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 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 reasearching Martin Luther and developing a presentation of pictures, stories, and drawlings to share with class	
	Grade K	**Grade 1**
A **Process Components**	Follow an inquiry process, with assistance, including: a. Identify an information need b. Identify relevant information to meet the need c. Evaluate whether the need was met d. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose. ==**Curriculum**== • Students learn to use a variety of techniques and resources for researching an area of interest, including magazines, newspapers, books, and/or internet websites	Follow an inquiry process, with assistance, to: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify what additional information is needed d. Recognize relevant information within a source e. Evaluate whether the need was met f. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose. ==**Curriculum**== • Students learn to use a variety of techniques and resources for researching an area of interest, including magazines, newspapers, books, and/or internet websites
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**== • Develop a presentation of the work completed during the inquiry process such as posters, picture book, and/or other artwork	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work ==**Curriculum**== • Develop a presentation of the work completed during the inquiry process such as posters, book report, and/or other artwork
ST	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6

Information and Communications Technology Literacy

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<tr>
<td colspan="3">2   Determine nature and intent of information needed
• Integrating faith by generating a theme, use Bible stoies to attract to different audiences</td>
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<tr>
<td></td>
<td align="center">Grade K</td>
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<td>A

Purpose and Audience</td>
<td>Identify, with assistance,
  a. that various audiences require different information
  b. the intended use of information

<div align="center"><mark>Curriculum</mark></div>
Generating a theme, use different age-appropriate themed books, poetry, Bible stories, websites,etc., to attract different audiences.
Create graph to show the different uses of information.</td>
<td>Identify, with assistance,
  a. the audience for whom the information is intended
  b. the intended use of information
<div align="center"><mark>Curriculum</mark></div>
Generating a theme, use different age-appropriate themed books, poetry, Bible stories, websites,etc., to attract different audiences.
Create graph to show the different uses of information.</td>
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<tr>
<td>ST</td>
<td>1.5, 1.6, 2.3</td>
<td>1.5, 1.6, 2.3</td>
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<td>B

Focus Questions/ Keywords</td>
<td> a. Share what is known about a topic.
  b. Recognize that questions are a form of communicating an information need (understand correct uses of who, what, when, where ,why, how)
<div align="center"><mark>Curriculum</mark></div>
Given a topic regarding the students favorite hobby, share with classmates information about the specific hobby.
Allow students to question through who, what, when, where, why, and how questions.</td>
<td> a.   Use, with assistance, prior knowledge to determine the information needed.
  b.   Recognize that questions are a form of communicating an information need (understand correct uses of who, what, when, where ,why, how)
  c.   Ask questions, with assistance, to answer an information need.
<div align="center"><mark>Curriculum</mark></div>
Brainstorm different hobbies.
Ask students to list the information needed, questions they may have, and a list of the key words they will use to research.</td>
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<td>ST</td>
<td>1.1, 1.4</td>
<td>1.1, 1.4</td>
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Information and Communications Technology Literacy

	3 Access information efficiently and effectively • Integrating faith by researching Bible verses online.	
	Grade K	**Grade 1**
A **Source Selection**	a. Recognize that there are many types of media. b. Recognize, with assistance, that there are organizational tools for locating sources. **Curriculum** • Brainstorm the different places to get information. • List the different tools used for each source.	a. Identify, with assistance, types of sources, including oral, print, and digital, appropriate for the information needed. b. Recognize, with assistance, that there are organizational tools for locating sources. c. Select materials, with assistance, appropriate to student's reading ability **Curriculum** • Brainstorm the different places to get information. • List the different tools used for each source. • Use different tools to incorporate in reading centers.
ST	1.4, 1.6	1.4, 1.6
B **Source Navigation**	Use, with assistance, the navigational features of print and digital sources. **Curriculum** • Given a specific topic, navigate through seach engines. • Introduce Table of Contents to students.	Use, with assistance, the navigational features of print and digital sources. **Curriculum** • Given a specific topic, navigate through seach engines. • Have students use Table of Contents to find specific information.
ST	1.4, 2.7	1.4, 2.7

Information and Communications Technology Literacy

	4 Evaluate information critically and competently	
	• Integrating faith by researching Bible Verses and meaning. Determine as a class what the message is intended to be.	
	Grade K	**Grade 1**
A Message	Identify, with assistance, topics of messages conveyed through various media **Curriculum** • Watch different commericial ads and determine as a class what the message intended is.	a. Identify, with assistance, simple messages conveyed through various media b. Recognize, with assistance, that media techniques are used to convey messages. **Curriculum** • Watch different commericial ads and determine as a class what the message intended is. • Given newspaper, magazines, commercials, and tv ads, students identify the message and articulate how the message appealed to their emotions.
ST	1.5, 1.7	1.5, 1.7
B Relevance	Recognize, with assistance, that some sources better meet a determined information need **Curriculum** • Generating a theme, work as a class to research information relating to the topic. Determine as a class, whether the information is useful.	a. Recognize, with assistance, that some sources better meet a determined information need b. Recognize, with assistance, that timeliness may affect the value of the information. **Curriculum** • When researching for content area assignments, be able to determine if the information they found is useful. • Discuss as a class how the date of the material can affect the usefulness.
ST	1.5, 1.7	1.5, 1.7
C	Identify, with assistance, materials that are fiction and non-fiction. **Curriculum** • Journal topics that include ficton and non-fiction topics • Read fiction and non-fiction short stories, allowing students to determine if fiction or non-fiction	a. Identify materials that are fiction and non-fiction. b. Recognize, with assistance, that the copyright date can affect the value of information. **Curriculum** • Journal topics that include ficton and non-fiction topics. Read fiction and non-fiction short stories, allowing students to determine if fiction or non-fiction. • For accreditation, copy title and copyright date of classroom books. • Discuss how copyright date can affect value of information.
ST	1.5, 1.6	1.5, 1.6, 1.7

Information and Communications Technology Literacy

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<td colspan="3">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.</td>
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<td></td>
<td align="center">Grade K</td>
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<td>A

<i>Information Recording</i></td>
<td>Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)
<div align="center"><mark>Curriculum</mark></div>
Use magazines, books,and internet websites to find pictures for classroom recipe book. Share information found with class.</td>
<td>Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)
<div align="center"><mark>Curriculum</mark></div>
Use magazines, books, internet websites, and classmates to put together a classroom recipe book. Share information found with class.</td>
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<tr>
<td>ST</td>
<td>1.2, 1.4, 1.8, 2.1</td>
<td>1.2, 1.4, 1.8, 2.1</td>
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<td>B

<i>Information Synthesis</i></td>
<td>Construct new knowledge based on information gathered from a variety of sources.
<div align="center"><mark>Curriculum</mark></div>
Develop new knowledge on components of different foods by working as a class to find different pictures and ingredants in foods.</td>
<td>Construct new knowledge based on information gathered from a variety of sources.
<div align="center"><mark>Curriculum</mark></div>
Develop new knowledge on components of different foods by working as a class to find different pictures and ingredants in foods.</td>
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<tr>
<td>ST</td>
<td>1.2, 1.4, 1.6, 1.10</td>
<td>1.2, 1.4, 1.6, 1.10</td>
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<td>C

<i>Information Presentation</i></td>
<td>a. Recognize that there are a variety of ways to share information.
b. Effectively share information
<div align="center"><mark>Curriculum</mark></div>
Brainstorm ways to share information (verbally, wriiten, electronic) . Give examples of each.
Share information verbally, written, and electronically</td>
<td>a. Recognize that there are a variety of ways to share information.
b. Select, with assistance, a format appropriate for the intended audience and purpose.
c. Effectively share information.
<div align="center"><mark>Curriculum</mark></div>
Brainstorm ways to share information (verbally, wriiten, electronic) . Give examples of each.
Give various topics, students determine best way to share information.
Share information verbally, written, and electronically</td>
</tr>
<tr>
<td>ST</td>
<td>1.4, 1.8, 2.1, 2.4</td>
<td>1.4, 1.8, 2.1, 2.4</td>
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Information and Communications Technology Literacy

	6 Practice ethical, legal, and safe use of information and technology	
	• 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 K	**Grade 1**
A / Digital Citizenship	Demonstrate ethical behaviors (personal and social) when using information and technology **Curriculum** http://www.commonsensemedia.org/educators/lesson/follow-digital-trail-2-3 • Students follow the digital information trails of two fictional animals. o They make observations about the size and content of each trail.	Demonstrate ethical behaviors (personal and social) when using information and technology **Curriculum** http://www.commonsensemedia.org/educators/lesson/follow-digital-trail-2-3 • Students follow the digital information trails of two fictional animals. They make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind. • Animal tracks student handout
ST	2.7, 4.1, 4.4, 4.7	2.7, 4.1, 4.4, 4.7
B / Academic Honesty	Develop awareness that it is important to give credit to an idea. **Curriculum** • **Tell** students to draw a picture to illustrate a book • Collect and give each student someone else's work. Have students cross out the writer's name and put their name in its place. • Have students share their new work and praise them for the picture. • **Invite** both the true owner and the person pretending the work is theirs to comment on how the situation makes them feel.	a. Identify, with assistance, acceptable uses of information and technology. b. Document, with assistance, each source referenced (e.g., author, title, URL) **Curriculum** http://www.commonsensemedia.org/sites/default/files/k-5-searching-abcsearching-handout.pdf • Learn how to search online by using the alphabet • Understand how to search for a specified letter of the alphabet on a children's directory site • Apply the results of their alphabet search to create a picture dictionary o Site website, author, or URL for picture site
ST	4.4	2.7, 4.4, 4.7

Information and Communications Technology Literacy

	6 Practice ethical, legal, and safe use of information and technology	
	Grade K	**Grade 1**
C	Discuss what information is personal and private.	Discuss what information is personal and private.
Cyber Safety	 http://www.commonsensemedia.org/educators/lesson/going-places-safely-k-1 • **INVITE** students to talk about places they have visited on a class field trip • **ENCOURAGE** students to take an imaginary field trip to their chosen place. Discuss travel safety rules. • **TEACH** the Key Vocabulary word online. • **EXPLAIN** to students another way to visit interesting places all over the world is by going online on the computer.Discuss online rules and information that is private.	 http://www.commonsensemedia.org/educators/lesson/going-places-safely-k-1 • **INVITE** students to talk about places they have visited on a class field trip • **ENCOURAGE** students to take an imaginary field trip to their chosen place. Discuss travel safety rules. • **TEACH** the Key Vocabulary word online. • **EXPLAIN** to students another way to visit interesting places all over the world is by going online on the computer.Discuss online rules and information that is private.
ST	4.7	4.7