Subject Philosophy for Technology Education

Technology Education is included in the curriculum of St. John's Lutheran School to help our students to become technologically adaptable lifelong learners. Technology can help our students learn to be creative, communicative, collaborative, and be critical thinkers. These skills equip them to gather, organize, analyze, use, and communicate information and knowledge responsibly and ethically in their lives of service to God and the world.

Exit goals

Technology: Students will:

A. Use digital tools to create, organize, achieve, and demonstrate competency in personal and educational learning goals.

B. Demonstrate knowledge of the digital world, awareness of the risks inherent, and act in ways that are safe, legal, and ethical.

C. Employ a variety of digital tools to identify and solve problems by creating new, useful, or imaginative solutions.

D. Select and use digital tools to communicate and collaborate effectively for a variety of purposes.

E. Use digital tools to explore, expand, and witness their faith.

Grade Level Measurable Objectives

By the end of Grade 8, students will:

A.1 Use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns.

A.2 Demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction.

A.3 Plan, create, and edit documents with a word processing using appropriate fronts, alignment, page set up, tabs, columns, and ruler settings.

A.4 Plan, create, and edit documents created with word processing, spreadsheet, presentation programs that may include charts and graphs that display data from various sources.

A.5 Create, publish, and present content that will effectively convey ideas to a given audience.

A.6 Use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, CD-ROM, or touch screen.

A.7 Produce documents at the keyboard, proofread, and correct errors using spelling, grammar, and thesaurus applications.

A.8 Apply language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols to create and improve documents.

B.1 Use technology and network terminology appropriate to the task.

B.2 Explain the concept of “fair use” as it pertains to copyright law and be able to create citations for print, graphic, audio, and digital media resources.

B.3 Discuss copyright laws/issues and model ethical use of digital information, properly citing sources. using established methods. hacking, computer piracy, intentional virus settings, and invasion or privacy.

B.4 Describe consequences regarding copyright violations including, but not limited to , computer hacking, computer piracy, trustworthiness, intentional virus settings, and invasion of privacy.

B.5 Determine the usefulness and appropriateness of digital information.

B.6 Demonstrate proper etiquette and knowledge of acceptable use while in classroom, lab, or on the internet.

B.7 Explain how given technologies make life and work easier, while also making them more complicated.

B.8 Demonstrate responsible use of Internet, social media, and other materials, and understand consequences of violating school policy and state/ federal law.

B.9 Demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared safely online.

B.10 Identify types of information and terms that can put a person at risk for identity theft and other scams, and safely manage unwanted messages.

C.1 Choose an appropriate chart style for the given data when creating and labeling charts.

C.2 Create a variety of spreadsheet layouts containing descriptive labels and page settings.

C.3 Demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency.

C.4 Identify and describe the characteristics of digital input, processing, and output.

C.5 Students use a logical step-by-step process for solving problems using digital tools.

C.6 Explore and identify digital tools to be used to connect with others to enhance their learning with educator guidance.

C.7 Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

C.8 Demonstrate skill in the effective use of the basic MS Office/ Google Suite applications.

D.1 Identify the impact of technology applications on society through research, interviews, and personal observation.

D.2 Adjust fonts, attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials.

D.3 Demonstrate the use of a variety of layouts in a database to communicate information appropriately.

D.4 Use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols to proofread and correct documents.

D.5 Use electronic tools and research skills to build and/or access knowledge base regarding a topic, task or assignment.

D.6 Integrate two or more productivity tools into a document including, but not limited to, tables, charts, and graphs, graphics from paint or draw programs.

D.7 Design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product.

D.8 Contribute to group projects by adapting personal ideas to the needs of the group.

D.9 Share works with team members so that others can view, comment, and or edit.

D.10 Use digital tools to locate and connect with peers.

D.11 Demonstrate acceptance/respect for new ideas/strategies and constructive feedback from team members.

D.12 Collect feedback and data from the features embedded in digital tools for collaboration.

D.13 Contribute constructively to project teams assuming various roles to work effectively toward a common goal.

E.1 Use digital tools to enhance worship and personal devotional time.

E.2 Evaluate online content using Christian morals and values.

E.3 Publish or present content that includes witness of their faith in Jesus.

E.4 Students determine the appropriate platforms, digital tools, and methods for effectively sharing their faith.

E.5 Analyze how cultures, religions, and groups value technology differently and how these values influence the expansion and exploration of their faith.

E.6 Use collaborative and productivity tools to share the Word of God.

E.7 Use technology in self-directed activities by sharing God's Word to a defined audience.

E.8 Explain that technology is humans using their God-given talents to solve problems or enhance the quality of life.

E.9 Ensure that their online presence, including all social media posts and activities, demonstrate Christian values.