



Our Savior Christian Academy

Curriculum Framework for: Information & Communication Technology

Our Savior Christian Academy's "Curriculum Framework for Information & Communication Technology" is designed as a tool that will follow the same format for all grades Pre K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Information & Communication" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ PHILOSOPHY ✠

Technology is an important aspect of God's creation. We see evidence of it when Adam and Eve sew leaves together to cover themselves. After the Fall, there is an escalation in "progress" and the development of technology: Cain built the first city (Genesis 4:17), musical instruments are designed, built and played (Genesis 4:21), God commanded Noah and his family from the coming judgement, to build an ark (Genesis 6:22). Technology is an aspect of God's creation which has become corrupted by the fall. Our Christian response and responsibility in meeting standards does not embrace nor reject it. Rather we expose the value that lies in understanding it, and unmask it as an idol if abused - bringing the activity of technology under the Lordship of Christ. Technology has a vital role in the creation order as an activity that helps us steward and develop. The challenge that faces us Christian educators is to demonstrate the responsible use of technology in the classroom and curriculum.

Our Savior Christian Academy

Broad Goals

Our Savior Christian Academy's an Information Technology goals include:

- Incorporating Our Savior, Jesus Christ in all core areas.
- Providing access to an information technology curriculum through classroom computers and personal laptops.
- Developing technological literacy among all students by including awareness and knowledge of technology, the ability to use and integrate technology into other learning areas, and information retrieval skills throughout core curriculums.
- Preparing the students to fully participate in a technology based society.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Allowing students at all grade levels to work at their individual pace.
- Allowing students to become familiar and use technology at an early age through classroom computers through frequent use of computers.
- Having students participate in using personal laptop computers in the upper elementary grade levels for research and development
- Augmenting textbooks through on-line games and websites.
- Applying Information Technology and the use of the keyboard to other core areas of learning (spelling words, math, etc).
- Relating Information Technology to the lives of the children.
- Continuous assessment for analysis and planning in Information Technology.
 - Focuses on the identification of the children's existing knowledge and strategies.
 - Updating curriculum to meet changing state standards along with student needs.
 - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

Information and Communications Technology Literacy

1 Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge	
□ Integrate faith by developing and encouraging the gifts and talents of one another to serve Christ and renew His creation	
Grade 5	
A	Follow an inquiry process to: <ol style="list-style-type: none"> a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify what additional information is needed d. Locate relevant sources e. Select information appropriate to the problem or question f. Seek feedback g. Exchange knowledge and ideas in appropriate formats h. Evaluate the results i. Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
Process Components	<p>Curriculum</p> <p>Use the internet to find information for cross curricular projects</p>
ST	1.2, 1.5, 1.6, 3.4, 3.5
B	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work
Process Approach	<p>Curriculum</p> <ul style="list-style-type: none"> • Use the internet to complete a graphic organizer for Science (animal habitats). • In Language, research author of choice • Share information with the class.
ST	2.3, 2.4, 2.7, 4.6

Information and Communications Technology Literacy

2 Determine nature and intent of information needed	
□ Integrating faith by generating a theme, use Bible stories to attract to different audiences	
Grade 5	
A	Identify, with assistance, how intended audience and purpose affect information needed.
Purpose and Audience	<p>Curriculum</p> <ul style="list-style-type: none"> • Given magazine, personal letter, product guide, newspaper examples, discuss as a class who each was written for. Using personal letter, discuss ways the letter would be different if you were telling the same story to a friend vs. a parent. • Create a chart from above examples. Include source, audience, intended use.
ST	1.5, 1.6, 2.3, 3.5
B	<p>a. Develop questions based on prior knowledge.</p> <p>b. Generate key words to research topics.</p> <p>c. Revise or clarify, with assistance, focus questions and/or key words as information is gathered.</p>
FOCUS Questions/Keywords	<p>Curriculum</p> <ul style="list-style-type: none"> • Given a topic from a core area, students list the information needed, questions they have, and list the key words they will need to research.
ST	1.1, 1.4, 2.2

Information and Communications Technology Literacy

3 Access information efficiently and effectively	
□ Integrating faith by researching Bible verses online.	
Grade 5	
A	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed. b. Identify, with assistance, whether a source is primary or secondary source is the best choice for the information needed. c. Locate information sources using appropriate organizational tools. d. Select materials appropriate to student’s reading ability
Source Selection	Curriculum <ul style="list-style-type: none"> • Brainstorm the places we can get information • List the tools used with each source • Students given opportunities to use a glossary, search engine, table of contents. • encourage students to count the number of words they do not know when choosing a book and pick books with less than 5 words they can not read in a small sample. • Give examples of primary and secondary sources in content area material. Identify clues to know if source is primary or secondary.
ST	1.2, 1.4, 1.6
B	Select and use the navigational features of print and digital sources using critical thinking skills Curriculum <ul style="list-style-type: none"> • Given information to find, students list the navigational feature they used and tell why it was chosen
Source Navigation	
ST	1.4, 2.7

Information and Communications Technology Literacy

4 Evaluate information critically and competently	
□ Integrating faith by demonstrating the safe and cooperative use of technology in a God-pleasing way.	
Grade 5	
A	a. Identify messages conveyed in various media b. Identify media techniques used to convey messages.
Message	<p>Curriculum:</p> <ul style="list-style-type: none"> • Given newspaper/magazine ads and commercials, students identify the message and articulate how they shared their message. • Identify and discuss appeals to emotion, feeling; the use of music and color.
ST	1.5, 1.7
B	a. Analyze information, with assistance, to determine relevance in relationship to the topic. b. Explain how timeliness impacts source selection.
Relevance	<p>Curriculum</p> <ul style="list-style-type: none"> • When researching for content area assignments, be able to determine if the information they found is useful. • Identify the date newspaper, magazine or internet articles were written. • Discuss as a class how date material was written would affect its usefulness.
ST	1.7, 3.5
C	a. Recognize the origin of a source affects a source's credibility. b. Identify whether the information contradicts or verifies other sources c. Explain, with assistance, bias within a source. d. Evaluate the effect of the copyright date on the value of the information.
Reliability	<p>Curriculum</p> <ul style="list-style-type: none"> • Ask the students to find the copyright date. Discuss how this affect the information. (on content area research) • Give students newspaper articles, ask them to tell the viewpoint of the author. Ask how it would be different from an author of the opposite view. • Given statements, students determine if they are fact or opinion. Students create their own fact/opinion statements. • Given newspaper articles, students identify facts and opinions given in them.
ST	1.6, 1.7, 2.3
D	a. Analyze information gathered for gaps. b. Locate additional information as needed.
Comprehensiveness	<p>Curriculum</p> <p>Complete a graphic organizer for content area research. When gaps occur, complete more research to complete the organizer.</p>
ST	1.4, 1.6

Information and Communications Technology Literacy

5 Use information effectively and creatively

- Integrate faith by sharing Jesus through using various means of technology (email, school website, blogs) show pictures of Jesus in various parts of the community, state, and world.

Grade 5	
A	Record relevant information using a variety of note-taking or organizational strategies.
Information Recording	<p>Curriculum</p> <ul style="list-style-type: none"> • Given Science reading, highlight the main idea and supporting facts. • Summarize information learned in paragraph form.
ST	1.2, 1.4, 1.8, 2.1
B	Construct new knowledge based on information gathered from a variety of sources.
Information Synthesis	<p>Curriculum</p> <p>In content areas, research using magazines, newspaper, inter-net, text books, and classmates. Record information and share with classmates.</p>
ST	1.2, 1.4, 1.6, 1.10
C	<p>a. Recognize that there are a variety of ways to share information</p> <p>b. Select the format appropriate for the intended audience and purpose</p> <p>c. Effectively share information</p>
Information Presentation	<p>Curriculum</p> <ul style="list-style-type: none"> • List ways information is shared (verbally, written, electronic). Give examples of each. • Given content topic, students can tell which way to share would be best. • Share their research with classmates in a clear presentation.
ST	1.4, 1.8, 2.1, 2.4

Information and Communications Technology Literacy

6 Practice ethical, legal, and safe use of information and technology	
□ Integrating faith by demonstrating the safe and cooperative use of technology in a God-pleasing way.	
Grade 5	
A	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying
Digital Citizenship	Curriculum <ul style="list-style-type: none"> • Discuss with class what behaviors are acceptable with technology and why. • Ask if parents would let students explore a new neighborhood by themselves. Explain that the internet is like a neighborhood; we need to be wise when first visiting. • Define cyber-bullying and create strategies to avoid it.
ST	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7
B	a. Follow school district policies and other regulations while accessing and using sources, including print and digital b. Practice, with assistance, strategies to avoid plagiarism c. Document, with assistance, each source referenced using appropriate citation format
Academic Honesty	Curriculum: <ul style="list-style-type: none"> • Print a page of their research, highlight the source. After completing this a few times, have them identify the source independently in future work. • Define plagiarism; review 7th commandment. Print a page of their research, highlight the source. After completing this a few times, have them identify the source independently in future work.
ST	2.7, 4.4, 4.7
C	a. Recognize consequences of online behavior, such as sharing personal information b. Practice safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)
Cyber Safety	Curriculum <ul style="list-style-type: none"> • As a class, create a T chart. One side, list people who can know my phone number and address. On the other side, list who does not need that. Discuss why this is important. • As a class, view a web-site designed to teach internet safety such as safekids.com. Send link to parents.
ST	3.1, 4.3, 4.7

Information and Communications Technology Literacy

7 Introductory Keyboarding

Integrating faith by demonstrating the safe and cooperative use of technology in a God-pleasing way.

Grade 5

A

- a. Use the correct technique.
- b. Key data quickly and accurately.
- c. Demonstrate operational skills in using the computer.
- d. Be able to key accurately at a rate of 35 Words Per Minute (WPM).

Keyboarding

Curriculum

- Start with the home row keys and progress in a lock-step fashion learning the basic keystrokes.
- Key a home row exercise at 20 wpm or greater. Again, don't worry about errors, just concentrate on using the correct finger to strike a key.
- The exercises after home row are keys "g" and "h". At this point learners should be able to key without looking at their hands.
- Touch typing consists of learning how to type by thinking the character.
- <http://www.moneyinstructor.com/keyboarding.asp>