TECHNOLOGY PLAN

2009-2012

ST. LUKE'S SCHOOL
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TECHNOLOGY TEAM

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MISSION STATEMENT

St. Luke's School encourages and challenges students to achieve academically, grow spiritually, and use their gifts to serve effectively as Christian leaders. The school community provides and enriching, nurturing, faith-filled learning environment for students in preschool through grade eight.

INTRODUCTION

At St. Luke's School we want to make sure our students are have the skills they need to be successful in an information-based, ever-changing technological world. This involves all stakeholders to increase their knowledge of technology and be trained in technological advances. As computer technology continues to grow and change, we too, must keep up with these advancements so our students can be comfortable and confident using technology.

OBJECTIVES

St. Luke's School has adopted the Technology Curriculum Standards from the Diocese of Providence. These standards are based on the National Educational Technology Standards for students. These standards include:

- Basic operations and concepts / Computer literacy
- Ethical use of technology
- Impact of technology on society
- Using technology for research
- Using technology for communication
- Using software applications
- Word processing, art & graphics, and spreadsheet & graphing
- Presentation software
- Multimedia software

TECHNOLOGY CURRICULUM GUIDELINES

	Learning Objectives by Grade	K	1	2	3	4	5	6	7	8
	Computer Literacy									
A.	**Identify:**									
A.1	- the computer/CPU, monitor, keyboard, printer and mouse									
A.2	- and explain the 4 major types of application software: word-processing, spreadsheet, presentation graphics, and database									
A.3	- and explain how a computer processes information									
A.4	- the internal parts of the computer (i.e., CD/DVD drives, floppy disk drive, hard drive, power supply, microprocessor, mother board, cards, expansion slots, and USB and other ports)									
B.	**Demonstrate:**									
B.1	- if equipment allows, the correct manner of handling disks and portable storage devices									
B.2	- the proper use of the mouse and keyboard, and the proper care of the computer									
B.3	- the correct use of the return/enter key, space bar, tab key, and arrow keys *									
.B.4	- the correct use of the escape, delete and backspace keys									
.B.5	- correct hand-placement for basic keyboarding									
.B.6	- file-saving skills: save a document to a storage device, hard drive or server, following the rules for creating a valid file name									
.B.7	- proper keyboarding skills, e.g., hand placement, if a lab is available									
.B.8	- file management skills: move, copy, rename, and delete files from a personal folder									
.B.9	- how to log on to a network									
.B.10	- how to access shared files and folders on a network									
.B.11	- how to choose a location and set up a computer system, connecting all necessary parts, including speakers, and peripherals such as a printer									

Please note:

1. To teach all these curriculum elements effectively requires collaboration with the librarian and the classroom teachers, as well as some coordination with the high schools that your elementary and middle school students will attend.

2. For purposes of rubrics for report cards, each skill is considered "essential" by the final grade for which it is scheduled.

* The curriculum assumes a Windows environment; Mac users may need to make modifications.

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I.B.12	- how to set up and run an anti-virus scan on a computer									
I.B.13	- strategies for trouble-shooting routine hardware and software problems									
I.C.	**Define terms:**									
I.C.1	- program, software, hardware									
I.C.2	- Internet browser, bookmarks/favorites, forward & back buttons, stop & refresh buttons, WWW, web site, web page, link, URL, go, address, http, Internet Service Provider (ISP), search engines and subject directories									
I.C.3	- RAM, ROM, program, software, operating system and application									
I.C.4	- database, file, table, record, and field									
.C.5	- virus, worm, Trojan horse, spyware, and adware; and explain consequences of creating or intentionally spreading any of the first 3									
.D.	**Use:**									
.D.1	- icons and buttons to perform a function									
.D.2	- instructional software without assistance									
.D.3	- a menu to make a selection within a software program									
.D.4	- a help menu									
.D.5	- the keyboard with expertise									
I.	***Ethical Use of Technology***									
I.A.	Exhibit respect for technology hardware, software and systems									
I.B.	Adhere to the rules regarding the use of classroom technology as stipulated in the school's "Acceptable Use Policy" and Internet Access Policy									
I.C.	Demonstrate cooperation when using technology with others									
I.D.	Explain "copyright" and the reasons that abuse of copyright is illegal, unethical, and immoral; describe the possible consequences of inappropriate use, e.g., copying software, downloading music illegally, plagiarizing									
.E.	Use and cite electronic information properly, including copying and pasting complete web address									

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III.	***Impact of Technology on Society***									
III.A.	Explain dangers of sharing personal information or pictures on the Internet									
III.B.	Identify and discuss common uses of technology in daily life, and the advantages and disadvantages those uses provide to individuals and communities									
III.C.	Explain on-line etiquette, such as described in www.isafe.org Internet safety curriculum									
III.D.	Identify ways in which various applications and Internet resources are used in the home and the workplace, e.g. e-mail, Instant Messaging, on-line shopping and banking, locating maps and directions, accessing public library resources from home									
III.E.	Identify and discuss current changes in information technology and the impact those changes have made on today's home, workplace and society									
IV.	***Using Technology for Research***									
V.A.	**Use:**									
V.A.1	- mapping skills									
V.A.2	- the Internet to retrieve information from a specified web site									
V.A.3	- electronic sources to find a graphic associated with a curriculum unit									
V.A.4	- an on-line card catalog to find a book or other source, e.g., access public library system									
V.B.	Find and print information on a specified topic from an electronic database									
V.C	Retrieve, store and use an electronic map, e.g., Encarta Online									
V.D.	Collect basic data from various sources, organize it into simple categories, and enter it into an application software program									
V.E.	Access a variety of technology resources (e.g., search engines, library sites, college sites, periodicals, indexes)									
V.F.	Limit Web searches by using effective key words and search engine strategies									
V.G.	Retrieve three sources on the same topic from the Web and a CD resource and compare for accuracy, reliability and timeliness									

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IV.H.	Identify and debate the viewpoints and biases of three articles retrieved from the Web									
IV.I.	Collect information on an assigned topic from on-line resources and prepare an annotated bibliography: what a site is about; what information or graphics the student used from it; why a site was useful and important to the student's research									
IV.J.	Find, summarize, and include information from a web site as part of a directed research project									
IV.K.	Design and develop Web documents that communicate curriculum concepts									
IV.L.	Use Internet and database resources, and word-processing and spreadsheet applications, to create materials to support a presentation									
V.	***Using Technology for Communications***									
V.A.	Teacher demonstrates use of e-mail and an address book, including how to make attachments. (For schools without student e-mail, students could use Outlook without e-mail configuration; proceed without e-mail, for practice with attachments.)									
V.B.	Use e-mail and/or the Web to collaborate with experts and other students									
VI.	***Using Software Applications***									
VI.A.	**General Skills**									
VI.A.1	Accomplish basic formatting of text, such as font, font size, font color; bold, italic, underlined; centering a line or paragraph									
VI.A.2	Insert, delete, re-size, move, and format graphics; order graphics (e.g., graphic to back as a watermark)									
VI.A.3	Copy, cut and paste									
VI.A.4	Use WordArt and text boxes; insert and delete									
VI.A.5	Use a spell checker and thesaurus effectively									
VI.A.6	Use page setup, print preview, and printing options such as printing selected pages									
VI.A.7	Add and remove tool bars, e.g., keeping standard and formatting tool bars in 2 rows									

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VI.A.8	Use basic shortcut keys and mouse shortcuts									
VI.A.9	Use an existing template, such as those on Microsoft OfficeOnline									
VI.A.10	Use headers and footers, e.g., to include page numbering and file information									
VI.A.11	Use multi-media peripherals (e.g., digital camera, scanner, audio-video devices) to enhance the presentation of a report or project									
VI.B.	**Word Processing**									
VI.B.1	Type a short paragraph									
VI.B.2	Compose, proofread and print a simple, creative story with graphics, pictures, or illustrations									
VI.B.3	Compose, edit, revise and print a variety of documents (e.g., poem, letter, short story, book report) including an illustration									
VI.B.4	Use text and graphic information gathered via technology tools to create a draft of a report									
VI.B.5	Format paragraphs, including double spacing, alignment, bullets, and numbering									
VI.B.6	Outline a topic									
VI.B.7	Use tables									
VI.B.8	Set and clear tabs; set up margins									
VI.B.9	Create articles and format them into a newsletter or newspaper									
VI.B.10	Examine different views of a document, e.g., normal, print layout, web page and outline views									
VI.C.	**Art & Graphics**									
VI.C.1	Create an artistic work or design									
VI.C.2	Create a greeting card, poster or other creative work									
VI.C.3	Scan or import an image									
VI.C.4	Edit an image: re-size, crop, adjust color									
VI.D.	**Spreadsheet/Graphing**									
VI.D.1	Enter and edit data in a cell									
VI.D.2	Generate a graph or chart from spreadsheet data									

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VI.D.3	Interpret data in a spreadsheet or chart									
VI.D.4	Maintain a reading log, to include the labels "author," "title," and "publication date"									
VI.D.5	Generate cell data by using formulas and functions (e.g., multiplication, division, square root, absolute value, average/mean, median, mode and range)									
VI.D.6	Use page setup, print preview, and printing options, e.g., Fit to 1 page									
VI.D.7	Examine normal and page break views									
VI.D.8	Format spreadsheets, e.g., Auto-format, alignment, and cell formats									
VI.D.9	Demonstrate advanced skills: search, sort, and filter data; insert, delete, hide, and show columns and rows									
VI.E.	**Presentation Software**									
VI.E.1	Use an outline or a hardcopy storyboard to plan a presentation									
VI.E.2	Create a presentation including text, graphics, transitions, animations and sound effects									
VI.E.3	Format the presentation, using slide layouts and backgrounds									
VI.E.4	View the presentation in various ways, such as slide sorter, slide show, and outline									
VI.E.5	Use printing options, e.g., to print handouts, notes, or selected slides - in color, gray, or black only									
VI.E.6	Insert video clips in slides									
VI.E.7	Use slide master; imported backgrounds; pen; and custom music									
VI.F.	**Multimedia Software**									
VI.F.1	Use multi-media software such as Flash or HyperStudio to design, publish and present an interactive project									
VI.G.	**Highly Recommended**									
VI.G.1	Use a graphic organizer program, such as Inspiration, to demonstrate: similarities and differences, relationships such as cause/effect, circles of influence, scientific method, etc.; transferable to outline form, to write a well-structured report or story									

	Learning Objectives by Grade	K	1	2	3	4	5	6	7	8
VI.H.	**Advanced Topics**									
VI.H.1	Develop a project in robotics									
VI.H.2	Complete a basic project in video production and editing									
VI.H.3	Create a template for a word-processing document, a spreadsheet, or a presentation									
VI.H.4	Explain and/or demonstrate the concepts of video-conferencing and distance learning (on-line courses)									
VI.H.5	Complete a simple database project									

RESOURCES

COMPUTER LAB

14 Dell desktops
1 color inkjet printer
2 black inkjet printers
1 Smart Board
1 Cart with LCD projector
1 Router
1 Server

CLASSROOMS

1 Cannon digital camera
1 Cart with LCD projector
15 Gateway laptops for students
20 Gateway laptops for faculty
1 Smart Board
4 televisions with DVD players

PORTABLE LAB

30 Dell Laptops
1 color inkjet printer

OFFICE

1 Dell desktop
2 Gateway laptops
1 color inkjet printer
2 copy machines
1 fax machine

BUDGET

Line Item	*2009-2010*	*Projected:*	*2010-2011*	*2011-2012*
Salary	*$21,346.*		*$22,627.*	*$23,985.*
Repairs/Service	*$4,000.*		*$4120.*	*$4245.*
Supplies	*$8709.*		*$9000.*	*$9300.*
TOTAL	*$34,055.*		*$35,747.*	*$37,530.*

GOALS

YEAR 1

- Purchase two Smart Boards, one for computer lab and one for science lab
- Purchase new server
- Update Dell desktops in computer lab with new software
- Email accounts for all faculty members
- Staff development
- Update website
- Purchase video streaming software

YEAR 2

- Update classroom software
- Replace 20 faculty laptops with new laptops
- Staff development
- Purchase 2 Smart Boards for middle school classrooms
- Purchase office management software

YEAR 3

- Update Technology Plan
- Replace outdated hardware
- Staff development
- Replace office equipment
- Purchase 2 Smart Boards for middle school classrooms