Demonstrated an understanding of and compliance with the PCSD internet/computer usage contract outlined in the student code of conduct
- K. Understand the importance of Internet safety and the proper use of chat rooms and personal web sites

Curriculum Integration

- A. Published original work

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- B. Practiced problem solving and creative thinking
- C. Used computer applications to demonstrate knowledge of specific subject areas
- D. Used the computer with curriculum based software to reinforce skills in core curricular areas
- E. During exit outcome presentation, utilized *Power Point* application, electronic portfolio

Oral Communications

- A. Demonstrated correct use of vocabulary to communicate a message clearly and precisely
- B. Used appropriate rate, volume, tone, and inflection in oral communication
- C. Used effective eye contact, posture and gestures during an interview
- D. Recognized, expressed, and defined points of view during a discussion