



Wolcott Public Schools

**154 Center Street
Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183**

Middle School Curriculum Grade 6 to 8 Computer Technology



Children are our Future...

MIDDLE SCHOOL COMPUTER TECHNOLOGY

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

By the end of Grade 12, all students will be independent, competent, responsible and confident users of information and technology and able to apply related strategies for acquiring basic skills and content knowledge, collaborating with others, communicating ideas, solving problems and pursuing personal interests.

Course Description:

All students must be able to use information and technology effectively to live, learn and work successfully in an increasingly complex and technology-based society. The overarching goal of an information and technology literacy instructional program is to ensure that all students are independent, competent, responsible and confident users of information and technology and can apply related strategies for acquiring basic skills and content knowledge, communicating ideas, problem-solving and pursuing personal interests. The following content and performance standards provide the foundation for initiating local discussions to design an instructional program that will ensure that all students have the opportunity to learn and practice these new essential skills.

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| <i>Performance Standards</i> | <i>6th Grade</i> | <i>7th Grade</i> | <i>8th Grade</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|---|--|--|--|-------------------------|
| <p>1. Definition and Identification of Information Needs:</p> <p>Students will define their information needs and identify effective courses of action to conduct research and solve problems.</p> <ul style="list-style-type: none"> ○ Clearly restate the scope and criteria for a given task, independently ○ Identify and discuss existing knowledge concerning a given task, without prompting ○ Frame an essential question using given information, and pose additional questions related to completion of the task ○ Identify, locate and use an array of print and non-print resources available through the library media center independently, and with assistance, access resources outside the school ○ Determine an appropriate course of action for addressing the essential question, with minimal assistance | <p>Introduction of Concepts:</p> <p>Students will commence use of performance standards as indicated.</p> <p>Introduction of resources, terms and analytical skills for future proficient use of technology.</p> | <p>Proficient use of Concepts:</p> <p>Students will demonstrate advanced knowledge of performance standards as indicated.</p> <p>Proficient use of resources, terms and analytical skills for movement towards mastery.</p> | <p>Mastery of Concepts:</p> <p>Students will have command of performance standards as indicated.</p> <p>Mastery of resources, terms and analytical skills for academic and vocational purposes.</p> | <p>Students will be assessed on both content and use of technology in given assignments.</p> <p>All technology based assignments will become part of a cumulative portfolio created and maintained by each student using the network folders and will be evaluated to show technology growth over the course of 6th, 7th and 8th grade.</p> | <p>See Appendix</p> |

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| <p>2. Information Strategies:</p> <p>Students will understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print resources to solve problems and conduct research.</p> <ul style="list-style-type: none"> ○ Use additional features of online catalog records and demonstrate the ability to locate information from all areas of the library media center, such as fiction, nonfiction and reference ○ Demonstrate the ability to navigate through a variety of software menus to access information for research, publication and communication ○ Describe the variety of ways indexes and tables are used as organizers for information systems ○ Use additional organizing features of print and non-print (e.g., menus, bibliographies and hyperlinks) to locate and use information ○ Search, find, sort and evaluate database information from computers, CD-ROM and on-line resources and know how to apply specific features of different search engines ○ Select and use appropriate resources and/or equipment to accomplish a given task ○ Demonstrate ability to take notes, print out or record selected information from a wide range of sources of information | <p>Introduction of Concepts:</p> <p>Students will commence use of performance standards as indicated.</p> <p>Introduction of resources, terms and analytical skills for future proficient use of technology.</p> | <p>Proficient use of Concepts:</p> <p>Students will demonstrate advanced knowledge of performance standards as indicated.</p> <p>Proficient use of resources, terms and analytical skills for movement towards mastery.</p> | <p>Mastery of Concepts:</p> <p>Students will have command of performance standards as indicated.</p> <p>Mastery of resources, terms and analytical skills for academic and vocational purposes.</p> | <p>Students will be assessed on both content and use of technology in given assignments.</p> <p>All technology based assignments will become part of a cumulative portfolio created and maintained by each student using the network folders and will be evaluated to show technology growth over the course of 6th, 7th and 8th grade.</p> | <p>See Appendix</p> |

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| <p>2. Information Strategies: (Continued)</p> <ul style="list-style-type: none">○ Demonstrate the ability to identify and use a variety of features to locate information using an Internet search engine or directory○ Identify key words for searching information sources, with minimal assistance | | | | | |

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| <p>3. Information Processing:</p> <p>Students apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p> <ul style="list-style-type: none"> ○ Develop and apply more complex criteria for aligning resources with a specific need and presentation ○ Apply evaluative criteria to discern stereotypes, biases and propaganda techniques in print and non-print resources ○ Organize, analyze and synthesize information to draw meaningful conclusions and determine an appropriate format for presentation, with minimal assistance | <p>Introduction of Concepts:</p> <p>Students will commence use of performance standards as indicated.</p> <p>Introduction of resources, terms and analytical skills for future proficient use of technology.</p> | <p>Proficient use of Concepts:</p> <p>Students will demonstrate advanced knowledge of performance standards as indicated.</p> <p>Proficient use of resources, terms and analytical skills for movement towards mastery.</p> | <p>Mastery of Concepts:</p> <p>Students will have command of performance standards as indicated.</p> <p>Mastery of resources, terms and analytical skills for academic and vocational purposes.</p> | <p>Students will be assessed on both content and use of technology in given assignments.</p> <p>All technology based assignments will become part of a cumulative portfolio created and maintained by each student using the network folders and will be evaluated to show technology growth over the course of 6th, 7th and 8th grade.</p> | <p>See Appendix</p> |

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| <p>4. Application:</p> <p>Students use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.</p> <ul style="list-style-type: none"> ○ Create databases, spreadsheets and a variety of multimedia products to organize, analyze and interpret information ○ Use appropriate technology(s) and format(s) to clearly present information gathered from a variety of print and non-print resources | <p>Introduction of Concepts:</p> <p>Students will commence use of performance standards as indicated.</p> <p>Introduction of resources, terms and analytical skills for future proficient use of technology.</p> | <p>Proficient use of Concepts:</p> <p>Students will demonstrate advanced knowledge of performance standards as indicated.</p> <p>Proficient use of resources, terms and analytical skills for movement towards mastery.</p> | <p>Mastery of Concepts:</p> <p>Students will have command of performance standards as indicated.</p> <p>Mastery of resources, terms and analytical skills for academic and vocational purposes.</p> | <p>Students will be assessed on both content and use of technology in given assignments.</p> <p>All technology based assignments will become part of a cumulative portfolio created and maintained by each student using the network folders and will be evaluated to show technology growth over the course of 6th, 7th and 8th grade.</p> | <p>See Appendix</p> |

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| <p>5. Technology Use:</p> <p>Students will operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content areas.</p> <ul style="list-style-type: none"> ○ Operate school hardware and demonstrate the ability to use the school network to access and utilize school software, independently ○ Use content-specific technology tools and software ○ Demonstrate proficiency in keyboarding ○ Demonstrate the ability to independently use personal productivity software and multimedia to create products in a wide range of formats (newsletters, budgets, brochures, imported graphics, web pages, digital movies, etc.) ○ Demonstrate the use of technological resources to help plan, coordinate and complete group projects ○ Identify hardware and software problems that accompany everyday use and seek assistance ○ Understand that technology tools are constantly changing and describe their potential for use ○ Identify ways computers and other technologies are affecting the way we live, work and learn ○ Describe basic criteria used to evaluate and compare different types of computers, peripherals (e.g. printer, scanner) and other technology tools | <p>Introduction of Concepts:</p> <p>Students will commence use of performance standards as indicated.</p> <p>Introduction of resources, terms and analytical skills for future proficient use of technology.</p> | <p>Proficient use of Concepts:</p> <p>Students will demonstrate advanced knowledge of performance standards as indicated.</p> <p>Proficient use of resources, terms and analytical skills for movement towards mastery.</p> | <p>Mastery of Concepts:</p> <p>Students will have command of performance standards as indicated.</p> <p>Mastery of resources, terms and analytical skills for academic and vocational purposes.</p> | <p>Students will be assessed on both content and use of technology in given assignments.</p> <p>All technology based assignments will become part of a cumulative portfolio created and maintained by each student using the network folders and will be evaluated to show technology growth over the course of 6th, 7th and 8th grade.</p> | <p>See Appendix</p> |

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| <p>6. Responsible Use:</p> <p>Students will demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.</p> <ul style="list-style-type: none"> ○ Demonstrate responsible and ethical use and care of print and non-print information resources, computers, other technologies and networks ○ Apply established citation standards for giving credit for information or ideas used ○ Differentiate among various types of ownership and protection of intellectual property (e.g., copyright, patents) and observe “fair use” guidelines as they apply to each ○ Adhere to the district’s acceptable use and copyright policies and understand the relationship to local, state and national legislation | <p>Introduction of Concepts:</p> <p>Students will commence use of performance standards as indicated.</p> <p>Introduction of resources, terms and analytical skills for future proficient use of technology.</p> | <p>Proficient use of Concepts:</p> <p>Students will demonstrate advanced knowledge of performance standards as indicated.</p> <p>Proficient use of resources, terms and analytical skills for movement towards mastery.</p> | <p>Mastery of Concepts:</p> <p>Students will have command of performance standards as indicated.</p> <p>Mastery of resources, terms and analytical skills for academic and vocational purposes.</p> | <p>Students will be assessed on both content and use of technology in given assignments.</p> <p>All technology based assignments will become part of a cumulative portfolio created and maintained by each student using the network folders and will be evaluated to show technology growth over the course of 6th, 7th and 8th grade.</p> | <p>See Appendix</p> |

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| <p>7. Assessment:</p> <p>Students will assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <ul style="list-style-type: none"> ○ Assess whether the process and information gathered was relevant, complete and accurate in response to the assigned need ○ Assess whether their products meet established standards for process, product and presentation | <p>Introduction of Concepts:</p> <p>Students will commence use of performance standards as indicated.</p> <p>Introduction of resources, terms and analytical skills for future proficient use of technology.</p> | <p>Proficient use of Concepts:</p> <p>Students will demonstrate advanced knowledge of performance standards as indicated.</p> <p>Proficient use of resources, terms and analytical skills for movement towards mastery.</p> | <p>Mastery of Concepts:</p> <p>Students will have command of performance standards as indicated.</p> <p>Mastery of resources, terms and analytical skills for academic and vocational purposes.</p> | <p>Students will be assessed on both content and use of technology in given assignments.</p> <p>All technology based assignments will become part of a cumulative portfolio created and maintained by each student using the network folders and will be evaluated to show technology growth over the course of 6th, 7th and 8th grade.</p> | <p>See Appendix</p> |

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Check for availability, as sites are constantly changing.

Discoveryeducation.com

Science and Social Studies Resources:

- Icue.com
- www.eduref.org
- www.enchantedlearning.com/home.html
- www.intel.com/education/unitplans
- <http://enc.org/weblinks/lessonplans>
- www.kn.pacbell.com/wired/bluewebn
- <http://school.discovery.com/lessonplans>
- www.exploratorium.edu
- www.kids.gov
- www.socialstudiesforkids.com
- www.aolatschool.com
- <http://sln.fi.edu/learn/html>
- www.weeklyreader.com
- www.timeforkids.com
- www.lihistory.com
- www.whitehouse.gov/history/life
- www.whitehouse.gov/whitehouskids.gov
- www.uen.org/utahlink/tours/fieldtrips2.htm
- www.50states.com
- www.kidclick.org
- www.Marcopolo.com

Math Resources:

- www.aplusmath.com
- www.ee.ryerson.ca:8080/~elf/abacus
- www.math.msu.edu/cmp
- www.coolmath.com
- www.sandbox.net
- www.groups.dcs.st-
- www.members.tripod.com
- www.nycenet.edu/mathcity
- www.world.std.com/~reinhold/mathmovies.html
- www.nctm.org
- www.webmath.com

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Language Arts Resources:

- <http://cyberbee.com/intclass.html>
- <http://suite101.com/links.cfm/computerintegration>
- <http://www.hpineducation.hp.com/k12/resources/resources.html>
- <http://coweta.k12.ga.us/lessons/languagearts.html>
- <http://www.dogpile.com>
- <http://www.glc.k12.ga.us>
- <http://www.techlearning.com>

Grammar

- <http://englishgrammar101.com/>
- <http://www.edunet.com/english/grammar/index.html>
- <http://webster.comnet.edu/HP/pages/darling/original.htm>

Literature

- http://school.aol.com/highschool/language_arts_activities.adp
- <http://www.people.virginia.edu/~jbh/litweb.html>
- <http://www.pacific.net/~johnr/aesop/>
- <http://www.uiowa.edu/~english/litcult2097/tlucht/lit-yalib.html>
- http://www.randomhouse.com/teachersbdd/trc_alphabetical.html
- <http://www.geocities.com/~jacklondons/>
- <http://www.gerenser.com/lotfl>
- <http://www.csclub.uwaterloo.ca/u/relipper/tolkien/rootpage.html>
- <http://sflovers.rutgers.edu/.index2.html>
- <http://sflovers.rutgers.edu/archive/Web/SFRG/sf-resource.guide.html>
- <http://www.kansas.net/~duncan/literature.html>
- <http://www.pantheon.org/mythica/>
- <http://www.odinscastle.org/index.html>
- <http://www.bnl.com/shorts/>
- http://www.themoonlitroad.com/ibo/intro_ibo001.html
- <http://educeth.ethz.ch/english/readinglist/>
- <http://www.sc.edu/fitzgerald/index.html>
- <http://lang.nagoya-u.ac.jp/~matsuoka/UK-author.html>
- <http://home.earthlink.net/~feiffor/bard/body.html>
- <http://sterling.holycross.edu/departments/theatre/projects/isp/>
- <http://lang.nagoya-u.ac.jp/~matsuoka/AmeLit.html>
- <http://andromeda.rutgers.edu/~jlynch/Lit/american.html>
- <http://www.books.com/scripts/authors.exe>
- <http://www.comnet.ca/~forrest/>
- <http://eldred.ne.mediaone.net/nh/hawthorne.html>
- <http://www.planet.net/pkrisxle/emily/dickinson.html>
- <http://www.Im.com/~joseph/mtwain.html>
- <http://www.columbia.edu/acis/bartleby/frost/>
- <http://www.lostgeneration.com/hrc.htm>
- <http://ocean.st.usm.edu/~wsimkinssteinb.html>

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- http://www.olemiss.edu/depts/english/ms-writers/dir/williams_tennessee/
- <http://www.geocities.com/CollegePark/Classroom/3085/crucible.html>
- <http://www.luminarium.org/contemporary/amytan/>
- <http://www.people.virginia.edu/~jbh/litweb.html>
- <http://www.geocities.com/EnchantedForest/5165/index1.html>
- <http://www.poets.org/litlitmain.htm>
- <http://shoga.wwa.com/~rgs/glossary.html>
- http://www.lit.kobe-u.ac.jp/~hishika/20c_poet.htm
- <http://advicom.net/~e-media/kr/poetry1.html>
- <http://askeric.org>
- <http://home.earthlink.net/~jesmith/Writing-critique.html>
- <http://kidswriting.miningco.com/teens/kidswriting/cs/lessonplans/index.htm>
- <http://www.unc.edu/cit/tips/writing.html>
- <http://www.dogpile.com>
- <http://www.ResearchPaper.com>
- <http://www.inkspot.com/joe/young/>
- <http://web.cs.city.ac.uk/text/roget/thesaurus.html>
- <http://www.bham.wednet.edu/bio/biomaker.htm>
- <http://www.eclectics.com/writing/writing.html>
- <http://www.writesite.org/>
- <http://www.gsn.org/kid/kc/index.html>
- <http://www.epals.com/kpi.html>
- <http://www.ncte.org/>
- <http://eserver.org/>
- <http://www.readingonline.org/home.html>
- <http://www.wolinskyweb.com/word.htm>
- <http://www.occdsb.on.ca/~redhtm/scaven.htm>
- <http://www.lessonplans.com/C!JH.htm>
- <http://www.glc.k12.ga.us/>
- <http://www.theteacherscorner.net>
- <http://www.lessonstutor.com/eescw9.html>
- <http://www.media-awareness.ca/eng/med/class/teamedia/heroic.htm>
- <http://www.users.totalise.co.uk/~sfawbert/edusite.htm>
- <http://www.learn.motion.com/lim/links/lanlinks/lan.links>
- <http://www.teleport.com/~mgroves/>
- <http://www.ohiou.edu/esl/teacher/index.html>
- http://www.indiana.edu/~eric_rec/comatt/gmenu.html
- <http://www.Pages.ripco.net>
- <http://www.Englishcompanion.com>
- <http://www.Teachervision.com>
- <http://www.sdcoe.k12.ca.us/score/cla.html>
- http://www.studyweb.com/Language_Arts/littoc.htm

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Online Databank resources that TMS subscribes to:

- www.iconn.org
- <http://discoverer.sirs.com>
- <http://go.grolier.com>
- <http://ebSCO.com/home/>

Word, Excel, Inspiration, Publisher Movie Maker Media player, Outlook and PowerPoint

Web Applications Touch typing i-pods, scanner, digital camera, LCD, AV cables flash drive, speaker/headphones, printers

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Pacing Guide

| | 6 TH GRADE | 7 TH GRADE | 8 TH GRADE |
|-------------------------|---|--|--|
| Marking Period 1 | Log in information | Log in information | Log in information |
| | Introduction to H: Drive | Review of H: Drive | Review of H: Drive |
| | Create Portfolio in H: Drive | Review 7th grade Portfolio Objectives | Review 8th grade Portfolio Objectives |
| | Introduce Portfolio Objectives for 6th grade | | |
| Marking Period 2 | Introduction to databases and Spectrum (card catalog) in content area classes | Review of database use in content area classes | Review of database use in content area classes |
| | Conducting a good internet search | Using the best information available | Evaluating sources of information |
| | Hardware: flash drive, speaker/ headphones, printers | Hardware: scanner, digital camera, LCD, AV cables (connections) | Hardware: i-pods |
| | Using streaming Video to enhance learning | | |
| Marking Period 3 | Word, Excel, Inspiration, Publisher and PowerPoint Introduction *importing *organizing computer files *short cuts *study tools *charts and graphs | Intermediate Word, Inspiration, Publisher Excel and PowerPoint | Advanced Word, Inspiration, Publisher Excel and PowerPoint *real world applications (Community Guests) |
| | | Introduction to Media player, Outlook | Introduction to Movie Maker |
| Marking Period 4 | Touch typing practice | Email use and internet safety | Creating Web Applications |
| | Peripheral tools | | Create CD of Portfolio for student |

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Essential Questions

1. What do students need to know prior to using information and technology resources?
2. What are the learning skills and strategies that students need to successfully find information?
3. How do students evaluate and use information resources?
4. How do students use information and technology to express and communicate ideas?
5. What type of technological tools will students use?
6. What are student responsibilities regarding the use of information and technology?

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Skills Objectives

1. Students will define their information needs and identify effective courses of action to conduct research and solve problems.
2. Students will understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research.
3. Students will apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.
4. Students will use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.
5. Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.
6. Students will demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.
7. Students will assess the effectiveness of their information and technology choices for problem-solving and communication.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them.
Thank.]