

St. Paul School

Diocese of Lansing

Shiawassee Regional Education Service District

Three-Year Plan for Technology

July 1, 2007-June 30, 2010

School Profile

718 W. Main St.
Owosso, MI 48867

St. Paul is a K-8th grade parochial school in the Diocese of Lansing with 154 students affiliated with the Shiawassee Regional Education Service District in Shiawassee County, Michigan.

District Code: **78110-03953** School Code:

School Mission Statement

At St. Paul School, our goal is to prepare children to be responsible and productive members of their community. We do this by providing a quality academic education in the atmosphere where Christian moral principles are learned and lived. We promote a Catholic community of faith by stressing respect and responsibility for one's self, as well as concern and compassion for others. St. Paul School has as its mission the spiritual, intellectual, social, and physical development of a well-rounded Catholic Christian student.

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St. Paul School Technology Plan will be available for parent review at
spsowosso.org

Background:

St. Paul School, a parochial school, located in Shiawassee County in the city of Owosso, consists of one building. St. Paul School was established in 1902 and the present building opened in 1927. Most of the students at St. Paul School are members of St. Paul Catholic Church but students also attend from throughout the county and surrounding counties as it is the only Catholic school in Shiawassee County. The school operates under the direction of the Diocese of Lansing, which includes 42 schools in the Ann Arbor, Flint, Lansing and Jackson areas.

Student Population

St. Paul School is a Kindergarten through eighth grade parochial school with 154 students enrolled for the 2007-2008 school year.

Faculty

The staff includes 1 administrator, 10 full-time teachers, 1 part-time teachers, and 1 office staff. Numerous parent volunteers are involved in our school.

Technology Background:

Computers were introduced to the students of St. Paul School in the mid-1980's. A computer lab was created at this time and software used was designed for drill and practice. The lab has grown into 15 multi-media computers and these computers are continually updated with five new computers purchased in 2006 and two in 2007. In 2003, the computer lab and the entire school were wired to create a school wide network. Each classroom, the library and office has a networked computer and Internet access. In 2004, an area in the computer lab was designated as a broadcast studio and the middle school students began creating news shows for the school. Also that year, 5 Lego Mindstorms Robotics Systems were purchased and a Robotics Technology Club began. In 2007, telephones with voice mail were added to each classroom and a security system was installed for the school entrances.

Diocesan technology mission statement:

With Jesus, the Great Communicator, and the spirit of our Christian tradition, we recognize that we live in a new media age. The use of technology in our schools must provide learners and teachers with access to information, ideas, learning and teaching tools. Students must develop expertise in locating, evaluating, and using these resources so that they will become strong Christian adults and productive citizens.

School technology mission statement:

The goal of St. Paul School is to continue to incorporate technology into the school environment for the purpose of fostering lifelong learning and enrichment of instruction in a changing technological world. Further, the school will encourage the use of technology as a tool with which to share knowledge, to incorporate real world applications, and communicate within and beyond the school community.

Vision and Goals

St. Paul School hopes to provide our students with a technology enriched learning environment. Our mission is to integrate technology into the curriculum at all levels. Technology should be readily available to students as a learning and productivity tool. Technology today is reshaping the way we work, communicate, and access information. We must adjust to these changes in our world and provide our students and teachers with the tools necessary to succeed in an environment so influenced by technology.

On-going professional development is essential in accomplishing the goals we have set. In order to provide teachers with the tools to integrate technology into their lessons, time must be given to provide instruction to the teachers in the skills necessary. The Internet and technology tools will provide additional options for learning once teachers are educated in the use of these tools.

General Goals:

All students will:

- Develop technology skills that are critical in lifelong learning and to be prepared for the future.
- Apply ethical and legal standards in using and evaluating technology.
- Use technology to seek information for deeper understanding.
- Become proficient in technology standards developed by the Diocese of Lansing.
- Experience various forms of technology throughout the academic experience.

All teachers and staff will:

- Utilize technology tools to enhance curriculum delivery.
- Utilize technology resources to help students achieve high standards.
- Utilize technology to enhance communication with parents and peers.
- Integrate technology into their curriculum, instruction and assessment.
- Model appropriate uses of technology tools.

I. Curriculum

Curriculum Integration

For technology integration to occur, technology resources and technology based practices must be incorporated into the daily teaching and learning. By keeping in mind our mission of fostering lifelong learning and enrichment of instruction, St. Paul School strives to meet the technology standards and benchmarks set forth by the Diocese of Lansing

(<http://www.dioceseoflansing.org/schools/completedtechstandard.pdf>).

Specific Technology Curriculum Goals:

- Technology standards and benchmarks set forth by the Diocese of Lansing will be continually reviewed to assure compliance.
- All students will demonstrate technology skills at appropriate levels.
(Monitored through review of the Diocese of Lansing Technology Standards,

Benchmarks and Objectives as well as the Michigan Educational Technology Standards.)

- Technology integration will result in increased achievement for all students. Achievement will be measured using the Iowa Test of Basic Skills (ITBS).
- Teachers will increase online communications with parents to lead toward increased student success. Teacher web pages and email will provide teachers with a vehicle for communication.
- Teachers will become aware of the importance of technology integration to promote learning and be provided with resources and training to incorporate technology standards into curriculum. Technology resources and assessment tools provided by the textbook will provide a springboard for a variety of technology based lessons and activities within the classrooms.

Academic Achievement

To accomplish technology integration in a computer lab setting, classroom teachers share topics and ideas with the computer teacher then lessons are designed that incorporate either the Internet or existing software. Some examples are detailed below.

- Kindergarten students use Leap Into Nursery Rhymes and Leap Into Phonics software to reinforce language skills.
- Kindergarten students use various tools in KidPix to create patterns.
- 1st grade students use digital cameras and KidPix to create a slideshow about the alphabet.
- 2nd grade students use KidPix to create a multimedia presentation about giving directions to create something.
- 2nd graders go to selected web sites to practice their money counting, telling time, and basic operation skills.
- 3rd and 4th grade students use MS Excel to enter data into a spreadsheet and create a graph. 4th grade students will also use formulas to calculate data.
- 4th grade students create a MS PowerPoint presentation describing facts about the state of Michigan. They use the Internet to conduct some of their research.
- 5th grade students use the Journey North website to study seasonal changes and use clues to find 10 mystery cities around the world.
- 6th grade students use MS Word and MS Publisher to create a school newspaper.
- 6th graders use the Internet and MS Excel to study nutrition. Keeping a food log, analyzing the calorie and fat content, and comparing it to the guidelines set by the USDA Food Pyramid Guide.
- 7th grade students conduct a career webquest to research different career pathways and identify areas of interest. They will use MS PowerPoint to create a multimedia presentation of their findings.
- 8th graders use digital video cameras and video editing software to create journalistic broadcasts.

A timeline for accomplishing the standards and benchmarks of the Diocese of Lansing is established in the Technology Curriculum Goals. (Appendix A)

To encourage teachers to incorporate technology within their classrooms, lists of updated websites related to classroom topics are made accessible to teachers. Teachers have access to textbook websites that supplement the classroom material.

Links to Internet sites that will compliment classroom curriculum will be placed on the teacher's website so students may use the links provided.

Enchanted Learning membership gives teachers access to technology integration activities. Curriculum and classroom activity based web sites found in professional journals/MACUL newsletter as well as on-line newsletters and journals are recommended to teachers.

To improve Technology Integration at St. Paul School the following timeline will be implemented:

2007-08: Lessons specific to 5th through 8th grade Social Studies will be developed and implemented by classroom teachers with the guidance and assistance of the Computer Teacher.

2008-09: Lessons specific to 5th through 8th grade Science will be developed and implemented by classroom teachers with the guidance and assistance of the Computer Teacher.

2009-10: Lessons specific to 3rd and 4th grade Social Studies will be developed and implemented by classroom teachers with the guidance and assistance of the Computer Teacher.

Technology Delivery

Shiawassee Regional Education Service District provides the opportunity for schools in the region to utilize Blackboard. This platform allows teachers to easily share classroom materials outside of the classroom, get parents involved in their child's learning, provide access to discussion boards that are controlled and moderated by the teacher, and provide alternative assessment opportunities. Training is offered by the SRES and the St. Paul School teachers are encouraged to utilize this distance learning opportunity.

Shiawassee Regional Education Service District, in conjunction with the Regional Technology Academy, also provides opportunities for several types of technology training. Sessions are offered after school, all day and also in the summer.

Parental Communication and Community Relations

St. Paul School's technology plan will be made available to the school community of parents through the school website. St. Paul School is a private tuition based school and therefore this plan will be disseminated to the general community only if specifically requested.

St. Paul School will increase communication with parents and the community by continuing existing methods of communication and implementing new projects including:

- Expanding the use of teacher web pages (TeacherWeb) to inform parents of homework and classroom events and provide newsletters and helpful information at all grade levels.
- Expand the use of the school's website to include school activities.
- Expand the use of the school's website to include alumni notes and activities and opportunities for the alumni to get involved with the school.
- Expand the e-mail and messaging systems for teachers and administrators in order to provide effective communication between teachers, administrators, and parents.
- Continue to use parent volunteers to help with technical assistance in the building which helps with the effectiveness and efficiency of the technology program; also with selecting new equipment and updating the technology. The St. Paul Home School Council also assists in the determination and funding of technology needs in the school.
- Conduct Internet safety programs for parents with the support of the Home School Council.
- Establish a more comprehensive Home School Council web presence to facilitate better communication between parents and this organization.

Collaboration

St. Paul School does not participate in collaboration with adult literacy service providers because we are a private, parochial, tuition based school.

II. Professional Development

Professional Development

Professional development is an on-going process at St. Paul School in all areas of the curriculum. Our goals with technology are to help teachers become more comfortable with the technology they have access to and give them the opportunity to develop ways to integrate technology into the curriculum. Teachers must be comfortable with technology in order to apply it appropriately to help improve students' learning.

Professional development in the area of technology is made available at many levels.

- Group instruction scheduled during teacher inservice days and individualized instruction scheduled as needed by the teachers.
 - Help with specific programs or projects related to classroom management, grade books, and/or communications
 - Planning and designing technology based learning experiences
 - Identifying and locating technology resources for classroom/lab use
- Teachers have the opportunity to attend technology conferences when available.
- Administrators and teachers have the opportunity to attend training sessions offered by the SRES D and Michigan Training Academy when available.
- Administrators and teachers are provided with access to a list of links to educational web-sites and software through a technology newsletter, the school website and emails.

Hands-on Professional Development Opportunities will be made available to teachers and administrators at scheduled meeting times. NETS for Teachers supplied by ISTE as well as Michigan Educational Technology Standards will be used to structure scheduled technology in-service opportunities for teachers. These opportunities will include:

- 2007: Planning and designing effective learning environments and experiences supported by technology. (Creating curriculum related, developmentally appropriate 'hit lists' for student use; selecting web-based activities that are tied to the classroom curriculum; managing these technologies within the classroom or moving them to a lab setting.)
- 2007: Use TeacherWeb sites to keep parents informed
- 2008: Use United Streaming Videos to enhance classroom instruction
- 2008: Use Blackboard through the SRES D to promote distance learning opportunities
- 2008: Finding and developing lessons that include strategies for applying technology; empowering students to use technology to expand and extend learning
- 2009: Finding, using, and creating Web Quests to support and enhance classroom activities

Supporting Resources

- Online subscription to Enchanted Learning is available to all teachers.
- TeacherWeb printed and online tutorials provided for teachers; updates emailed regularly to teachers
- Professional journals available to teachers contain subject related technology information.
- St. Paul School "Technology Tips" are distributed to guide the teachers through software, lesson planning and Internet issues.
- Links posted on the school website are available to teachers. These are links to education-based websites.
- MACUL newsletter information is made available to teachers.
- Video library is available to teachers in various curriculum areas plus teachers may use media through the SRES D

III. Infrastructure, Hardware, Technical Support, and Software Existing Infrastructure

Infrastructure Needs/Technical Specification and Design

Current Technology

School Intranet

- Server: Windows Server 2003
- Internet access through DSL (provider: MichOnline Group)
- Content filtering using Cyber Sitter
- All networked computers have access to printers in the computer lab

Computer Lab

- 15 Dell Workstations with Microsoft Windows XP Pro, CD-ROM, 8 with CD-RW, 2 with IEEE cards
- 15 Monitors
- HP LaserJet 4050 printer
- HP DeskJet 5740 color printer
- Television with DVD/VCR
- Telephone with paging and voice mail capabilities

Classrooms

- 10 Dell workstations connected to school wide intranet (one per classroom)
- Internet access through school wide intranet
- Various stand-alone workstations and printers
- Television with DVD/VCR
- Telephone with paging and voice mail capabilities

Library

- 2 Dell workstations connected to school wide intranet
- 2 Monitors
- 2 Printers
- Internet access through school wide intranet
- Unitech Hand Held Scanner (Library Automation accessory)
- Telephone with paging and voice mail capabilities

Office

- 2 Dell workstations connected to the school intranet
- Internet access through school wide intranet
- 2 Monitors
- 2 printers
- 1 fax machine
- 3 telephones with paging and voice mail capabilities

Security

- 3 Galaxy P-300 Cascade Parpointe Proximity Readers
- Proximity Cards
- Aiphone Intercom video tilt camera

Additional Equipment

- LCD projector (accessible for all teachers)
- 5 Lego Mindstorms Robotics System 2.0 kits
- 3 Scanners (2 located in computer lab and one classroom)
- 2 digital cameras (Sony Mavica and Canon Powershot)
- Digital card reader
- 2 digital video cameras
- VHS Video camera with tripod

Software

Computer Lab

- Microsoft Office XP (Word, Excel, PowerPoint)
- LEGO Mindstorms Robotics Invention System 2.0 (5 copies)

- Microsoft Moviemaker
- Internet Explorer
- KidPix Studio Deluxe
- Encarta
- Adobe Acrobat Professional (one copy)
- Adobe Photoshop 6.0 (one copy)
- DreamWeaver 4 (one copy)
- Easy Media Creator (one copy)
- Studio DV (one copy)
- Publisher 2000 (one copy)
- Publisher '97 (one copy)
- Typing Tutor 7
- Adventures in Typing with Timon & Pumbaa
- Jumpstart Spanish (14 copies)
- Leap Into Nursery Rhymes (5 copies)
- Leap Into Phonics (5 copies)
- Graphers (Sunburst)
- Hot Dog Stand (Sunburst)
- Various software programs designed to reinforce classroom skills, teach problem solving, logical thinking, and graphing
- Missing (WebWise Kids)
- iSafe curriculum (lesson plans and supplementary material)
- Technology Solutions for School (lesson plans and supplementary material)
- The Computer Lab Teacher's Survival Guide (supplementary material)

Intranet Computers

- Microsoft Office (Word, Excel, PowerPoint)
- Symantec Norton Anti-virus (one copy, license for each computer)
- CyberSitter Filter (one copy, license for each computer)

Library

- Microsoft Office (Word, Excel, PowerPoint)
- Symantec Norton Anti-virus (one copy, license for each computer)
- CyberSitter Filter (one copy, license for each computer)
- Accelerated Reader
- ResourceMate 3.0 Plus automation software

Security

- Galaxy Network Z-link software

General Information about school resources:

St. Paul School currently has one network in the school. The computers on this network have Internet access and are used by students to access information, develop computer skills, produce curriculum-based projects, and use software aligned to the classroom curriculum. The computers in the computer lab are used by students during their weekly computer classes, and at other times based on availability and need. The computers in the computer lab have been continually updated in the last five years; two to five at a time.

Teachers and students also have access to the network and Internet in the classrooms. Each classroom has one computer connected to the school wide intranet. The teachers are able to use this computer to enhance learning with worldwide connections, communicate with parents through email and update the classroom website. The teachers are also able to maintain grade books and produce lesson plans. The LCD projector is also available for teacher and student use to present lessons and projects.

The school office has two computers connected to the school wide intranet. This allows the school to communicate with parents and conduct administrative duties online.

The Library also has two computers connected to the school wide intranet providing Internet access for research. These computers also run the Accelerated Reader program and the ResourceMate automation software.

Infrastructure Needs/ Increase Access

Within the school library, our goals are to provide 2 additional workstations for student use, each having access to the library catalog, Accelerated Reader, and the Internet through the school wide intranet. Microsoft Office would also be on these workstations as well as curriculum based software. We also plan to provide a networked laser printer within the library for student and librarian use. Additionally, we plan to provide an additional LCD projector. One will be mounted in the computer lab and the second will allow increased accessibility for classroom use. We plan to achieve these goals by the end of the 2008-2009 school year.

We plan to add a Student Information System in our school that will assist the school office in managing student records and assist the teachers with a consistent grading program and parent communication. We plan to have this in place by the end of the 2009-10 school year.

We will be updating computers in the computer lab each school year, 3-5 at a time. Each computer will have appropriate software. The old computers will be disseminated throughout the classrooms replacing older computers as needed.

Technical support is available to teachers in our building by the technology coordinator/computer teacher who reviews the issue and attempts to resolve any problems. If the problem is not resolved, parent volunteers with technology and networking knowledge are contacted for support. Finally, a professional computer support technician is contacted if necessary to help resolve the problem.

All teachers and students will have increased access to technology as we continue to update computers in the classrooms and computer lab.

St. Paul School will continue to assess and monitor students with special needs, and add equipment as is necessary. Currently we do not have any students who require adaptive technology.

V. Funding and Budget

Budget and Timetable

St. Paul School will actively seek out local, state, and federal funding to assist in implementing our long and short-range goals.

There is a strong commitment by the St. Paul School Home School Council and a local corporation to technology integration at St. Paul School. Funds from these two sources may cover a portion of the technology expenses that cannot be covered through other sources. Due to the fact that St. Paul School is a private/parochial school, we operate on a budget that is determined by tuition as well as the contributions of parishioners.

Many of the parents of St. Paul School students donate their time and talents to assist us in our technology projects and technical support. The use of this donated time and talent has reduced the cost of our technical support.

The Diocese of Lansing, our governing body has restricted information related to salaries and benefits of employees.

Annual costs:

Technical support contracts and upgrades (approximate cost):

Symantec AntiVirus Protection	\$300.00
TeacherWeb	\$360.00
DSL Internet	\$900.00

Year 2007-08

Replacement of 8 teacher workstations	\$6000.00
Ink cartridge replacement	\$600.00
Additional curriculum based software for classroom/computer lab use	\$500.00
United Streaming Video through SRES D	\$500

Year 2008-09

Replacement of 5 computer lab and library workstations	\$3500.00
Ink cartridge replacement	\$600.00
Additional curriculum based software for classroom/computer lab use	\$500.00
Additional LCD projector to mount on the ceiling for the computer lab	\$1500.00
Laser printer for the library	\$1000.00

Year 2009-10

Replacement of 5 computer lab/teacher workstations	\$3500.00
Ink cartridge replacement	\$600.00

Additional curriculum based software for classroom/computer lab use	\$500.00
Student Information Software	\$7500

Professional Development in the area of technology is generally provided by the technology coordinator or through training provided at the Shiawassee Regional Education Service District.

Coordination of Resources

Future funding to assure sustainability will come through tuition, parish support, donations, and fund raising activities. We will actively seek grant support for additional technology funding.

Evaluation

A technology committee, made up of teachers, administrators and parents will meet 3-4 times per school year to evaluate progress in technology integration and technical support and make necessary revisions. The technology committee will evaluate the technology plan annually and will use a checklist to evaluate the progress made and to determine the direction that will be taken. The following chart will be used to facilitate the identification of strengths and weaknesses of the individual components of the plan.

Technology Plan Components	Indicators of Success	Areas for Improvement	Impact on Learning	Information Sources	Comments
Curriculum Integration					
Professional Development					
Technical Support					
Network					
Supporting Resources					
Timetable					
Cost/Funding					
Acceptable Use Policy					
Evaluation					

Teachers will meet at the end of each school year to evaluate:

- Their computer skills and confidence levels with technology
- Integration of technology into the curriculum
- Staff development opportunities

This will be done through surveys and discussion. Teachers will be asked for input on further developing curriculum integration. Teachers will be asked to fill a form with suggestions for technology integration with their classroom curriculum. A survey and discussion will be used to determine the direction of staff development opportunities for the following school year.

Each fall, teachers will evaluate parent involvement and support. Teachers will also be asked to make suggestions for incorporating volunteers into the program for the coming school year.

Goals that have not been met will be addressed by making adjustments to the curriculum and professional development to assure all curriculum goals are met. St. Paul School will also seek additional funding to implement programs that will assist in achieving our goals.

Acceptable Use Policy

The Acceptable Use Policy is found on page 14.

St. Paul School provides Internet filtering using Cyber Sitter. Cyber Sitter blocks Internet content based on subject and web site. This Internet filter is installed on each computer within the school building with Internet access.

DIOCESE OF LANSING CATHOLIC SCHOOLS AND PARISH EDUCATIONAL PROGRAMS ACCEPTABLE USE CONTRACT FOR STUDENT TECHNOLOGY

The Diocese of Lansing, Department of Education and Formation encourages and strongly promotes the use of technology in the Catholic schools and Parish Educational Programs of the Diocese. To ensure that students can make full use of the technologies available, all use of technology must have proper authorization and follow the diocese's and school's terms, conditions and regulations for the use of Internet and other technologies. These procedures apply to all computers/technologies whether located at school, parish center or office. Internet content filtering on the St. Paul campus is provided through CyberSitter.

I will follow the Diocese of Lansing's and the school's and parish's code of ethics for Internet and technologies. (Diocesan Policy #6142.1 and Administrator's Regulations)

1. I will use only authorized computer disks. I will not use a disk from outside the school or parish until it has been virus checked by the school and authorized for use in the school or parish.
2. I will respect the privacy of others. I will not use another's computer or computer disks without permission. I will not use another's password or identity code.
3. I will respect my safety and that of others. I will not reveal my personal address or phone number through the use of technology. I will not allow another person to reveal my personal address or phone number through the use of technology. I will not reveal the name, address or phone number of others through the use of technology without their permission. I will not transmit or use photographs of others without their permission.
4. I will respect the laws of the United States, its individual states, and foreign countries in regard to copyrighted material; threatening, violent, or harassing material; obscene material, and material protected by trade secret.
5. I will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material; nor encourage the use of controlled substance.
6. I will use technology in a way which preserves it and which is an acceptable use of it.
I will not vandalize the school's or parish's or anyone's data, software, hardware or technological equipment.
8. I will attend and participate in one training session on acceptable use of the Internet and local area networks before I am granted the privilege of access.

Access and use of the Internet, local area networks, computers and other technologies is a privilege for the user.

I have read and understand the contract for use of this privilege. I accept the terms, conditions and regulations of this contract.

Student User Signature

Date

Parent/Guardian Signature (I have read and support this student contract)

School or Parish Name

Appendix A

Technology Curriculum Goals

St. Paul School

TECHNOLOGY CURRICULUM GOALS 07-08

Kindergarten

First Marking Period

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss the parts of the computer, the proper care of the equipment, and how to turn on and shut down a computer
3. Use the various tools in KidPix – pencil, shapes, colors, fill, eraser, stamps
4. Create pictures with KidPix using the various tools including pumpkins
5. Use stamps in KidPix to create patterns
6. Discuss and demonstrate respect for work of others
7. Use Nursery Rhyme and Phonics Software to reinforce language skills
8. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program

Second Marking Period

1. Create pictures with KidPix using the various tools including thankful pictures, Christmas pictures, and snowman pictures
2. Use different size stamps in KidPix
3. Use KidPix to introduce beginning word processing skills by typing name
4. Demonstrate respect for work of others
5. Use Nursery Rhyme and Phonics Software to reinforce language skills
6. Use interactive problem solving software to demonstrate proper use of the mouse, and to open and close a software program

Third Marking Period

1. Create pictures with KidPix using the various tools including Valentine pictures, presidents day coin, rainbows, and Chinese New Year
2. Use stamps in KidPix to create a pattern for 100th day
3. Use Microsoft Word to continue word processing skills by typing name and address and introduce the basic file menu
4. Access the Colgate website for interactive games and information
5. Access the Enchanted Learning website to use information from the online dictionary to create pictures for various letter people
6. Use Nursery Rhyme and Phonics Software to reinforce language skills

Fourth Marking Period

1. Create pictures with KidPix using the various tools including Mother's Day, Spring Break, butterfly, dinosaurs, and musical instrument – begin to add a word or sentence to describe picture
2. Use Microsoft Word to continue word processing skills by typing a list of words and sentences
3. Access the Enchanted Learning website to use information from the online dictionary to create pictures for various letter people
4. Use Nursery Rhyme and Phonics Software to reinforce language skills

First Grade

First Marking Period

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss effects of having technology in the home and identify different technology available and how that changes our lives
3. Discuss the parts of the computer, operational terminology and the proper care of the equipment
4. Demonstrate putting a disk and CD into their appropriate places and putting them away when done
5. Review all the tools in KidPix
6. Create pictures with text using KidPix including shapes, colors, rainbows and Halloween scene
7. Create patterns using the stamp tool in KidPix
8. Discuss and demonstrate the proper hand position when keyboarding
9. Use Microsoft Word to type name and address, list of spelling words, and sentences to practice the beginning word processing skills
10. Use the digital camera to take a picture for an alphabet book
11. Discuss and demonstrate respect for work of others
12. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
13. Use the iSafe curriculum to discuss safe and unsafe aspects of technology

Second Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate putting a disk and CD into their appropriate places and putting them away when done
3. Create pictures with text using KidPix including thankful and Christmas pictures
4. Demonstrate the proper hand position when keyboarding
5. Use Microsoft Word to type name and address, list of spelling words, and sentences to practice the beginning word processing skills
6. Use MS Word to edit a document to practice moving the cursor, using backspace and delete, and punctuation
7. Use MS Paint to create a picture and insert into an MS Word document about St. Paul School
8. Create a single slide presentation that includes a title, text and digital picture for the alphabet book
9. Discuss and demonstrate respect for work of others
10. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
11. Use the iSafe curriculum to discuss safe and unsafe aspects of technology

Third Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate putting a disk and CD into their appropriate places and putting them away when done
3. Create pictures with text using KidPix including Valentines Day cards
4. Use KidPix to create fractions
5. Demonstrate the proper hand position when keyboarding
6. Use Microsoft Word to type poems and stories to reinforce the beginning word processing skills
7. Use MS Word to format a poem including highlighting text to change the font size, style and color and text alignment

8. Use MS Paint to create a picture and insert into an MS Word document for solar system or animal report
9. Use Enchanted Learning's online dictionary to research a planet or animal to find facts for report
10. Copy and paste the URL from a resource to include in report; discuss copyright laws and consequences
11. Discuss and demonstrate respect for work of others
12. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program

Fourth Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate putting a disk and CD into their appropriate places and putting them away when done
3. Create pictures with text using KidPix including graduation cards
4. Demonstrate the proper hand position when keyboarding
5. Use Microsoft Word to type poems and stories to reinforce the beginning and intermediate word processing skills and the basic file menu
6. Use MS Paint to create a picture and insert into an MS Word document for Mothers day
7. Access the weather website to find weather information
8. Create a pictograph with data collected from weather website
9. Copy and paste the URL from a resource and continue to discuss copyright laws and consequences
10. Discuss and demonstrate respect for work of others
11. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program

Second Grade

First Marking Period

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss effects of having technology in the home and identify different technology available and how that changes our lives
3. Discuss computer related careers – interview an adult to find out how they use computers in their job
4. Discuss the parts of the computer, operational terminology and the proper care of the equipment, turn on and shut down a computer
5. Create pictures with text using KidPix including transportation and mazes
6. Create a picture to copy and paste in KidPix
7. Discuss and demonstrate the proper hand position when keyboarding
8. Use Microsoft Word to complete Word Lessons 1, 2 and 3 to practice the beginning and intermediate word processing skills including formatting text
9. Save and open documents in students' network folders
10. Discuss and demonstrate respect for work of others
11. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
12. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices, and recognizing online advertising

Second Marking Period

1. Use appropriate terminology each visit to the lab
2. Create pictures with text using KidPix including Christmas and Catholic Schools Week pictures
3. Demonstrate the proper hand position when keyboarding
4. Use Microsoft Word to type stories using indentation and alignment
5. Use Microsoft Word to type a letter – discuss differences in formal and informal letters
6. Discuss electronic databases and how they can organize and display information – phone book, library and how these databases help solve real world problems
7. Create a multiple slide presentation in KidPix that includes a title, text, graphics and transitions
8. Discuss and demonstrate respect for work of others
9. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
10. Use the iSafe curriculum to discuss safe and unsafe aspects of technology and identify security measures to prevent misuse and viruses

Third Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate the proper hand position when keyboarding
3. Use KidPix to create a multimedia presentation that includes text, graphics, transitions, sound and voice – “How to” slideshow
4. Use MS Word to format a poem including highlighting text to change the font size, style and color and text alignment
5. Discuss and demonstrate respect for work of others
6. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program

Fourth Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate the proper hand position when keyboarding
3. Continue to use KidPix to create a multimedia presentation that includes text, graphics, transitions, sound and voice – “How to” slideshow
4. Use MS Word to format a poem including highlighting text to change the font size, style and color and text alignment
5. Take a class survey and use the data collected to create different graphs with the Graphers software
6. Combine text and graphics to create a page for a class book on “A House is a House for Me”
7. Discuss and demonstrate respect for work of others
8. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program

Third Grade

First Marking Period

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss effects of having technology in the home and identify different technology available and how that changes our lives
3. Discuss computer related careers – interview an adult to find out how they use computers in their job

4. Discuss the parts of the computer, operational terminology and the proper care of the equipment
5. Use MS Word to begin a computer terminology dictionary
6. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
7. Use MS Word to create an "About Me" document to practice all beginning and intermediate word processing skills including using the thesaurus, tab, margins and spell-check
8. Save and open documents in students' network folders
9. Discuss and demonstrate respect for work of others
10. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
11. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices, and recognizing online advertising

Second Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
3. Use Microsoft Word to type an e-mail letter – discuss differences in formal and informal letters
4. Use MS Word to continue computer terminology dictionary; use MS Paint to create graphics and use in dictionary
5. Use MS Excel to enter data into a spreadsheet and create a graph – colored candies
6. Discuss electronic databases and how they can organize and display information – phone book, library
7. Discuss and demonstrate respect for work of others
8. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
9. Use the iSafe curriculum to discuss safe and unsafe aspects of technology and identify security measures to prevent misuse and computer viruses

Third Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
3. Use MS Word to continue computer terminology dictionary; use graphics found on Internet ; correctly cite graphics used
4. Use the scanner to import an image for dictionary
5. Use MS PowerPoint to create a multimedia presentation that includes text, graphics, transitions, and sound – Computer Dictionary
6. Discuss and use various storage devices – CD, floppy, hard drive, network, USB memory stick
7. Discuss and demonstrate respect for work of others
8. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program

Fourth Marking Period

1. Use appropriate terminology each visit to the lab
2. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software; goal of 7 wpm
3. Use MS Word, Paint and PowerPoint to continue computer terminology dictionary

4. Use digital camera to take picture and upload to computer to import into computer dictionary
5. Discuss impact of the disposal of technology devices
6. Discuss differences in two communities – one with and one without technological advances
7. Discuss and demonstrate respect for work of others
8. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program

Fourth Grade

First Marking Period

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss computer related careers, job opportunities and how technology is related
3. Identify ways technology affects financial transactions
4. Review the various forms of storage devices
5. Discuss various types of educational software they can use to help with classroom projects and homework
6. Discuss network terminology and add to computer dictionary (created in 3rd grade)
7. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
8. Use MS Word to create a “Wanted Poster” document to practice all beginning and intermediate word processing skills including using the thesaurus, tab, margins and spell-check, copy, paste, page setup
9. Use digital camera to take picture to import into Wanted Poster
10. Use MS Photo Editor to make changes to digital picture
11. Save and open documents in students’ network folders
12. Discuss and demonstrate respect for work of others
13. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
14. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices, and recognizing online advertising

Second Marking Period

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
4. Discuss formal and informal styles of writing – review letters and e-mail and now include research papers, IM, chat rooms
5. Create a class survey and use MS Excel to collect and enter data, use formulas to calculate data, and create a graph
6. Save and open documents in students’ network folders
7. Discuss and demonstrate respect for work of others
8. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
9. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices and identify security measures to prevent misuse

Third Marking Period

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
4. Discuss various types of Search Engines and how to use the Boolean operators when making a search
5. Open a database and enter data
6. Conduct a webquest about countries and create a multimedia presentation using the given rubric – organize information, search for facts, import graphics, cite sources of information
7. Discuss how different forms of media and formats may be used to share information depending on the audience
8. Save and open documents in students' network folders
9. Discuss and demonstrate respect for work of others
10. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
11. Use the iSafe curriculum to discuss safe and unsafe aspects of technology and appropriate kinds of information to share online

Fourth Marking Period

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software with a goal of 10 wpm
4. Create a multimedia presentation about the State of Michigan – research, organize information, create presentation with text, graphics, animation, transitions, sound
5. Discuss impact of technology in our community – disposal, differences with advances, positive and negative effects and forecast possible effects that technology could have
6. Save and open documents in students' network folders
7. Discuss and demonstrate respect for work of others
8. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
9. Use the iSafe curriculum to discuss safe and unsafe aspects of technology and all copyright laws

Fifth Grade

First Marking Period

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss computer related careers, job opportunities and how technology is related
3. Identify ways technology affects financial transactions
4. Review the various forms of storage devices
5. Discuss various types of educational software they can use to help with classroom projects and homework
6. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software

7. Use MS Word to create an Acrostic Poem document to practice all beginning and intermediate word processing skills including using the thesaurus, tab, margins, spell-check, copy, paste, page setup, and borders
8. Use MS Word to create a type poems using various formats
9. Use MS Paint to create pictures for poems and import into MS Word documents
10. Discuss assistive technology available to help persons with disabilities and create a multimedia presentation from research conducted on chosen device – Internet research (using Boolean operators), organize information, import graphics and sound, insert hyperlink, correctly cite sources
11. Discuss how to evaluate search results for accuracy, appropriateness and bias
12. Send an e-mail to an expert in the field of a assistive technology project – discuss formal and informal types of communication
13. Discuss and demonstrate respect for work of others
14. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices

Second Marking Period

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
4. Science lab project – conduct experiment, research data and use MS Excel to collect and enter data, use formulas to calculate data, and create a graph, format data and graph
5. Use spreadsheet to enter and edit data to test “What if…” statements to solve problems and make decisions – science lab project
6. Discuss and demonstrate respect for work of others
7. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices and identify security measures to prevent misuse

Third Marking Period

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
4. Use Journey North website and the Mystery Class project to collect clues to find mystery cities – math, geography, and social studies skills
5. Open a database and enter data
6. Modify data in a database and sort
7. Perform a simple query in a database
8. Discuss the functions and capabilities of the word processor, database and spreadsheet
9. Save and open documents in students’ network folders
10. Discuss and demonstrate respect for work of others
11. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
12. Use the iSafe curriculum to discuss safe and unsafe aspects of technology and appropriate kinds of information to share online

Fourth Marking Period

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software with a goal of 15 wpm
4. Continue to use Journey North website and the Mystery Class project to collect clues to find mystery cities – math, geography, and social studies skills
5. Create a multimedia presentation using claymation – create script, design backgrounds, create subjects, use digital camera, import pictures into MS PowerPoint, add titles and text, add music and voice
6. Discuss impact of technology in our community – disposal, differences with advances, positive and negative effects and forecast possible effects that technology could have
7. Save and open documents in students' network folders
8. Discuss and demonstrate respect for work of others
9. Use interactive problem solving software to demonstrate proper use of a CD and the mouse, and to open and close a software program
10. Use the iSafe curriculum to discuss safe and unsafe aspects of technology and all copyright laws

Sixth Grade

First Semester

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss computer related careers, job opportunities and how technology is related
3. Identify ways technology affects financial transactions
4. Discuss various types of educational software they can use to help with classroom projects and homework
5. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
6. Use MS Word to create the school directory cover or school flyer to practice all beginning and intermediate word processing skills including using the ClipArt, copy, paste, page setup, and borders
7. Create school newspaper – write and revise articles, take digital pictures
8. Discuss how to evaluate search results for accuracy, appropriateness and bias
9. Discuss and demonstrate respect for work of others
10. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices

Second Semester

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
4. Create school newspaper – write and revise articles, take digital pictures
5. Counting Calories project – conduct experiment, research data and use MS Excel to collect and enter data, use formulas to calculate data, and create a graph, format data and graph
6. Use spreadsheet to enter and edit data to test “What if…” statements to solve problems and make decisions – science lab project
7. Discuss and demonstrate respect for work of others
8. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices and identify security measures to prevent misuse

Seventh Grade

First Semester

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss computer related careers, job opportunities and how technology is related
3. Identify ways technology affects financial transactions
4. Discuss various types of educational software they can use to help with classroom projects and homework
5. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software

6. Use MS Excel to create spreadsheet to calculate grades
7. Discuss how to evaluate search results for accuracy, appropriateness and bias
8. Career Webquest – research different career pathways and identify areas of interest; create multimedia presentation of possible careers
9. Discuss common hardware and software problems and different troubleshooting techniques
10. Identify characteristics that suggest hardware or software needs upgrading
11. Discuss and demonstrate respect for work of others
12. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices

Second Semester

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
4. Create a newsletter about a technology invention and discuss pros and cons; effects on economy, environment, and society – using advanced word processing skills with columns, header, footer, text boxes
5. Use digital video camera to capture video and import into computer
6. Begin to use MS Movie Maker to create and edit videoclips to include in multimedia presentations
7. Discuss and demonstrate respect for work of others
8. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices and identify security measures to prevent misuse

Eighth Grade

First Semester

1. Discuss different ways people use technology for their jobs, entertainment and to gather information; the different types of technology and different places we see technology in our everyday lives
2. Discuss computer related careers, job opportunities and how technology is related
3. Identify ways technology affects financial transactions
4. Discuss various types of educational software they can use to help with classroom projects and homework
5. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
6. Use Blackboard to access classroom assignments
7. Discuss how to evaluate search results for accuracy, appropriateness and bias
8. Create news video using digital camera, digital video camera, MS MovieMaker – write and revise scripts
9. Research a technological solution to a problem in our community or the world and create a newsletter with findings and possible solution
10. Discuss and demonstrate respect for work of others
11. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices

Second Semester

1. Use appropriate terminology each visit to the lab
2. Discuss various types of educational software they can use to help with classroom projects and homework
3. Demonstrate proper keyboarding skills while improving speed and accuracy using keyboarding software
4. Create news video using digital camera, digital video camera, MS MovieMaker – write and revise scripts
5. Create a database of CD's and perform a query and report
6. Create multimedia presentation about self to present at graduation – include video clip
7. Discuss and demonstrate respect for work of others
8. Use the iSafe curriculum to discuss safe and unsafe aspects of technology, responsible and safe online practices and identify security measures to prevent misuse