

Braemar House School

Digital Literacy Curriculum Guide

2010

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Digital Literacy Overviews

Guided by the standards identified in the National Educational Technology Standards for Students (2007), the Digital Literacy curriculum sets out to develop the creativity and innovation of the students at Braemar House School. Students will investigate technology operations and concepts while developing skills in research and information fluency. While exploring their identity as a digital citizen, students will develop communication and collaboration skills.

Across divisions at Braemar House School, Ontario Curriculum guidelines are supported and explored through the use of digital literacy tools. Students will receive regular feedback on the development of their skills as they progress to proficient participants in the digital world. Students move from assisted introduction and modeling of skills to the independent analysis and application of those skills. Through this process, the goal is to create a student that is an independent problem solver, critically aware of their decision making capacity to use technology in a world beyond the classroom.

PRIMARY DIVISION

The digital learner in the primary division is introduced to the world of technology in an educational setting. Students begin to recognize how information can be located and understood through the use of technological tools. They are introduced to technological design and begin to understand the operation of systems. As partners in learning, teachers model and guide students through this discovery. Students are engaged in the exploration and experimentation of this introduction in the junior division.

GRADE ONE

Profile

In Grade One, students are introduced to the digital world in the educational setting. By the end of Grade One, students are expected to identify computer hardware and peripheral devices. Students will become familiar with safe handling of equipment while exploring the basic elements of the keyboard. Basic applications are introduced to students as demonstrate the ability to produce their first digital publication with assistance.

HARDWARE

Computer and Operating Systems

Identify monitor, CPU, screen, mouse, keyboard, speaker, printer

Media Devices

Use a variety of media devices to receive information; CD player, CD, speakers, headphones, microphone, printers, Interactive Whiteboard, ActivInspire Voting Hubs, DVD Player, USB Memory Stick

COMPUTER BASICS

Operating Skills

Locate controls to safely turn computer on and off

Log on and off computer network using a password

Use correct posture at the computer

Use CD-ROM and approved software

Keyboarding

Use mouse to click, double click, drag, drop

Locate special keys on keyboard; enter, spacebar, arrow keys, ESC, backspace, delete, insert, shift, caps lock and tab

Applications

Open and close software / applications / documents (MS Word, Google Chrome)

Locate and position cursor

Use pull down menus

Open/close/minimize/restore windows

Preview and print documents, with assistance

File Management

Create, name and save work on local file system, server and USB Memory Stick

Internet Navigation

Open and close the internet, identify links

Locate approved internet sites

Begin to understand the purpose of a browser

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Publish literary text

Select appropriate text size/colour/style and font with assistance

Begin to use word processing vocabulary when communicating

Graphics and Sound

Create a simple picture using drawing software

RESEARCH AND INFORMATION LITERACY

Use on-line interactive books and approved internet sites with assistance

Demonstrate willingness to access and use information electronically

SECURITY, PRIVACY and ETHICS

Acceptable Use

Understand BHS Computer Usage Agreement (Basic Do's and Don'ts)
Understand the importance of password privacy

Ethics

Demonstrate respect for digital work
Demonstrate responsible use and care of equipment

Interactive White Board

Use the Pen Stylus to print on the interactive board
Use the Pen Stylus to drag items into the recycle bin
Use the Eraser tool to erase work
Change the colour of the stylus font

ActivInspire Voting Hubs

Work with a partner to use the Activ Hub voting device
Independently be able to answer multiple choice questions, up to 4 choices given

GRADE TWO

Profile

By the end of Grade Two, students are expected to integrate digital terms into oral communication. Students will become familiar with the keyboard and demonstrate the ability to complete basic functions with increasing independence. Students further explore how the digital world can enhance presentation and assist with editing features to support literacy skill acquisition. Students are introduced to the nature of responsibility and privacy related to the use of technology. Students are introduced to organizational skills necessary for maintaining a digital profile at Braemar House School.

HARDWARE

Computer and Operating Systems

Communicate using appropriate terminology (monitor, CPU, screen, mouse, keyboard, speaker, printer)
Identify items on the desktop; My Computer, My Documents, Recycle Bin, Start Menu/Taskbar, Application Icons/Shortcuts

Media Devices

Use a variety of media devices to receive and evaluate information; CD player, CD, speakers, headphones, microphone, printers, Interactive White Board, ActivInspire Voting Hubs, MP3 Player

COMPUTER BASICS

Operating Skills

Safely turn computer on and off independently
Log on and off computer network using a password

Keyboarding

Use mouse to click, double click, drag, drop, draw and paint
Demonstrate understanding of right and left click options on the mouse, with assistance
Independently use special keys on keyboard; enter, spacebar, arrow keys, ESC, backspace, delete, insert, shift, caps lock and tab
Identify and use letters and numbers on the keyboard.

Applications

Demonstrate basic understanding of how to start and use applications with some assistance
Use pull down menus, shortcuts and icons interchangeably, with assistance

File Management

Create, name and save work to server and USB Memory Stick
Create and use folders, with assistance

Internet Navigation

Open and close the internet, use links
Locate approved internet sites
Demonstrate ability to enter search criteria to find information

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Create a document by using word processing software
Demonstrate ability to revise by cutting, copying, pasting, print previewing
Align text using justification and centering features
Use word processing vocabulary when communicating with more frequency
With assistance be able to locate and evaluate correction suggestions using spelling and grammar check features

Graphics and Sound

Add graphics to enhance information in word processing, resize/edit graphics in word processing software

Find and copy a relevant graphic from the internet for use in other software
Create graphics using drawing software for use in other software

Presentations

Use multiple graphics to enhance story

RESEARCH AND INFORMATION LITERACY

Use on-line interactive books and approved internet sites

Use approved internet sites to locate graphics and information

Develop reading comprehension skills by interpreting digital text

Develop interpretation skills by reading computer-generated data management information (bar graphs, pie graphs, pictographs)

SECURITY, PRIVACY and ETHICS

Acceptable Use

Understand BHS Computer Usage Agreement with teacher guidance

Understand the importance of password privacy and the relation to personal information privacy

Ethics

Demonstrate respect for digital work

Demonstrate responsible use and care of equipment

Understand the principles of ownership and copyright

Interactive White Board

Use the Pen Stylus to print on the interactive board

Use the Pen Stylus to drag items into the recycle bin

Use the Eraser tool to erase work

Change the colour of the stylus font

ActivInspire Voting Hubs

Work independently to use the ActivInspire Hub voting device

Independently be able to answer multiple choice questions (up to 6 choices given), True or False questions

GRADE THREE

Profile

By the end of Grade Three, students are familiar with the keyboard and begin to develop skills for effective keyboarding. Students have the capacity to perform basic operational skills independently. Students are introduced to the global potential of digital citizenship. Expectations include the ability to identify advantages of creating an organized file structure, while demonstrating the capacity to arrange and organize this structure.

HARDWARE

Computer and Operating Systems

Communicate using appropriate terminology (monitor, CPU, screen, mouse, keyboard, speaker, printer) and identify the purpose of each component

Communicate items on the desktop with appropriate terminology; My Computer, My Documents, Recycle Bin, Start Menu/Taskbar, Application Icons/Shortcuts and identify the purpose of each item

Internet Components

Identify search engines

Recognize that files are on a server

Recognize that a URL is an address to a page that has a specific author

Media Devices

Use a variety of media devices to receive, gather and evaluate information; camera, sound recorder, video recorder, television, phone, MP3 Players, Interactive Whiteboard, ActivInspire Voting Hubs

With assistance use a USB Memory stick to save documents

COMPUTER BASICS

Operating Skills

Independently demonstrate the ability to access files

Keyboarding

Demonstrate independence and competency in use of right and left click options on the mouse

Identify the difference between single and double clicking and the situations in which each is used

Use proper hand placement for the home row of letters. (Keyboarding program)

Use spell check and editing features with assistance

Applications

Demonstrate basic understanding of how to start and use applications with no assistance

Demonstrate the capacity to work with multiple applications and windows

Print efficiently (preview documents, adjust page set-up, print area, select printer)

File Management

Create, name and save work in independently created folders

Move, copy, and paste files between folders

Identify and understand the difference between Save / Save As and demonstrate the use of each

Internet Navigation

Communicate how to search the internet effectively, demonstrate how to modify search criteria, use phrases

Identify appropriate sites to bookmark, learn how to bookmark

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Write a multi-part document by using word processing software

Begin to apply advanced formatting (headings, subtitles, paragraphs, list captions, table of contents, footers)

Identify and choose appropriate page orientations in word processing documents (portrait vs. landscape)

Be able to locate and evaluate correction suggestions using spelling and grammar check features independently

Evaluate the use of word processing

Graphics and Sound

Find and copy a relevant graphic from the internet for use in other software
Evaluate the differences between clip-art, image and animated image

Presentations

Create and label a graphic to present information (diagram with labels, Venn diagram, organization chart)
Use Google Maps to present information

Data Management

Create simple formulas, charts and graphs

RESEARCH AND INFORMATION LITERACY

Use on-line interactive books and approved internet sites
Discuss the use of electronic databases and the internet as an information resource
Select and use appropriate resources to gather information (internet, multi-media, in-school resources)

SECURITY, PRIVACY and ETHICS

Acceptable Use

Understand and demonstrate responsible use according to the BHS Computer Usage Agreement
Understand the importance of password privacy and the relation to personal information privacy
Demonstrate an ability to respect others privacy
Discuss media messaging and evaluate reliable vs. unreliable information sources
Discuss viruses, spyware and identify the risks involved with downloading content from unreliable sources

Ethics

Demonstrate respect for digital work
Demonstrate responsible use and care of equipment
Understand the principles of ownership and copyright

Interactive White Board

Use the Stylus Pen to print on the interactive board
Use the Stylus Pen to practice cursive writing on the interactive board
Use the Stylus Pen to drag items into the recycle bin
Use the Eraser tool to erase work
Use the Stylus Pen to reveal hidden objects
Change the colour of the stylus font
Start to use the various math tools with assistance

ActivInspire Voting Hubs

Work independently to use the ActivInspire Hub voting device
Independently be able to answer multiple choice questions, up to 6 choices given, True/False Questions, Spelling Practice and Tests.

JUNIOR DIVISION

The digital learner in the junior division is exploring and experimenting in the world of technology. This world is understood from the perspective of a collaborative and creative thinker that is learning to use technology to locate, understand and present information. Students are introduced to computer applications while gathering and using information for research purposes digitally. Generally, students will know the characteristics and uses of computer software programs, as well as understand the nature of technological design and operation of systems. They learn to differentiate and identify which application would be used for independent purposes. Guiding the development of independence in these concepts, teachers embrace the autonomy by which students are able to participate as digital citizens. Students will have a chance to merge their understanding with application in the Intermediate division.

GRADE FOUR

Profile

By the end of Grade Four, students have initiated their critical approach to technology, demonstrating the capacity to select appropriate technology to perform desired functions. Students are introduced to keyboarding skills with specific achievement results resulting from familiarity with the entire keyboard. Students are expected to continue to enhance their digital organizational skills. The possibilities resulting from online community membership is introduced in the form of a classroom blog. Students continue to explore the depth of publishing possibilities as their knowledge of technological capacity increases.

HARDWARE

Computer and Operating Systems

Evaluate basic technology components using appropriate terminology

Recognize the difference between the location of files and software

Identify areas within software; menus, icons, shortcuts, windows, drop-bars, input areas (fields)

Internet Components

Recognize that a URL is an address to a page that has a specific author

Media Devices

Use a variety of media devices to receive, gather and evaluate information; camera, sound recorder, video recorder, television, phone, MP3 Player, scanner, Interactive Whiteboard, ActivInspire Voting Hubs

Internet Components

Understand what a browser is and identify key interface features

Identify browsers

Understand the differences between chat room, blog, webpage, social networking site, communication program

COMPUTER BASICS

Operating Skills

Independently demonstrate the ability to access files on local file system, server and USB Memory Stick and manage them with some assistance

Log onto a classroom blog with a password with assistance

Keyboarding

Demonstrate independence and competency in use of the mouse

Keyboarding skill requirement minimum: 20 wpm at 90% accuracy rate

Applications

Demonstration of independent choice and use of applications

Demonstrate capacity to print considering the environment (double-sided, single copies)

Learn to navigate between multiple applications and windows, links

File Management

Demonstrate organizational skills in the management of files on server and USB Memory Stick

Move, copy, and paste files between folders and external devices

Rename, delete files

Identify storage and back-up options

Internet Navigation

Demonstrate independence in using the internet to find reliable information

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Use word processing software to produce several literary documents

Independent application of a simple layout including text, graphics and basic formatting

Independent application of word processing skills

Recognize and evaluate the use of word processing
Create a two column layout, adjust margins, insert clipart or image, and wrap text
Copy and paste URL address for the purpose of sharing
Use spelling and grammar options independently

Graphics and Sound

Independent selection and application of graphics and sound for use in other presentation software (i.e. Power Point)

Crop, move, scale, resize, rotate, and flip images within a program
Understand the difference between 'copy' and 'paste' versus the 'save image' as function

Presentations

Create a presentation incorporating text, graphics, and sound, transitions, and animation (i.e. Power Point)
Use template files

Web Publishing

Evaluate the concept of a blog
Demonstrate the ability to use a classroom blog as an information source

Data Management

Independently create, read, and interpret a computer generated graph
Identify and select appropriate graphs and charts for a specified purpose
Correctly present and discuss the process of creating graphs and charts with a title, axes labels, colour.

RESEARCH AND INFORMATION LITERACY

Use approved websites for curriculum support
Evaluate different search engines and information websites
Search for information using multiple resources and demonstrate the ability to navigate through information
Determine the reliability and relevancy of internet sites
Discuss what a home page and links are as well as how information is organized on the web

SECURITY, PRIVACY and ETHICS

Acceptable Use

Understand and demonstrate responsible use according to the BHS Computer Usage Agreement
Understand the importance of password privacy and the relation to personal information privacy
Demonstrate responsible use when browsing and downloading information from the web
Identify the use of passwords to protect personal information online

Ethics

Demonstrate respect for digital work
Demonstrate responsible use and care of equipment
Begin to understand the principles of ownership and copyright and demonstrate the use of appropriate citations
Discuss consequences of misuse of information and technology

Interactive White Board

Use the Stylus Pen to print on the interactive board
Use the Stylus Pen to practice cursive writing on the interactive board
Use the Stylus Pen to drag items into the recycle bin
Use the Eraser tool to erase work
Use the Stylus Pen to reveal hidden objects
Change the colour of the stylus font
Start to use the various math tools with assistance

ActivInspire Voting Hubs

Work independently to use the ActivInspire Hub voting device

Turn the device on independently, register name independently

Independently be able to answer all types of questions including; multiple choice with up to 6 choices given, True/False Questions, Spelling Practice and Tests, Text short answer questions.

Use the voting hubs in all subject areas

GRADE FIVE

Profile

By the end of Grade Five, students have the capacity to utilize vocabulary to communicate information in a technological society. Expectations include the use of appropriate technologies for creative publication of information and acquisition of appropriate online resources for research. Use of a classroom blog continues to enhance the capacity to contribute effectively to an online community. Students are introduced to e-mail communication and become increasingly aware of the global nature of digital citizenship.

HARDWARE

Computer and Operating Systems

Communicate about technology components using appropriate terminology

Develop an understanding of the-server, routers, modem, wireless vs. wired

Media Devices

Use a variety of media devices to receive, gather and evaluate information; camera, sound recorder, video recorder, television, phone, iPod, scanner, Interactive White Board, ActivInspire Voting Hubs

Internet Components

Identify the purpose of various types of internet sites (to sell, to share, to inform, and to ask)

Understand and Identify browsers, network, URL, IP, router, service provider, domain name

Understand the nature of computer viruses

COMPUTER BASICS

Operating Skills

Independently operate a computer with responsible use guidelines

Log onto classroom blog

Keyboarding

Demonstrate independence and competency in use of the mouse

Keyboarding skill requirement minimum: 30 wpm at 90% accuracy rate

Applications

Demonstration of independent choice and use of applications

Independently demonstrates capacity to print considering the environment (double-sided, single copies)

Demonstrates competent navigation between multiple applications and windows

Use Help Menu and approved tutorials to independently acquire new skills

File Management

Independently manage and organize files on the server and USB Memory Stick

Utilize storage and back-up options with assistance.

Internet Navigation

Demonstrate independence in using the internet to find reliable information

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Use word processing software to produce several literary documents

Independent application of a creative layout including text, graphics and advanced formatting

Independent application of word processing skills for most assignments

Exercise choice in digital vs. non digital expression when applicable

Utilize appropriate protocol for citing website URL for sharing and research purposes

Graphics and Sound

Independent selection and application of graphics and sound for use in other software (i.e. Power Point)

Create and capture images using a camera, edit pictures using photo editing software for use in other software

Understand different file format (jpeg, gif, tif, xls,PDF, txt)

Presentations

Create a slide show using captured/edited graphics text, captions, and transitions to tell a digital tale (i.e. Power Point).

Create a presentation incorporating text, graphics and sound transitions and animation

Web Publishing

Discuss the nature of blogging to evaluate appropriate comments

Demonstrate subscriber knowledge in communicating with the teacher and class through comments on a class blog

Compose and send e-mails for communication between teacher and student

Identify the connection between the subject line and content of an e-mail message

Identify the nature of an e-mail address

Understand the importance of reviewing and editing a message before sending an e-mail or comment

Understand the public nature of e-mail and internet comments

Data Management

Correctly present and discuss the process of creating graphs and charts with a title, axes labels, colour.

Prepare, record, and analyze the results of a survey using spreadsheet tools.

RESEARCH AND INFORMATION LITERACY

Develop a global perspective in gathering information

Identify and use copyright free graphics from electronic sources

Use Auto Summary function to summarize information

Identify the purpose of a website (to inform, to persuade, to entertain, to sell)

Identify the authors of a webpage to suggest credibility

SECURITY, PRIVACY and ETHICS

Acceptable Use

Understand and demonstrate responsible use according to the BHS Computer Usage Agreement

Protect online identity and private passwords

Demonstrate responsible use when browsing and downloading information from the web

Explore social media issues and online safety (in conjunction with Health class and the Safety Village)

Identify the use of passwords to protect personal information online

Create personal email and use appropriately

Ethics

Demonstrate respect for digital work

Demonstrate responsible use and care of equipment

Begin to understand the principles of ownership and copyright and demonstrate the use of appropriate citations

Discuss consequences of misuse of information and technology

Interactive White Board

Use the Stylus Pen to print on the interactive board

Use the Stylus Pen to practice cursive writing on the interactive board

Use the Stylus Pen to drag items into the recycle bin

Use the Eraser tool to erase work

Use the Stylus Pen to reveal hidden objects

Change the colour of the stylus font

Start to use the various math tools with assistance

ActivInspire Voting Hubs

Work independently to use the ActivInspire Hub voting device

Turn the device on independently, register name independently

Independently be able to answer all types of questions including; multiple choice with up to 6 choices given, True/False Questions, Spelling Practice and Tests, Text short answer questions.

Use the voting hubs in all subject areas

Teachers will use the assessment reports from the use of the ActivInspire hubs for formative/summative assessments.

For some assessments the students may have the option to use pen and paper rather than the voting hub.

GRADE SIX

Profile

By the end of Grade Six, students are expected to utilize an operating system proficiently and demonstrate functional keyboarding skills. Students effectively use storage options independently while maintaining an organized school profile. Students are expected to use technology to connect with classmates and teacher. Digital citizenship in Grade Six involves increasing independent awareness of responsible use regarding public and privacy issues.

HARDWARE

Computer and Operating Systems

Become familiar with differing operating systems (Apple, Android, Windows)

Communicate about technology components using appropriate terminology

Identify and evaluate servers, routers, modem, wireless vs. wired

Media Devices

Use a variety of media devices to receive, gather and evaluate information; camera, sound recorder, video recorder, television, phone, iPod, scanner, Promethean board, ActivInspire Voting Hubs

Internet Components

Identify and analyse the purpose of different types of internet sites using appropriate terminology

Identify browsers, network, URL, IP, router, service provider, domain name

COMPUTER BASICS

Operating Skills

Independently operate a computer with responsible use guidelines

Log onto classroom blog with password and contributor ID

Keyboarding

Demonstrate independence and competency in use of the mouse

Keyboarding skill requirement minimum: 35 wpm at 90% accuracy rate

Applications

Demonstration of independent choice and use of applications

Independently demonstrates capacity to print considering the environment (double-sided, single copies)

Demonstrates competent navigation between multiple applications and windows

Use Help Menu and approved tutorials to independently acquire new skills

File Management

Independently manage and organize files on server and USB Memory Stick

Utilize storage and back-up options independently

Internet Navigation

Demonstrate independence in using the internet to find reliable information

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Use word processing software to produce several literary-documents

Independent application of a magazine/newspaper/catalogue style including text, graphics and advanced formatting

Independent application of word processing skills for most assignments

Exercise choice in ability to express curriculum expectations digitally or non-digitally where applicable

Graphics and Sound

Independent selection and application of graphics and sound for use in other software (Power Point)

Prepare, capture, and edit video for an identified purpose

Discuss different types of graphics and how these graphics differ in presenting information

Presentations

Option to create a movie using captured/edited graphics to tell a digital tale.

Create a presentation incorporating text, graphics and sound transitions and animation using the program of their choice

Web Publishing

Contribute information (posts) as a contributor to a class blog upon approval by the editor (teacher)

Attach files to an e-mail (text and image)

Identify the language, cost, ethics and symbols associated with text messaging

Data Management

Independently create, read, and interpret a computer generated graph

Identify and select appropriate graphs and charts for a specified purpose

Use spreadsheet to analyze and present information, incorporate results in other software to enhance the information presented.

RESEARCH AND INFORMATION LITERACY

Develop a global perspective in gathering information

Evaluate accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources

Learn to cite sources through the creation of bibliographies

Summarize and use information from electronic resources for research purposes

Identify the impact of limitless access to information

Identify the potential of global communications

Communicate information through electronic sources (class blog, commenting and posts,)

Learn about the benefits of digital collaboration to increase the understanding of a given subject area

SECURITY, PRIVACY and ETHICS

Acceptable Use

Understand and demonstrate responsible use according to the BHS Computer Usage Agreement

Protect online identity and private passwords

Demonstrate responsible use when browsing and downloading information from the web

Explore social media issues and online safety (Health Class)

Identify the use of passwords to protect personal information online

Identify online harassment strategies (Health Class)

Ethics

Demonstrate respect for digital work

Demonstrate responsible use and care of equipment

Understand the principles of ownership and copyright and demonstrate the use of appropriate citations

Discuss consequences of misuse of information and technology

Interactive White Board

Use the Stylus Pen to print/write on the interactive board

Use the Stylus Pen to drag items into the recycle bin

Use the Eraser tool to erase work

Use the Stylus Pen to reveal hidden objects

Change the colour of the stylus font

Use the various math tools independently

Use the numerous tools to enhance their work on the interactive board

ActivInspire Voting Hubs

Work independently to use the ActivInspire Hub voting device

Turn the device on independently, register name independently

Independently be able to answer all types of questions including; multiple choice with up to 6 choices given, True/False Questions, Spelling Practice and Tests, Text short answer questions.

Use the voting hubs in all subject areas

Teachers will use the assessment reports from the use of the ActivInspire hubs for formative/summative assessments.

For some assessments the students may have the option to use pen and paper rather than the voting hub.

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INTERMEDIATE DIVISION

The digital learner in the intermediate division will have acquired literacy skills to actively participate within a global learning community. The divisional focus is on promoting, supporting and modeling creative and innovative thinking. Students have mastered the ability to evaluate a chosen technological tool to meet criteria established by an original purpose, and are integrating these tools together to achieve broader digital objectives. Teachers and students embrace learning opportunities to integrate their educational experience into an ever-changing digital world. Technology becomes an integral component of the educational network of the student allowing the capacity to locate, organize, understand and evaluate information.

GRADE SEVEN

Profile

By the end of Grade Seven, students use strategies for identifying and solving the nature of basic technological problems. Students are expected to evaluate the nature of the digital world and their role within that world. Independent and collaborative presentation skills are enhanced by exploring digital possibilities independently. Students are expected to demonstrate responsible use independently as their role as a digital citizen becomes increasingly more interactive.

HARDWARE

Computer and Operating Systems

Evaluate and become familiar with computer brands

Communicate about the school network using appropriate terminology

Media Devices

Use a variety of media devices to receive, gather and evaluate information; camera, sound recorder, video recorder, television, phone, iPod, scanner, Interactive Board, ActivInspire Voting Hubs

Internet Components

Identify, analyse and compare different types of internet sites using appropriate terminology

Identify browsers, network, URL, IP, router, service provider, domain name

Understand the nature and effect of computer viruses

COMPUTER BASICS

Operating Skills

Independently operate a computer with responsible use guidelines

Log onto classroom blog with password and author ID

Keyboarding

Demonstrate independence and competency in use of the mouse

Keyboarding skill requirement minimum: 40 wpm at 90% accuracy rate

Applications

Demonstration of independent choice and use of applications, troubleshooting and implementing solutions

Independently demonstrates capacity to print considering the environment (double-sided, single copies)

Demonstrates competent navigation between multiple applications and windows

Use Help Menu and approved tutorials to independently acquire new skills

File Management

Independently manage and organize files on server and USB Memory Stick

Internet Navigation

Demonstrate independence in using the internet to find reliable information

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Use word processing software to produce several literary reports

Independent application of word processing skills for assignments

Graphics and Sound

Independent selection and application of graphics and sound for use in other software

Independent acquisition, capture and edit of relevant graphics using a variety of media software to be transferred for use in other software.

Presentations

Create a presentation incorporating text, graphics, sound, transitions, animation and video about a specified topic (Power Point, Prezi)

Web Publishing

Contribute information (posts) to a class blog as an author recognizing and implementing management and content implications from this designation.

Compose, send and receive e-mails for the purpose of teacher to student communication

Prepare a podcast to present information about a specific topic as a class

Identify the language and symbols associated with text messaging and evaluate appropriate use of this communication tool

Data Management

Independently create, read, and interpret a computer generated graph

Independently create electronic spreadsheets to manage and present information

RESEARCH AND INFORMATION LITERACY

Develop a global perspective in gathering information

Evaluate accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources

Cite sources through the creation of bibliographies

Summarize and use information from electronic resources for research purposes

Identify and evaluate the impact of limitless access to information

Identify and evaluate the potential of global communications

Communicate information through electronic sources (blog, e-mail, podcast)

Learn and utilize the benefits of digital collaboration to increase the understanding of a given subject area

SECURITY, PRIVACY and ETHICS

Acceptable Use

Use personal email address appropriately

Understand and demonstrate responsible use according to the BHS Computer Usage Agreement

Protect online identity and private passwords

Demonstrate responsible use when browsing and downloading information from the web

Explore social media issues and online safety (Health Class)

Identify the use of passwords to protect personal information online

Identify online harassment strategies (Health Class)

Evaluate the sender of messages

Ethics

Assume personal responsibility for safe use

Demonstrate respect for digital work

Demonstrate responsible use and care of equipment

Understand the principles of ownership and copyright and demonstrate the use of appropriate citations

Discuss consequences of misuse of information and technology

Understand that file-sharing / taking text or images is an infringement of copyright.

Interactive White Board

Use the Stylus Pen to print/write on the interactive board

Use the Stylus Pen to drag items into the recycle bin

Use the Eraser tool to erase work

Use the Stylus Pen to reveal hidden objects

Change the colour of the stylus font

Use the various math tools independently

Use the numerous tools to enhance their work on the interactive board with other programs (i.e. Power Point)

ActivInspire Voting Hubs

Work independently to use the ActivInspire Hub voting device

Turn the device on independently, register name independently

Independently be able to answer all types of questions including; multiple choice with up to 6 choices given, True/False Questions, Spelling Practice and Tests, Text short answer questions.

Use the voting hubs in all subject areas

Teachers will use the assessment reports from the use of the Activinspire hubs for formative/summative assessments.

For some assessments the students may have the option to use pen and paper rather than the voting hub.

GRADE EIGHT

Profile

By the end of Grade Eight, students are expected to use technology for solving problems and making data-driven decisions. Students are able to assess the impact of networks on society, differentiate among operating systems, troubleshoot with independence, and apply creative choices to available software. Students have developed proficient keyboarding skills. Students are expected to evaluate and determine the appropriate technological tools for definite and creative outcomes. Students demonstrate an awareness of the limits and possibilities of their role as a digital citizen.

HARDWARE

Computer and Operating Systems

Evaluate the internal components of a computer for purchasing knowledge using appropriate terminology

Evaluate the school network using appropriate terminology

Media Devices

Use a variety of media devices to receive, gather and evaluate information; camera, sound recorder, video recorder, television, phone, iPod, scanner, Interactive Board, ActivInspire Voting Hubs

Internet Components

Communicate about the internet using appropriate terminology

Understand the nature and effect of computer viruses

COMPUTER BASICS

Operating Skills

Independently operate a computer with responsible use guidelines

Keyboarding

Demonstrate independence and competency in use the mouse

Keyboarding skill requirement minimum: 45 wpm at 90% accuracy rate

Applications

Demonstration of independent choice and use of applications, troubleshooting and implementing solutions

Independently demonstrates capacity to print considering the environment (double-sided, single copies)

File Management

Independently manage and organize files

Internet Navigation

Demonstrate independence in using the internet to find reliable information

PUBLISHING AND PRESENTATION

Word Processing and Publishing

Use word processing software to produce in depth reports, theses, assignments literary material

Independent application of word processing skills for assignments

Graphics and Sound

Independent selection and application of graphics and sound for use in other software

Independent acquisition, capture and edit of relevant graphics using a variety of media software to be transferred for use in other software.

Presentations

Create a presentation incorporating text, graphics, sound, transitions, animation and video about a specified topic

Web Publishing

Contribute information (posts) to a class blog and manage own content and comments (author)

Log onto classroom/school blog with password and author ID

Contribute information (posts) to a school blog as well as a community/social blog as an author recognizing and implementing management and content implications from this designation.

Compose, send and receive e-mails to serve the purpose of communication between teacher and student
Prepare a webpage to present information on an identified topic
Identify and utilize the language and symbols associated with text messaging and evaluate appropriate use of this communication tool

Data Management

Independently create, read, and interpret a computer generated graph
Independently create electronic spreadsheets to manage and present information

RESEARCH AND INFORMATION LITERACY

Develop a global perspective in gathering information
Evaluate accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Cite sources through the creation of bibliographies and citation
Summarize and use information from electronic resources for research purposes
Identify and evaluate the impact of limitless access to information
Identify and evaluate the potential of global communications
Communicate information through electronic sources (blog, e-mail, podcast)
Learn and utilize the benefits of digital collaboration to increase the understanding of a given subject area

SECURITY, PRIVACY and ETHICS

Acceptable Use

Understand and demonstrate responsible use according to the BHS Computer Usage Agreement
Protect online identity and private passwords
Demonstrate responsible use when browsing and downloading information from the web
Explore social media issues and online safety (Health Class)
Identify the use of passwords to protect personal information online
Identify online harassment strategies (Health Class)
Evaluate the sender of messages

Ethics

Assume personal responsibility for safe use
Demonstrate respect for digital work
Demonstrate responsible use and care of equipment
Understand the principles of ownership and copyright and demonstrate the use of appropriate citations
Discuss consequences of misuse of information and technology
Adhere to Copyright, Fair Use and Creative Commons Rules
Understand that file-sharing / taking text or images is an infringement of copyright.
Evaluate time spent on computers and the social impact of this reality

Interactive White Board

Use the Stylus Pen to print/write on the interactive board
Use the Stylus Pen to drag items into the recycle bin
Use the Eraser tool to erase work
Use the Stylus Pen to reveal hidden objects
Change the colour of the stylus font
Use the various math tools independently
Use the numerous tools to enhance their work on the interactive board with other programs (ie. Power Point)

ActivInspire Voting Hubs

Work independently to use the ActivInspire Hub voting device

Turn the device on independently, register name independently

Independently be able to answer all types of questions including; multiple choice with up to 6 choices given, True/False Questions, Spelling Practice and Tests, Text short answer questions.

Use the voting hubs in all subject areas

Teachers will use the assessment reports from the use of the Activinspire hubs for formative/summative assessments.

For some assessments the students may have the option to use pen and paper rather than the voting hub.