



# Technology Integration Curriculum Guide

FAITH LUTHERAN SCHOOL – TACOMA, WA

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## Philosophy of Educational Technology

Educational technology is not the “magic bullet” that will cause a teacher to suddenly become more effective. In fact, without the proper professional development and student training, the introduction of educational technology can actually be detrimental to students’ academic achievement and a teacher’s confidence in their instruction. What educational technology can do is unlock things that were previously unavailable to both the students and the teacher. With technology, teachers can find increased efficiency, greater productivity, and the ability to deliver additional content and resources. With technology, students can grow their social skills by communicating, collaborating, and creating with their peers in both physical and digital environments. For students that are academically behind, educational technology can help the teacher pinpoint and remediate knowledge and skills that should have been learned. For students that are organized and academically gifted, educational technology can free them up for self-paced instruction on topics well beyond the standard curriculum. In short, when a teacher moves towards integrating more educational technology in the classroom, he or she should not abandon what they know about effective instruction. Rather, they should integrate more because they can “do it *better* with technology.”

Technological tools (e.g. word processing, spreadsheets, presentation software, website design, etc.) are continually changing, and we believe our students should master certain fundamental skills that they will be likely use in their future careers. In addition to these basic programs we want our students to develop keyboarding skills, to demonstrate critical thinking through coding, and to maximize productivity as good stewards of the time God has blessed us with. As students interact online we teach them to be responsible digital citizens, who recognize the dangers/temptations and seize the opportunities to show Christ’s love to each other and the global audience that may encounter the content we post. Some of our students will be entering professions that do not yet exist, and even the professions that do exist will be reshaped by technology in the coming years. This huge shift will not be changing anytime soon. Therefore, it is our job as educators to help our students become “adaptable” as new technologies, tools, and resources become available.

Whenever a teacher wants to integrate technology into a lesson, there should always be a good “why.” Maybe it frees up class time. Maybe it allows for differentiation. Maybe it engages students who would be otherwise disconnected with the content. Maybe it allows for better collaboration amongst peers. Whatever the reason, the “why” is the key. It should provide some *relative advantage* for the teacher, the students, or both. Without a relative advantage, the teacher should NOT integrate technology.

The faculty of Faith Lutheran School strives to use technology daily and across subject areas to make our lessons more effective and reach all types of learners. We also recognize that technology should be *integrated* into lessons and NOT be the lesson itself. We have developed this philosophy of educational technology and scope and sequence to ensure that all our students gain the experience, knowledge, and skills to be responsible and productive digital citizens by the time they graduate. We also recognize that there must be recurring professional development for every member of the faculty and planned “sharing time.” By discussing best practices and sharing digital resources regularly, we will ensure that we are working in concert, NOT in isolation.

Effective instruction is still effective instruction. Curriculum is still curriculum. However, we assert that for teachers and students there can be *deeper growth* and *more learning* by leveraging the benefits of educational technology.

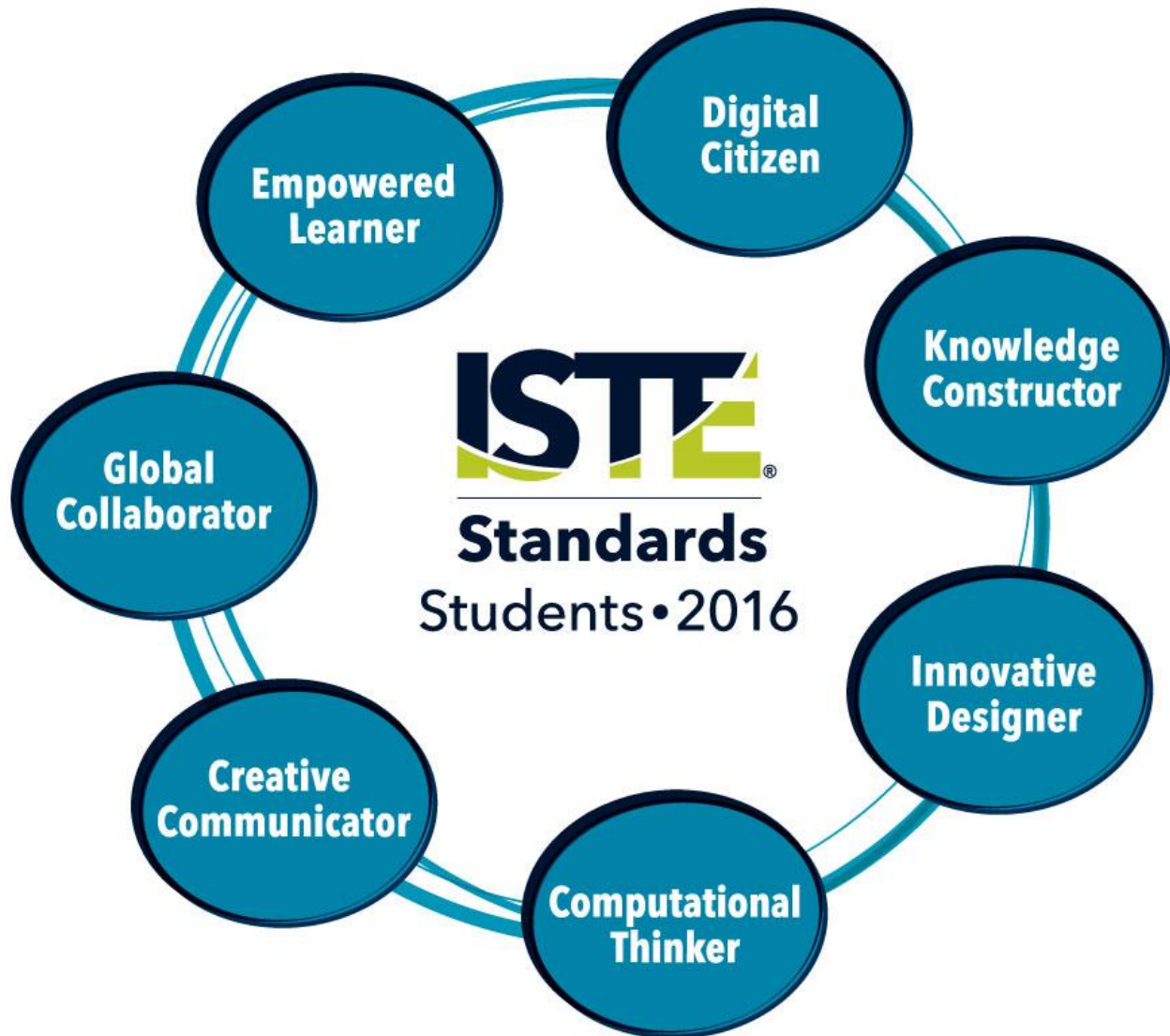
## ISTE Standards for Educators - 2017

The International Society for Technology in Education (ISTE) has developed a comprehensive set of standards to serve as our teachers' road map in helping students become empowered learners. Faith Lutheran School chooses to use these standards to deepen our practice, promote collaboration with peers, challenge us to rethink traditional approaches, and prepare students to drive their own learning. We also seek ways to regularly incorporate Scripture so that we glorify God in all we do, including our use of technology. The full list of educator standards can be found by [CLICKING HERE](#).



## ISTE Standards for Students - 2016

The International Society for Technology in Education (ISTE) has developed a comprehensive set of standards to prepare students to thrive in a constantly evolving technological landscape. Faith Lutheran School chooses to use these standards to help our students become responsible digital citizens in a global environment. We also regularly incorporate Scripture so that students are seeking to glorify God in all they do, including their use of technology. The full list of student standards can be found by [CLICKING HERE](#).



## Acceptable Use Policy

**THE LAW:** Students may access the Internet only when a teacher is in the classroom and acting in a supervisory role. We encourage teachers to use preselected sites and applications to provide reliable and safe information for students to use, but it is also necessary for students to learn how to search the Internet using the engines and directories. Teachers will be supervising technologic activity as it occurs. In accordance with the CIPA (Child Internet Protection Act) we will do all we can to protect the child from obscenity, child pornography, and materials harmful to minors. This is the categorization from the law itself. Note that these categories to the CIPA refer only to pictures, not text. We would include the text as objectionable as well and it will be avoided, of course, in our setting. Students are to use the Faith Evangelical Lutheran Church and School network properly and any unauthorized access, including so-called “hacking”, and other unlawful activities by minors online are strictly forbidden.

**FILTERING:** A supervisor and/or teacher will conduct the management for any tablet and computer usage. The programs are not fool proof, and it is still important for teachers and parents alike to teach children to discern what is right and wrong with the materials that surrounds us daily in this age of information. Students are also expected to use any use of technology and network in a Christ-like manner. Students should use technology as a gift and treat it like any other gift in accordance to 1 Peter 4:10ff, *“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms...so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen.”*

**DOWNLOADING and/or UPLOADING MEDIA:** Downloading or uploading of any media format from the Internet will be done only in connection with assigned projects and activities. Students who abuse the rule will face consequences, such as not being able to use the devices for a time deemed reasonable by the teacher and/or administrator.

**CHAT ROOMS:** The use of chat rooms in the school network is strictly forbidden except in the case of a teacher-led project with the teacher as a participant.

**SCHOOL HARDWARE AND SOFTWARE:** Students are instructed in the careful and responsible use of all school hardware and software. Abuse of same will result in suspension of use of materials for a time deemed appropriate by the teacher, as well as cost to replace broken hardware or software in cases of abuse. Software may not be brought to school and loaded onto any computer in the building.

**ONLINE ACCOUNTS (O365, Google Apps, Typing.com, Accelerated Reader, eStudies Weekly, Techbooks, and any other accounts approved by the classroom teacher):** All students in grades 3-8 may have access to various online accounts. At no time will the school allow access outside of our domain and at no time will anyone be allowed to have access from the outside into our domain. Students will be sharing documents, chatting, and emailing throughout the year with other students and teachers inside of our school domain. ***If parents are opposed to this, it is important to mark your preference on your Enrollment Forms in TADS. (Keep in mind if you are opposed to this that your child will not be able to participate in many educational activities)***

**USE BY MINORS:** Students under the age of 13 are not allowed to have email or various accounts without the parent’s expressed permission. Teachers are permitted to set up accounts for students throughout the school year in accordance with this policy but Faith Lutheran will never knowingly solicit any personal information about students on the worldwide web regardless of the age. Certain applications require an email login and this policy allows students to fully utilize applications that will provide beneficial supplemental learning opportunities. Students are not permitted, unless directed by teacher or parent, to use these various accounts at home for personal use.

**SCHOOL WEBSITE:** When student photos or work appear on the school or classroom web page, first names only will be used. Any photos used as promotional material for our school will not include names of students, but pictures may be used. ***If parents are opposed to this, it is important to mark your preference in your Enrollment Forms on TADS.*** We will always try to feature children's photos in the safest possible way by using group, distance, and never full names.

**CELL PHONES:** Cell phones and other hand held devices must be turned off and kept in book bags or on the teacher's desk during the school day, unless, under the teacher's discretion, they are allowed to be used.

**CYBERBULLYING:** Technology will be used in a way that treats other people in a God-pleasing manner. Therefore, the sending of threatening messages, or other inappropriate communication, such as using technology to bear false witness or spread rumors about someone, make inappropriate overtures toward another, or impersonating another person, is considered cyber-bullying and will be dealt with as such. Faith Lutheran School does not support any form of bullying and actions will be taken in a God-pleasing manner.

# Acceptable Use Pledge

Using the computers and tablets at Faith Lutheran School is very important. If I want to use the school's computer equipment, I need to act as a safe, secure, responsible, and Christian cyber citizen. The key word to remember is RESPECT!

**The following are some basic expectations of my online behavior:**

**I promise to respect the rights of others:**

- Passwords are not to be shared with anyone but the teacher.
- No user is to try and discover another user's password.
- No student user is permitted to access other user's private files.
- All actions are done out of love for the gifts God has granted.
- Treat others online, as you would like to be treated.

**I promise to respect the technology:**

- Never do anything that could cause damage to the equipment.
- Never try things that you are not trained, instructed, or permitted to do.
- Use two, clean hands when handling the Surface tablets or Chrome Books.
- Do not download or upload any media from the Internet without the expressed consent from a knowledgeable teacher.

**I promise to respect the law:**

- Cite all sources when using references for your work.
- Always give proper credit to the author for words and images included in your work.
- Do not spread viruses or knowingly disrupt the online environment.

**I promise to respect the purpose of school technology:**

- Non-educational games and personal use are not allowed on school equipment.
- All work stored on school's equipment belongs to the school and may be accessed by school personnel.
- I promise to avoid chat rooms on the school's network, unless instructed by a knowledgeable teacher.

**I promise to respect the gifts God has given to me:**

- I want to give glory to God with all my gifts, including with technology (1 Corinthians 10:31).
- I want to be a good steward of technology so that God may be praised in all I do (1 Peter 4:10ff).
- I want to show others Christ's love while interacting using technology (John 15:12).

I understand that using Faith Lutheran School's equipment is a privilege, not a right. This privilege can be taken away if I do not use the technology responsibly and with respect. If I violate any of the rules or break the pledge, I will lose my technology and Internet privileges. I might also face disciplinary and/or legal actions.

**I will sign my name to show that I understand and will follow this pledge:**

(3<sup>rd</sup>-8<sup>th</sup>) Student Name (Print): \_\_\_\_\_

(3<sup>rd</sup>-8<sup>th</sup>) Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**I have read the Technology Acceptable Use Policy on page 21 of the Faith Lutheran School Handbook and this Pledge. I have discussed both with my child and we are in compliance with both:**

(PreK-8<sup>th</sup>) Parent/Legal Guardian Name: (Print): \_\_\_\_\_

(PreK-8<sup>th</sup>) Parent/Legal Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Technology Integration Scope and Sequence

Category	BO	Skills	K	1	2	3	4	5	6	7	8
<b>Basic Operations (BO)</b>	1	Turn on a computer and login	-	I	R	M	M	M	M	M	M
	2	Use pointing device such as a mouse, touchscreen, or touchpad to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bar	-	I	R	M	M	M	M	M	M
	3	Use desktop icons, windows and menus to open applications and documents	-	I	R	M	M	M	M	M	M
	4	File management – naming, saving, organizing folders, deleting, recovering (local and cloud-based)	-	-	-	I	R	M	M	M	M
	5	Explain and use age-appropriate online tools and resources	-	I	R	M	M	M	M	M	M
	6	Keyboarding <ul style="list-style-type: none"> <li>• Use proper posture and ergonomics</li> <li>• Locate and use letter and numbers keys with left and right hand placement</li> <li>• Locate and use correct finger, hand for space bar, return/enter and shift key</li> <li>• Gain proficiency and speed in touch typing (WPM)</li> </ul>	-	-	-	I	R	M	M	M	M
	7	Utilize basic troubleshooting steps to solve technical problems independently (i.e. wireless connections, updates, frozen display)	-	-	-	I	R	M	M	M	M
	8	Customize display to increase productivity (browser and OS)	-	-	-	-	-	-	-	I	R
	9	Use keyboard shortcuts to operate the computer (i.e. ctrl-C, ctrl-V, ctrl-X, ctrl-z, ctrl-l, ctrl-enter)	-	-	-	-	-	-	-	I	R
	10	Identify and assess the capabilities and limitations of emerging technologies.	-	-	-	-	-	-	-	I	R
<b>I - Introduce                  R - Reinforce                  M - Mastery (ability to teach others)</b>											

Category	WP	Skills	K	1	2	3	4	5	6	7	8
<b>Word Processing (WP)</b>	1	Use a word processing application to write, edit, and save simple assignments	-	-	-	I	R	M	M	M	M
	2	Use menu/tool bar functions (e.g. font/size/style/, line spacing , margins) to format, edit and submit a document	-	-	-	I	R	M	M	M	M
	3	Highlight text, copy and paste text	-	-	-	I	R	M	M	M	M
	4	<ul style="list-style-type: none"> <li>• Copy and paste images within the document and from outside sources</li> <li>• Insert and size a graphic in a document</li> </ul>	-	-	-	I	R	M	M	M	M
	5	Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar, and thesaurus)	-	-	-	I	R	M	M	M	M
	6	Demonstrate use of intermediate features in word processing application (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables)	-	-	-	-	-	I	R	M	M
	7	Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials	-	-	-	I	R	M	M	M	M
	8	Use the comment function for peer editing of documents	-	-	-	I	R	M	M	M	M
	9	Use revision history or “track changes” for peer editing of documents	-	-	-	-	-	-	-	I	R
	10	Format a research paper correctly using a specific format (e.g. MLA)	-	-	-	-	-	-	-	I	R
<b>I - Introduce                  R - Reinforce                  M - Mastery (ability to teach others)</b>											

Category	SS	Skills	K	1	2	3	4	5	6	7	8
<b>Spreadsheet – Tables/Charts and Graphs (SS)</b>	1	Demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information	-	-	-	-	-	I	R	M	M
	2	Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart graph)	-	-	-	-	-	I	R	M	M
	3	Enter/edit data in spreadsheets and perform calculations using formulas	-	-	-	-	-	I	R	M	M
	4	Use mathematical symbols e.g. + add, -minus, *multiply, /divide, ^exponents	-	-	-	-	-	I	R	M	M
	5	Use spreadsheets to make predictions, solve problems and draw conclusions	-	-	-	-	-	-	-	I	R
	6	Use spreadsheets to calculate, graph, organize, and present data, choosing the most appropriate graph/chart type to represent given data	-	-	-	-	-	I	R	M	M
	7	Enter formulas and functions, using the autofill feature in a spreadsheet	-	-	-	-	-	-	-	I	R
	8	Use sort, filter, find, and other functions of a spreadsheet to maximize productivity	-	-	-	-	-	-	-	I	R
	9	Use multiple sheets within a workbook	-	-	-	-	-	-	-	I	R
	10	Formats labels, legends, axis, etc. of graphs to more clearly present data	-	-	-	-	-	-	-	I	R
<b>I - Introduce      R - Reinforce      M - Mastery (ability to teach others)</b>											

Category	MP	Skills	K	1	2	3	4	5	6	7	8
<b>Multimedia and Presentation Tools (MP)</b>	1	Create, edit and format text on a slide	-	-	-	I	R	M	M	M	M
	2	Create a series of slides and organize them to present research or convey an idea	-	-	-	I	R	M	M	M	M
	3	Copy and paste or import graphics; change their size and position on a slide	-	-	-	I	R	M	M	M	M
	4	Use camera, painting, or drawing tools/applications to create and edit images and video	-	-	-	-	-	I	R	M	M
	5	Watch online videos and use play, pause, rewind and forward buttons	-	I	R	M	M	M	M	M	M
	6	Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations to add interest and hyperlinks to credit sources.	-	-	-	-	-	I	R	M	M
	7	Select wisely from a variety of presentation tools (Slides, PowerPoint, Prezi, Bubbl.us, Screencast-O-Matic, etc.) and has sound rationale for the choice.	-	-	-	-	-	-	-	I	R
	8	Use note-taking skills while viewing online videos and using the play, pause, rewind, and stop buttons	-	-	-	-	-	I	R	M	M
	9	Generate video, upload, and share it appropriately for educational purposes	-	-	-	-	-	I	R	M	M
	10	Design a website for a specific purpose, with clear organization and easy navigation	-	-	-	-	-	-	-	I	R
<b>I - Introduce      R - Reinforce      M - Mastery (ability to teach others)</b>											

Category	DC	Skills	K	1	2	3	4	5	6	7	8
<b>Digital Citizenship (DC)</b>	1	Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks	-	I	R	M	M	M	M	M	M
	2	Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use	-	I	R	M	M	M	M	M	M
	3	Explain Fair Use Guidelines for the use of copyrighted materials, (e.g. text, images, music, video in student projects) and giving credit to media creators	-	-	-	I	R	M	M	M	M
	4	Identify and explain the strategies for the safe and efficient use of computers (e.g. passwords, virus protection software, spam filters, popup blockers)	-	-	-	I	R	M	M	M	M
	5	Demonstrate safe email practices, recognition of the potentially public exposure of email and appropriate email etiquette	-	-	-	I	R	M	M	M	M
	6	Identify cyber bullying and describe strategies to deal with such a situation	-	-	-	I	R	M	M	M	M
	7	Recognize and describe the potential risks and dangers associated with various forms of online communications (email, chat rooms, social media)	-	-	-	I	R	M	M	M	M
	8	Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information	-	-	-	-	-	I	R	M	M
	9	Give examples of hardware and software applications that enable people with disabilities to use technology	-	-	-	-	-	I	R	M	M
	10	Describe the potential risks associated with the use of networked digital environments (internet, mobile, wireless networks) and sharing personal information.	-	-	-	-	-	I	R	M	M
<b>I - Introduce      R - Reinforce      M - Mastery (ability to teach others)</b>											

Category	RG	Skills	K	1	2	3	4	5	6	7	8
<b>Research and Gathering Information (RG)</b>	1	Use age-appropriate technologies to locate, collect, organize content from media collection for specific purposes	-	I	R	M	M	M	M	M	M
	2	Perform basic searches on databases (e.g. glossary, library, encyclopedia) to locate information	-	-	-	I	R	M	M	M	M
	3	Evaluate teacher-selected or self-selected internet resources in terms of their usefulness for research	-	-	-	I	R	M	M	M	M
	4	Use Web 2.0 tools (online discussions, blogs, and wikis) to gather and share information	-	-	-	-	-	-	-	I	R
	5	Identify and analyze the purpose of a media message (to inform, persuade and entertain)	-	I	R	M	M	M	M	M	M
	6	Analyze a source to determine its authoritative validity and make a distinction between suffixes (.edu, .gov, .com, .au, .org)	-	-	-	-	-	I	R	M	M
	7	Use search engines and online directories safely and appropriately to locate relevant results	-	I	R	M	M	M	M	M	M
	8	Organize bookmarks and favorites for quick retrieval and easy sharing	-	-	-	-	-	I	R	M	M
	9	Use refresh, forward, back, and tab browsing to navigate multiple web pages	-	-	-	-	-	-	-	I	R
	10	Identify and use hyperlinks within web pages or documents	-	-	-	-	-	I	R	M	M
<b>I - Introduce                  R - Reinforce                  M - Mastery (ability to teach others)</b>											

Category	CC	Skills	K	1	2	3	4	5	6	7	8
<b>Communication and Collaboration (CC)</b>	1	Work collaboratively online with other students in class under teacher supervision	-	-	-	I	R	M	M	M	M
	2	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas	-	-	-	I	R	M	M	M	M
	3	Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas	-	-	-	I	R	M	M	M	M
	4	Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations	-	-	-	I	R	M	M	M	M
	5	Use teacher approved Web 2.0 tools (email, discussion forums, blogs, etc.) for communication with peers, experts, and other audiences using appropriate academic language	-	-	-	-	-	I	R	M	M
	6	Plan and implement a collaborative project with students in another school or another country using telecommunication tools (email, discussion forums, translating tools, video conference, etc.)	-	-	-	-	-	-	-	I	R
	7	Use a course or learning management system to access class resources/schedules and complete assignments	-	-	-	-	-	-	-	I	R
	8	Create and maintain a digital portfolio or collection of works related to one's learning	-	-	-	-	-	-	-	I	R
	9	Employ effective pair programming skills of “driver” and “navigator” while coding with a variety of partners	-	-	-	-	-	I	R	M	M
<b>I - Introduce                      R - Reinforce                      M - Mastery (ability to teach others)</b>											



## References

### **ISTE Standards for Educators - 2017**

<http://www.iste.org/standards/for-educators>

### **ISTE Standards for Students - 2016**

<http://www.iste.org/standards/for-students>

### **Scope and Sequence adapted from:**

<https://village.coronadousd.net/static/media/uploads/Village%20Elementary/DigitalLiteracyScope%20and%20Sequence.FINAL.docx>

and

[https://www.cde.state.co.us/cdesped/accommodationsmanual\\_ccss\\_k12\\_techscope](https://www.cde.state.co.us/cdesped/accommodationsmanual_ccss_k12_techscope)

## Suggested Resources

### Digital Citizenship

[https://www.commonsensemedia.org/sites/default/files/uploads/classroom\\_curriculum/cs\\_digitalcitizenshipcurric\\_2016\\_release.pdf](https://www.commonsensemedia.org/sites/default/files/uploads/classroom_curriculum/cs_digitalcitizenshipcurric_2016_release.pdf)

### Word Processing

<https://www.office.com/>

<https://www.google.com/docs/about/>

### Spreadsheets

<https://www.office.com/>

<https://www.google.com/sheets/about/>

### Presentation

<https://www.office.com/>

<https://www.google.com/slides/about/>

<https://prezi.com/login/>

<https://bubbl.us/>

<https://screencast-o-matic.com/>

### Research

<https://www.kiddle.co/>

<https://www.safesearchkids.com/>

<https://www.google.com/>

### Keyboarding

<https://www.typing.com/teacher/login>

### Coding

<https://studio.code.org/courses>

<https://ozoblockly.com/>

### Online Course Creation

<https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/index.html>

## **Online Textbooks**

<https://app.studiesweekly.com/online/welcome/index/o>

<https://app.discoveryeducation.com/learn/signin>

<http://breezinthru.com/login/>

## **Website Design**

<https://sites.google.com/>

## **Teacher Productivity**

<https://planbook.com/>

<https://login.mailchimp.com/>

<https://www.surveymonkey.com/user/sign-in/>

## **Internet Filtering, Activity Monitoring, Firewall/Security, Online Backup**

<https://www.opendns.com/>

<https://www.goguardian.com/>

<https://www.watchguard.com/>

<https://www.carbonite.com/>