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.

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 6	**Grade 7**

	Grade 6	Grade 7
A **Process Components**	Follow, monitor, and reflect on an inquiry process to: 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 and select information appropriate to the problem or question e. Seek feedback f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose. ==Curriculum== • Use the internet to find information for cross curricular projects	Follow, monitor, and reflect on inquiry process, including: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt, as necessary, to fulfill purpose ==Curriculum== • Use the internet to find information for cross curricular projects
ST	1.2, 1.5, 1.6, 3.4, 3.5	1.2, 1.5, 1.6, 3.4, 3.5
B **Process Approach**	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work ==Curriculum== • Use the internet to complete a graphic organizer for Science (animal habitats). • In Language, research author of choice • Share information with the class.	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work **Curriculum** • 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	2.3, 2.4, 2.7, 4.6

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2 Determine nature and intent of information needed		
Integrating faith by generating a theme, use Bible stoies to attract to different audiences		
	Grade 6	**Grade 7**
A **Purpose and Audience**	Identify, with minimal assistance, how intended audience and purpose affect information needed. **Curriculum** • 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.	Identify how audience and purpose affect information needed **Curriculum** • 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	1.5, 1.6, 2.3, 3.5
B **Focus Questions / Keywords**	a. Develop questions based on prior knowledge. b. Generate key words to research topics. c. Revise or clarify, with minimal assistance, focus questions and/or key words as information is gathered. **Curriculum** • 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.	a. Use prior knowledge to develop questions and identify key words to focus and guide information seeking b. Revise or clarify focus questions and key words/phrases as information is gathered **Curriculum** • 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	1.1, 1.4, 2.2

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3 Access information efficiently and effectively		
Integrating faith by researching Bible verses online.		
	Grade 6	**Grade 7**
A **Source Selection**	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed. b. Explain whether a 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 **Curriculum** • 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.	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select materials appropriate to student's reading ability **Curriculum** • 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	1.2, 1.4, 1.6
B **Source Navigation**	Select and use the navigational features of print and digital sources using critical thinking skills **Curriculum** • Given information to find, students list the navigational feature they used and tell why it was choosen	Use the navigational features of sources to locate appropriate information **Curriculum** • Given information to find, students list the navigational feature they used and tell why it was chosen
ST	1.4, 2.7	1.4, 2.7

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	4 Evaluate information critically and competently *Integrating faith by demonstrating the safe and cooperative use of technology in a God-pleasing way.*	
	Grade 6	**Grade 7**
A Me ssa ge	Identify and explain, with assistance, media techniques used to convey the message. **Curriculum:** • 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.	Explain media techniques used to convey the message **Curriculum:** • 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	1.5, 1.7
B Rel eva nce	a. Analyze information, with assistance, to determine relevance in relationship to the topic. b. Analyze how timeliness impacts source selection. **Curriculum** • 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.	a. Analyze information, with assistance, to determine relevance in relationship to the topic b. Analyze impact of timeliness when choosing sources **Curriculum** • 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	1.7, 3.5
C Reli abil ity	a. Analyze the origin of a source to determine its credibility. b. Identify whether the information contradicts or verifies other sources c. Explain bias within a source. d. Evaluate the effect of the copyright date on the value of the information. e. Recognize different ways an author can support ideas. **Curriculum** • 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.	a. Analyze the source, with assistance, to determine its credibility b. Evaluate, with assistance, accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias, with assistance, by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need **Curriculum** • Discuss how the copyright affects 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	1.6, 1.7, 2.3

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4 Evaluate information critically and competently		
	Grade 6	**Grade 7**
D	a. Analyze and evaluate, with assistance, information gathered for gaps and weaknesses.	a. Analyze and evaluate, with assistance, information to determine usefulness, including ability to read, comprehend and make meaning of the information.
		b. Analyze and evaluate information gathered for gaps and weaknesses.
	b. Locate additional information as needed.	c. Locate additional information as needed
		==Curriculum==
Comprehensiveness	==Curriculum==	• Complete a graphic organizer for content area research. When gaps occur, complete more research to complete the organizer.
	• Complete a graphic organizer for content area research. When gaps occur, complete more research to complete the organizer.	
ST	1.4, 1.6, 3.5	1.4, 1.6, 3.5

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 6	**Grade 7**
A	Record relevant information using a self-selected note-taking or organizational strategy.	Record relevant information using a self-selected note-taking or organizational strategy
	==Curriculum==	==Curriculum==
Information Recording	• Given Science reading, highlight the main idea and supporting facts. • Summarize information learned in paragraph form.	• 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	1.2, 1.4, 1.8, 2.1
B	Construct new knowledge based on information gathered from a variety of sources.	Synthesize information, with assistance, to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)
	==Curriculum==	==Curriculum==
Information Synthesis	• In content areas, research using magazines, newspaper, inter-net, text books, and classmates. Record information and share with classmates.	• In content areas, research using magazines, newspaper, inter-net, text books, and classmates. Synthesize information and share with classmates.
ST	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10, 3.4, 3.5, 3.6

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C	a. Recognize that there are a variety of ways to share information b. Select the format appropriate for the intended audience and purpose c. Effectively share information	a. Organize information in a logical arrangement appropriate to format, audience and purpose b. Use an appropriate format to share information with intended audience for intended purpose
Information Presentation	**Curriculum** • 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.	**Curriculum** • Given content topic, organize information in a logical arrangement • Share their research with classmates in a clear presentation.
ST	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4

Information and Communications Technology Literacy

6 Practice ethical, legal, and safe use of information and technology		
	Grade 6	**Grade 7**
A **Digital Citizenship**	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber–bullying **Curriculum** • 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.	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber–bullying **Curriculum** • 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	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7
B **Academic Honesty**	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 minimal assistance, each source referenced using an appropriate citation format **Curriculum**: • 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.	a. Follow copyright laws, 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 each source referenced using an appropriate citation format **Curriculum**: • 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	2.7, 4.4, 4.7

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	Grade 6	Grade 7
header: 6 Practice ethical, legal, and safe use of information and technology		

	Grade 6	Grade 7
C	a. Recognize consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, videos; on-going subscriptions; etc. b. Practice safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)	a. Analyze consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, videos; on-going subscriptions; etc. b. Practice safe, legal, and ethical behaviors in personal electronic communication and interaction
Cyber Safety	<mark>Curriculum</mark> • As a class, create a T chart. One 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.	<mark>Curriculum</mark> • As a class, create a T chart. One 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	3.1, 4.3, 4.7