

# John F. Kennedy

## Technology Curriculum Integration Plan

2200 Bailey Hill Road  
Eugene, Oregon 97405

Resubmitted with edits  
February 22, 2016

### Technology Leadership Team (TLT)

Charlie Smith- Principal/Tech Team Commander

Mark Bennett- Assistant Principal

Jake Reents- Technology Support Specialist

(Thanks to Molly Hammons – CHS)

To include the following in September:

Ryan Hansen- Science Team Leader

Yvonne Twedt- Math Team Leader

Liz Nordling- LA/SS Team Leader

Tyler Boorman- Elective Team Leader

Stephanie Baxter- 6<sup>th</sup> Team Leader

Renee Travis- 7<sup>th</sup> Team Leader

Elizabeth Henderson- 8<sup>th</sup> Team Leader

Michelle Bierman- Classified Leader

Jill Rainer – EA CLC

# Vision Statement

John F. Kennedy Middle School will increase options for students in the focused area of language arts, technology, math and science through the increased access and use of technology across the content areas.

Our vision is to facilitate and inspire student learning and creativity on the path to college and career readiness and the mastery of 21<sup>st</sup> century skills through the integration of technology. We are striving to provide enough devices so that every student has access to technology and that students and families in our community are able to access school technology during non-school hours. Our educational technology vision is adopted directly from the National Educational Technology Standards for Teachers and Students:

Effective teachers model and apply the NETS as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

All teachers should meet standards and performance indicators to facilitate and inspire student learning and creativity and to design and develop digital-age learning experiences and assessments. Teachers should also be expected to model digital-age work and learning, to promote and model digital citizenship and responsibility, and to engage in professional growth and leadership.

From NETS, our vision for students is that they will use technology to create and innovate, communicate and collaborate, research, think critically and problem-solve, demonstrate digital citizenship, and demonstrate understanding of technology operations and concepts.

## Goals and Objectives

### Goals and Objectives for Students:

#### ***1. Creativity and innovation***

*Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*

*a. Apply existing knowledge to generate new ideas, products, or processes*

- b. Create original works as a means of personal or group expression*
- c. Use models and simulations to explore complex systems and issues*
- d. Identify trends and forecast possibilities*

Language Arts: Students use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Students write several essays, create presentations, and participate in online feedback, as well as discussion. Students will also use interactive software to build grammar skills including formative and summative assessments. Citation making software is used for research projects. iPads will enable support class students to engage in their learning through additional programs and better access.

Social Studies: In social studies classes, students are required to conduct outside research to satisfy requirements for research papers and persuasive essays required in most every class. Google docs and the file management system doctopus will allow students to continually refine their writing based off peer and teacher feedback. Students are required to cite information obtained from online sources in their essays in addition to the information found in their textbooks.

Math: Students would use interactive software that corresponds to curriculum. Students design, build and present math problems using videos, Apps, and resources available.

Laptops will enable students:

- To improve understanding of some of the mathematical concepts which are important in secondary school mathematics.
- To improve understanding of the nature of mathematics: what is important, how it is practiced, how mathematical validity is determined.
- To develop an inquiry approach to and an ability to reflect on mathematical concepts.
- To increase understanding of secondary school students' mathematical thinking and understanding.
- To increase ability to specify subject matter involved in a specific mathematics topic and make distinctions among them.
- To increase ability to choose among lessons and curriculum materials based on the intended mathematical subject matter and the current understandings of the students. (i.e. Khan Academy, TED Talks, Apps)
- To design and create mathematical presentations.

Science: Students create presentations - using software to create citations and Online Library databases to find information. Students write "reflection" portfolios based on the specific unit of scientific study. Students create "teaching others" moments using technology.

## ***2. Communication and collaboration***

*Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media*
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats*

Language Arts: Students create group projects using Google Docs to work together on notes, papers, and presentations. Students working on Smarter Balanced (OAKS) use computers to write drafts, create revisions, and submit final works. Students create pen pal opportunities with students from around the world/Oregon. Students learn social responsibility through standards 1,2,3:

- Practice ethical behavior to share knowledge (for example in digital communities and group projects)
- Practice ethical behavior when using print and digital resources (for example practicing citing of sources)
- Participate collaboratively, respectfully and productively as a member of a democratic society

Social Studies: Students use Google docs to create, revise, and finalize research papers and persuasive essays. Group research projects are also created on Google docs that allow students to communicate and collaborate with their peers.

Math: Students access Synergy, access online notes, and collaborate on math concepts. Students take practice tests for Smarter Balanced. Students use videos online to help with math problems (ex: Khan Academy, Mobymax math). Accessing and presenting data that is relevant to the success of our planet would make students more globally aware and more responsible.

Science: Students will work with other classes and schools to communicate/collaborate critical thinking around specific environmental issues, including topics of endangered species, genetic engineering of foods, and global warming.

### **3. Research and information fluency**

*Students apply digital tools to gather, evaluate, and use information.*

- a. Plan strategies to guide inquiry*
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media*
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks*
- d. Process data and report results*

Language Arts: Students use Online Library databases to do research for topics of interest to be presented using Keynote or Powerpoint. Citations and notes will be made using software.

Social Studies: Students in a variety of social studies classes are required to conduct research and cite vital and relevant information that cannot be found in their textbooks. In order for students to successfully find, analyze, organize, and cite the most relevant sources, students will need access to computers in classes (COWS).

Math: Students access online resources and digital books. Students create and give presentations using numerous applications (Keynote, Powerpoint, Google Slides). Students engage in electronic note taking and have e-book access.

Science: Students will use laptops and smartphones to research information from a variety of sources. Students will collaborate with team members to strategize information gathering as well as processing data and reporting results.

### **4. Critical thinking, problem solving, and decision-making**

*Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

- a. Identify and define authentic problems and significant questions for investigation*
- b. Plan and manage activities to develop a solution or complete a project*
- c. Collect and analyze data to identify solutions and/or make informed decisions*
- d. Use multiple processes and diverse perspectives to explore alternative solutions*

Language Arts: Students will create online portfolios to post writing work samples and to create a digital community where the writing progress will be visible, and creativity, rhetorical skills and craft, will be acknowledged.

Technology Integration will be demonstrated through:

- Standard 1: The use a variety of digital environments and formats to support information literacy (databases, websites, software)
- Standard 2: Use a variety of digital environments and formats to enhance reading engagement (eBooks, audiobooks, speech to text, text to speech tools)
- Standard 3: Practice ethical behavior when using and understanding technology

Social Studies/Explore Computers: Students are instructed how to conduct authentic research, evaluate the credibility of sources, and accurately cite those sources in formal writing. Early on, students are taught how to sift through the vast amount of information located on the internet and select the best information that is valid, relevant, and supports their thesis for research papers, persuasive essays, group project, presentations, and other activities.

Math: Students access online resources and digital books. Students create and give presentations using numerous applications (Keynote, Powerpoint, Google Slides). Students do projects from teacher-made videos/Whiteboard presentations. Students engage in electronic note taking and have e-book access.

Science: Students will identify real world issues and conduct research to provide best solutions. Students will think critically from a variety of perspectives to identify authentic problems and related questions. Students will present finding using Google slides, Powerpoint, or Keynote.

## **5. Digital citizenship**

*Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

- Advocate and practice safe, legal, and responsible use of information and technology*
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity*
- Demonstrate personal responsibility for lifelong learning*
- Exhibit leadership for digital citizenship*

Language Arts: Students will receive training in reading support with the use of eBooks, audiobooks, text to speech, and translation as needed.

Social Responsibility

- Standard 1: Practice ethical behavior to share knowledge (for example learning to cite sources)
- Standard 2: Practice ethical behavior when using print and digital resources by explicating/teaching concepts such as plagiarism, citing sources, and fair use

- Standard 3: Participate collaboratively, respectfully and productively as a member of a democratic society (for example in digital communities)

Social Studies: Students learn how to responsibly use technology in the classroom and are also taught how to best sift through the vast amount of information on the internet. In our digital society, it is important for students to know how sort through information found online to discard irrelevant, or outright wrong information, from valid and accurate information.

Math: Students create and give presentations using numerous applications (Keynote, Powerpoint, Google Slides). Students do projects/activities from teacher-made/or provided videos. Students engage in electronic note taking and have e-book access.

Science: Students learn how to responsibly use technology in the classroom and are also taught how to best sift through the vast amount of information on the Internet. In our digital society, it is important for students to know how sort through information found online to discard irrelevant, or outright wrong information, keeping it separate from valid and accurate information.

## **6. Technology operations and concepts**

*Students demonstrate a sound understanding of technology concepts, systems, and operations.*

- a. Understand and use technology systems*
- b. Select and use applications effectively and productively*
- c. Troubleshoot systems and applications*
- d. Transfer current knowledge to learning of new technologies*

Language Arts: Students will receive reading support with the use of eBooks, audiobooks, text to speech, and translation as needed. Dictation tools, apps or software will be made available to students to optimize learning experiences and skill building.

The ELA teacher will:

- Model effective strategies for developing multiple literacies
- Evaluate, promote, and use existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers
- Explain copyright, fair use, and licensing of intellectual property, and assisting users with their understanding and observance of the same

- Organize the Kennedy Online Library collection for maximum and effective use

Social Studies: Students learn how to use various technological systems in social studies classes. The department uses to facilitate organization, use, and correct citing of online academic sources in research papers and persuasive essays. Students also learn how to use various informational databases for the best and most relevant research. Students will be able to use any given Internet based classroom learning resources such as Google Apps, Synergy, and Class Website fluently. Students will be able to understand how to obtain support when they encounter technological problems during their schoolwork.

Math: Students access online resources and digital books. Students create and give presentations using numerous applications (Keynote, Powerpoint, Google Slides). Students do projects from teacher videos/Whiteboard presentations. Students engage in electronic note taking and have e-book access.

Science: Students will be able to use Internet based classroom learning resources such as Google Apps, Synergy, and Class Website fluently. Students will be able to understand how to obtain support when they encounter technological problems during their schoolwork

### ***1. Facilitate and inspire student learning and creativity***

*Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*

- a. Promote, support, and model creative and innovative thinking and inventiveness*
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources*
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes*
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments*

Language Arts: The ELA teacher, as information specialist, provides leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. The ELA teacher ensures equitable access and responsible use of information in accordance with district policy, developing and maintaining a collection of resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community while supporting teachers'

creativity, and the availability of resources. Teachers will construct a web activity in which students engage in web-based research on different aspects of cultures. Teachers will use Google Docs in order to promote collaborative learning in the classroom.

Social Studies: Teachers use technology, including Google docs, to instruct student how to find relevant and valid information, organize information digitally, cite appropriate sources to defend arguments, submit assignments, and locate digital classroom materials. Teachers will use Google Docs in order to promote collaborative learning in the classroom. Teachers will use technologies in order to provide authentic, contextualized interactive tasks with students from other classes/schools.

Math: Teachers use interactive videos that ask students to go through a series of mini math problems to solve a larger math problem. Technology allows teachers to access curriculum and information from outside community resources (Data, videos, other educational material) to facilitate student learning.

Science: Teachers use technology, including Google docs, to instruct student how to find relevant and valid information, organize information digitally, cite appropriate sources to defend arguments, submit assignments, and locate digital classroom materials. Teachers will use Google Docs in order to promote collaborative learning in the classroom.

## ***2. Design and develop digital age learning experiences and assessments***

*Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.*

- a. Design, or implement, relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity*
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress*
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources*
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching*

Language Arts: Classes will develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. Teachers will customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

Social Studies: The social studies department uses technology to instruct students on how to best use and access that technology. Proper use of technology is a skill that all students must master to succeed in the workforce and in college. Teacher will direct student projects in which students research a content area of their choice by utilizing a variety of electronic resources and then present their projects to the entire class. Teacher will construct a web activity in which students engage in web-based research on different aspects of cultures or history.

Math: Students would be able to watch interactive videos that ask them to go through a series of smaller math problems to answer a bigger real world situation. They would have the ability to collect and chart data to analyze the impact of cause and effect. Students would analyze and present findings they are passionate about. Incorporating math with the digital tools available.

Science: Students would be able to watch interactive videos that ask them to go through a series of local environmental problems to answer a bigger real world situation. They would have the ability to collect and chart data to analyze the impact of cause and effect. Students would analyze and present findings they are passionate about.

### **3. Model digital age work and learning**

*Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.*

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations*
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation*
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats*
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning*

Language Arts: Teachers will:

- Ensure that students and staff are effective users of ideas and information
- Empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information
- Instill a love of learning in all students and ensure equitable access to information
- Collaborate with classroom teachers and specialists to design and implement lessons and units of instruction, and assess student learning and instructional effectiveness
- Provide the leadership and expertise necessary to ensure that the school library/data library program is aligned with the mission, goals, and objectives of the school and the school district, and is an integral component of the learning/instructional program

Teachers will participate in tech related workshops and trainings in order to continue to improve technology skills and share our knowledge of such skills within a department.

Teachers will use websites, on-line grading book systems or other technology related resources in order to articulate our programs with students and their guardians/parents

Social Studies: The department currently collaborates and shares material using online systems such as Google docs. Teachers will post curriculum (such as readings and other assignments) online so student have access to the materials at any time.

Teachers will participate in tech related workshops and trainings in order to continue to improve technology skills and share our knowledge of such skills within a department. Teachers will use websites, on-line grading book systems or other technology related resources in order to articulate our programs with students and their guardians/parents

Math: Teachers would collaborate to ensure effective modeling to students through innovative lesson plans. Data collection and analysis would be modeled to support student growth with technology. Teachers will participate in tech related workshops and trainings in order to continue to improve technology skills and share our knowledge of such skills within a department. Teachers will use websites, on-line grading book systems or other technology related resources in order to articulate our programs with students and their guardians/parents

Science: Teachers will participate in tech related workshops and trainings in order to continue to improve technology skills and share our knowledge of such skills within a department. Teachers will use websites, on-line grading book systems or other

technology related resources in order to articulate our programs with students and their guardians/parents

#### **4. Promote and model digital citizenship and responsibility**

*Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.*

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources*
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources*
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information*
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools*

Language Arts: The ELA teacher will:

- Create and maintain a teaching and learning environment that is inviting, safe, flexible, and conducive to student learning
- Select and use effective technological applications for management purposes
- Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

Social Studies: Online sources are essential for research, but also allow the teacher to quickly connect current events and groundbreaking research with classroom curriculum. This allows teachers to facilitate students to connect concepts learned in the classroom to current events and issues. Teachers can model how to appropriate use technology in the classroom and allow students to see how technology can aid them in their post-secondary endeavors. Teacher will advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Teacher will address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

Math: Appropriate digital etiquette and responsible use of information would be a necessary part of learning. Copyright infringement, documentation of sources and social responsibility are topics that would be discussed.

Science: Appropriate digital etiquette and responsible use of information would be a necessary part of learning. Copyright infringement, documentation of sources and social responsibility are topics that would be discussed.

### ***5. Engage in professional growth and leadership***

*Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.*

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning*
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others*
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning*
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community*

Language Arts: Teachers will use software to collaborate on curriculum design, (scope and sequence), sharing of demonstration projects and work samples, skill building (i.e. grammar and composition), creating digital communities with each other and with students, and to lead the school in writing goals (as part of WICOR). Teacher will participate in the curriculum development process at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners.

- Collaborate with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking
- Participate in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities
- Join with teachers and others to plan and implement meaningful experiences that will promote a love of reading and lifelong learning (for example: may use eBooks, internet sources, and audiobooks)

- Provide and plan professional development opportunities within the school and district for and with all staff.

Social Studies: Teachers will collaborate and share documents, classroom materials, activities, etc. using online resources. There are many digital sources and tools used by teachers in the classroom; consistent access to computers and the internet can allow teachers to better collaborate with each other and their students.

Math: Teachers in the department would collaborate to bring our collective knowledge to the classroom. Taking advantage of district wide workshops and other members of the staff would keep us growing and make us effective teachers when using technology.

Science: Teachers will participate in tech related workshops and trainings in order to continue to improve our tech skills and share our knowledge of such skills within a department.

Teachers will apply research based instructions and resources for effective teaching

## Goals and Objectives for Administrators:

### ***1. Visionary leadership***

*Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.*

*a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders*

*b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision*

*c. Advocate on local, ~~state and national~~ levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan*

Admin and tech support: The Kennedy administrative team will recruit teachers for the technology team that meets prior to the start of the school year to review and revise the school technology goals. One teacher from every content area will report on how the content area intends to meet the tech goals outlined in the plan. Teachers will discuss the incorporation of technology into their curriculum and instruction and make

formal tech requests for the current and following year. We will examine our 3-year technology integration goals and review funding sources to meet the demands.

## **2. Digital age learning culture**

*Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.*

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning*
- b. Model and promote the frequent and effective use of technology for learning*
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners*
- d. Ensure effective practice in the study of technology and its infusion across the curriculum*
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration*

Admin and tech support: Kennedy administration will strategically place technology throughout the building to ensure the greatest amount of student access to technology for instructional purposes. We will meet with teachers regarding access in classrooms and audit classroom technology to ensure functioning equipment and accessibility. We will use technology during every meeting and with every team to model the best practices of communication and collaboration through technology. We will meet with our Tech Specialist, Tech Team, and Tech Support regularly to discuss current technology needs within the building.

## **3. Excellence in professional practice**

*Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.*

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration*
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology*
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools*
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning*

Admin and tech support: Kennedy admin will work collaboratively with Kennedy Leadership Team to develop the role it will play in the school plan that focuses on instructional technology. Team will collaborate with administration to create professional development training for staff during Early Release meeting times once every month. The administrative team will collaborate with the district technology leadership team to request trainings that meet the needs of teachers.

#### **4. Systemic improvement**

*Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.*

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources*
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning*
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals*
- d. Establish and leverage strategic partnerships to support systemic improvement*
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning*

Admin and tech support: Kennedy admin will continue to develop the content instruction program at Kennedy by hiring HQ teachers with experience in the area of technology. We will continue to integrate technology classes into our course offerings and develop digital citizenship among our students.

#### **5. Digital citizenship**

*Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.*

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners*
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology*
- c. Promote and model responsible social interactions related to the use of technology and information*
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools*

Admin and tech support: Administration will continue to support student learning in the responsible use of technology. Admin will advocate for the use of technology with all struggling learners (ELL, 504, and students with IEPs). Administration will prioritize instructional strategies that support differentiation and curriculum accommodations. During student discipline investigations, administrators will create a safe use of technology contract to be signed when working on issues of harassment and bullying. Students will continue to develop a greater understanding of social media and the potential for dangerous or harmful uses of technology.

## **Elective for 2015/16**

**Digital Citizenship - making sense of the web, while making sense of *your* world.**

This class will build your media literacy skills, strengthen your writing ability and encourage your creative tendencies. By exploring the principles of graphic design, the conventions of Standard English, the netiquette of the Web, and the power of new media storytelling, we'll grow into successful digital citizens.

**Digital Literacy and Technology Skills Standards to support Common Core:**

**Basic:**

Demonstrate keyboarding skills between 25- 30 wpm with fewer than 5 errors. (For students with disabilities, demonstrate alternate input techniques as appropriate.)

**Internet Networking and Online Communication:**

Identify probable types and locations of Web sites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).

Use e-mail functions and features (e.g., replying, forwarding, attachments, subject lines, signature, and address book.) The use of e- mail is at the school district's discretion and may be a class-wide activity if students do not have individual accounts.

**Multimedia and Presentation Tools:**

Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).

Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.

**Ethics:**

Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.

Explain how copyright law protects the ownership of intellectual property, and explain

possible consequences of violating the law.

Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.

Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs and wikis).

### **Health and Safety:**

Explain the potential risks associated with the use of networked digital information. Provide examples of safe/unsafe for sharing personal information via e-mail and the Internet.

Explain why computers, networks and information need to be protected viruses, intrusion and vandalism.

Describe how cyber-bullying can be blocked.

### **Research and Gathering Information:**

Explain and demonstrate effective searching and browsing strategies when working on projects.

Collect, organize, and analyze digital information from a variety of sources, with attribution.

### **Communication and Collaboration:**

Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.

Identify differences between various media and explain issues associated with repurposing information from one medium to another (e.g., from print to the Web).

Use a variety of telecommunication tools (e.g., e-mail, Web pages,) to collaborate and communicate with peers.

### **ELA Language Standards:**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Action Plan for Students and Teachers**

**For all students:** Skills to apply NETS Technology Standards. Teachers must continue facilitating the application of skills across all content areas.

### **Across all content areas, especially English Language Arts and Social Studies**

1. Keyboarding: ie. posture, key location, speed and accuracy
2. General Skills: ie. open/close applications, save and print files, log on/off server

3. Word Processing: ie. enter text, create and format tables, create bulleted and numbered lists, use error correction tools
4. Concept/Idea Mapping: ie. Select, create graphic organizers
5. Citation making software (~~EasyBib~~)
6. Grammar skill building software
7. Equipment Use: ie. know how to operate LCD projectors, document cameras, digital cameras, digital camcorders
8. Graphics: ie. use drawing tools to create illustrations, capture images from the internet, use digital camera to import pictures
9. Presentation: ie. create slideshows with text and images, add effects for text images and transitions, use sound, create hyperlinks
10. Multimedia: ie. record voice, create podcasts using pictures, voice, sound effects, music, create a basic movie project

**Across all content areas, especially Math and Science**

11. Spreadsheets and Databases: ie. enter data into rows and columns, format for printing, create graphs and charts, evaluate data

**Across all content areas**

12. Internet Use: ie. know and follow the (newly developed) Acceptable Use Policy for Technology, create a website, create email accounts, bookmark and tag websites
13. Communication: ie. Skype, social networking, academic chat

## Existing Resources

**KMS Student Computer Resources**

Name	Room/Barn	Usable	Capacity	Primary Type
COW A	H3	36	36	11" MacBook Air
COW C	A Hall "Shop"	32	32	13" MacBook
COW C Expansion Crate	A Hall "Shop"	8	8	13" MacBook
COW F	F Hall Storage	36	36	11" MacBook Air
COW G	G Hall Storage	36	36	11" MacBook Air
COW H	H3	36	36	11" MacBook Air
COW I	I Hall Storage	36	36	11" MacBook

				Air
COW I Expansion Crate	I Hall Storage	8	8	13" MacBook
Counselor Crate	Counselor's Office	6	6	13" MacBook
F2 Minilab	F2	10	10	iMac
C3 Minilab	C3	10	10	iMac

**TOTALS**            254            254

Inactive

26

(Reserved for Crossroads Trade-in Round 4A)

## Future Hopes: 2015/16 Calendar plan-

Mount existing projectors on ceiling	During Fall of 2015
Two COWS per wing/building for a total of 10 COWS	By end of 2016
All printers replaced - if necessary, start with printers in "F" and "H" buildings	By December of 2015
Hold a schoolwide fundraiser to provide income for these expenditures	Early in September 2015
Provide staff computers with "Atlas Rubicon" - ATA to add us to their program so cost will be less than a stand alone cost	September 2015 as part of PD
EasyBib and Doctopus software to create citations	September 2015
Upgrade teacher computers to Mac Book Pros - will be on a 4 year cycle of replacement	4 year cycle - beginning in December of 2015
iPads for ELS Support Classes	During Fall term 2015
Purchase Mobymax for supporting struggling math students	January of 2016
Order a 3D printer for use in Explore Computers, art, science classes	Trimester 3, 2016

## Professional Development:

One Friday half day per month will be dedicated to mini workshops on technology for staff development. Trainings are also available on a regular basis at the district office.

### Trainings of interest include:

iPad/iPod instructional use

iBooks

Applications for education

Google Applications

Virtual classrooms

Synergy

Smartboards

Digital and Video Cameras in the classroom

Atlas Rubicon - connect with ATA for site information and costs

September 2nd and 4<sup>th</sup> will include RBT training using module 1 and 2 and will include training using Atlas Rubicon. Program is computer based and allows for lesson plans to be electronically designed and shared.

Early release Fridays will include PLC content time dedicated in part to hands on technical training, discussion of school technology policies regarding use of technology, and specific logistical issues that pertain to the use of technology.

August 28	Tech Team meeting to create calendar of PD and prioritize tech needs.
September 1	Atlas Rubicon Training
September 4	Atlas Rubicon Training with ATA staff
18 half days throughout year of which some time dedicated to tech PD	Staff PD to include technology/Needs of staff and students/building needs

## Fundraising Projects:

Possible opportunities-

Read-A-Thon

Jog-A-Thon

Direct Donations

Activity Nights

Band Concert on the Courtyard

Choir Concert on the Courtyard  
Grants written with assistance of Kay

## **Kennedy Middle School**

### ***Student Technology Procedures & Use Agreement***

Quietly approach the COW (Computers on Wheels) cart and retrieve your assigned computer.

Only use the computer assigned to you.

Do not interfere or interrupt other students and/or computers on your way to the COW cart.

Read the board and begin your assignment (if one exists) or wait for instructions before using your computer.

Only visit approved Internet sites and only when you have permission to do so.

Do not download anything unless told to do so.

Do not share personal information, including your password(s), with anyone other than your parents, teacher, principal, or school technology specialist.

If you see anything that makes you feel uncomfortable, close your computer's lid and let your teacher know immediately--do not show it to your classmates.

Make sure you leave your workspace as you found it!

Make sure to completely sign out / log off of all websites and/or servers when your work is complete; completely quit all Apps and shut down your computer before returning its numbered slot in the COW cart.

Push in your chair.

Take your belonging and anything you have printed with you when you leave; collect and throw away any trash on your way out.

Print only if you have permission!

Only print once! If your material does not print, tell your teacher so they can report the issue and receive help.

Do not change any computer settings without permission.

Do not edit files that do not belong to you.

Help others with your voice and do not take control of their computer without permission.

Treat your classmates, your teacher, and all equipment with respect.

Do not talk when your teacher is talking.

Do not damage computer trackpads or keyboards--do not remove keyboard keys.

Do not touch computer screens with anything, including your fingers, pencils, and/or pens.

All four feet of your chair should be on the floor at all times.

Keep all food and liquids away from the computers!

Lights out means "*Your Attention, Please.*"

Take your hands off the keyboard and mouse.

Wait for instructions.

Ask your immediate neighbors for help before you raise your hand to ask your teacher.

Do not get out of your seat to ask for help; do not get out of your seat to help someone else.

Student Name

---

(please print)

Student Signature

---

Date \_\_\_\_\_