

**Coxsackie-Athens Central School District
Technology Plan
2010 – 2013**

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Introduction

The Coxsackie-Athens Central School District has worked hard at integrating technology across the district. The former two technology plans have served well as a guideline for developing initiatives, setting goals, creating task schedules across multiple facets of the technology department, and facilitating yearly budgets. As the face of technology changes rapidly, we must attempt to incorporate new methods and restructure existing technology to meet future needs. This three year plan is intended to provide a vision for the future and a strategy to make it happen.

The technology components now in place include a current wiring schematic supporting voice, data and video. The Coxsackie-Athens high speed network uses multiple technologies to connect all users - microwave bandwidth capacity, supporting accelerated transmission of instructional and administrative applications, as well as district wide Internet connectivity. Multiple server access and a thin client solution are now being utilized to share resources in a more cost effective manner. Widespread access to multimedia equipment, as an instructional tool has become a standard. Staff is assisted in communications by the maintenance and support of e-mail and collaborative tools based on Record Management Standards (Sarbanes-Oxley). The Coxsackie-Athens Central School District continues to expand web-site offerings to foster parent and community relations and implement online/distance learning. The District also partners and communicates with other institutions of education, both peer to peer and higher, to further enhance curriculum benefits to students.

Our current position is one of strength and equity by today's education technology standards. However, this comprehensive foundation must be managed and maintained. Total cost of operation continues to be factored during budget planning. Growth potential should be driven by educational needs and an awareness of current technology standards. Staff development must continue to accompany the changes in technology to enhance and integrate with teaching methods, business practices and administrative techniques.

The 2010-2013 Technology Plan will reflect increased awareness from the mission, beliefs and goals of the 2007-2010 Technology Plan. Assessment and accountability of technology effectiveness is also an integral part of this technology plan. Without an ongoing program of evaluation and planning the District cannot be effective in infusing technology throughout the school district to foster systemic changes in accordance with the higher standards set forth by New York State, NCLB and the demands of an e-commerce world.

It is the intent of this technology plan for the future, to reinforce the philosophy, goals and objectives as set forth by the Board of Education of the Coxsackie-Athens Central School District.

Respectfully submitted,

Technology Services Department

Jim Martino, Principal, E.J.A Elementary School
Jennifer Seekamp, Educational Technology Coordinator
Darlene Ramm, Administrative Applications Specialist
Candace Nichols, Network Systems Engineer

Technology Plan Committee Members:

The committee is comprised of a cross section representing the district. Members recognize and understand the District's goals, needs, and actions needed to achieve the new plan.

Name	Representative
Lisa Amado	Coxsackie Elementary Teacher
Sue Maraglio	Computer Lab Assistant
Cisy Mahoney	Computer Lab Assistant
Erin Walker	Edward J. Arthur Elementary Teacher
Jim Martino	Edward J. Arthur Elementary Principal
Charlie Herwick	Middle School Teacher
Emily Bayzon	Middle School Teacher
Greg Hughes	Middle School Teacher
Jay Danz	High School Teacher
Vicki Kardas	High School Teacher
Amy Decker	High School Teacher
Jennifer Seekamp	Technology Services

Philosophy, Goals and Objectives

EDUCATIONAL PHILOSOPHY

The Board of Education recognizes its responsibility to assist each pupil in completing his/her individual learning cycles, and encouraging exploration and recognition of personal potential - academic, physical and aesthetic. We accept the ongoing commitment to build skills and attitudes that will prepare each pupil for an effective and enjoyable lifetime of work, learning, leisure and responsible citizenry.

The Board recognizes variations in learning styles, and will provide alternatives to such variations. We will maintain and foster communication with parents, employers, other schools and social agencies, for both graduates and non-graduates. We are committed to develop in each of our pupils the abilities which will enable them to function in an ever-changing world.

The district will provide pupil personnel services for all students as well as provide services for pupils with handicapping conditions. Furthermore, the school district will provide programs for students identified as gifted.

We will support a continuum of skill development as a base for the acquisition of knowledge and concepts. It will focus in the elementary years, on the development of specific skills. It will build, in the middle years, a broadening exploration and awareness of the scope of the learning experience. It will integrate and deepen these experiences in the secondary years.

The school district will continually examine educational research and its own rationale in order to determine the optimum methods of meeting these commitments to its pupils.

Ref:

Adopted by Board of Education

Date: 11/19/91

Reviewed by Board of Education

Date: 10/99

Revised by Board of Education

Date: 04/02

Adopted by Board of Education

Date: 05/21/02

Student Policies

GOALS

Students are the focal point of all district operations and must receive the primary attention of the Board of Education and all staff members.

The District recognizes the individual worth of each student. The Board and staff accepts the responsibility of helping each student to develop his/her capacity for intellectual, physical, emotional, and social growth. The Board acknowledges that a student's growth is influenced by his/her environment, both at home and in school. Therefore, the school district shall strive to create an environment in which the student may learn to live and adapt successfully in an ever-changing world, in order to become a responsible and productive member of society.

The Board and district staff shall work together to achieve the goals embodied in the District's Mission Statement:

The Mission of the Coxsackie-Athens Central School District is to guarantee all students educational opportunities that will enable them to compete in contemporary society and achieve their maximum capability through a comprehensive program which utilizes community resources and affords diverse learning experiences, recognizes individual skills, talents, and interests, and promotes self-esteem and mutual respect.

Ref: Commissioner's Regulations

Adopted by Board of Education

Date: 01/17/95

Reviewed by Board of Education

Date: 11/99

Reviewed by Board of Education

Date: 03/03

Mission Statement:

The Coxsackie-Athens School District will provide a comprehensive education program for all students to compete successfully and contribute to a global society.

Technology Goal (from the 2007-2012 Strategic Long Range Plan):

Coxsackie-Athens will develop and use an integrated system of technology to improve communication, enhance operational and instructional effectiveness and efficiency and foster increased student achievement.

Technology Mission Statement:

To achieve optimal learning, instruction, communication and management through the utilization of technology.

Beliefs:

1. Students will be able to use a wide variety of technological tools to enhance their future success as productive students, citizens, and members of a global workforce.
2. The District is committed to providing appropriate technology resources and opportunities to incorporate technology in the curriculum to enhance student learning.
3. Students, staff, and community (parents and guardians) will have access to technology to encourage life-long-learning.
4. Life-long learners are:
 - Responsible for their own learning
 - Skilled in accessing and processing information
 - Confident in using technology tools
 - Able to solve complex problems alone or collaboratively
 - Capable of being creative and innovative
 - Able to communicate locally, nationally, and globally
5. It is essential for all learners, including educators, to process and utilize information through the skillful use of technology.
6. Skillful use of technology supports:
 - Flexibility
 - Adaptability
 - Critical thinking and problem solving
 - Collaboration

Beliefs continued.....

7. Network technology systems enable efficient and effective communications within and outside the district:
 - Collaborative learning
 - Distance learning
 - Web pages
 - Electronic mail
 - Voice mail
 - C-A WAN
 - Virtual Lab (VLab)
 - Parent/Guardian Communications
8. Technology allows us to differentiate instruction to accommodate the diverse learning styles of our students.
9. Continuous staff development will be provided in a timely manner.
10. Turn-key staff development and training will enable more teachers to attain higher skill levels.
11. New York State Learning Standards will be met.
12. In order to address New York State Learning Standards, technology will be integrated into all curriculum areas for all students and staff.
13. Technology expenditures (hardware, software and staff training) will be part of the annual school budget.
14. Technology equipment and skill is required to support administrative and instructional applications.
15. Technology will be used to collect and analyze data, interpret data, and communicate findings to improve instructional practice and student learning.

Technology Overview - District Wide Technology Infrastructure

The District Wide Area and Local Area Network infrastructure is a well-designed and efficient foundation of highly sophisticated CISCO connectivity equipment and CAT 5 wiring. The hub of the network is located at the Coxsackie-Athens Middle School and utilizes a star configuration. This system provides service, via interior fiber optic backbone, to the High School and Coxsackie Elementary/District Office. E.J. Arthur Elementary School in Athens is classified as a remote site. The link between the two campuses is a full 45 MBPS DS3 circuit via microwave radio.

Internet is provided on a district-wide basis to support both administrative and instructional needs. One firewall/router located within the District Office/Technology Services Department provides this connectivity over a T1 circuit. All students and staff access the Internet via a proxy server. The server is equipped with a content filtering system designed to meet educational computing needs and is updated nightly directly from the manufacturer. This helps insure that inappropriate sites are blocked. The Coxsackie-Athens Central School District has been a leader in Child Internet Protection Act compliance.

Eighteen high capacity dedicated servers provide application support to the District's instructional program. Instructional support has been the thin client solution from Citrix. This solution enables classroom computer access for students, increasing center work and collaborative approaches in the classroom. Additionally these servers allow students and faculty to access district resources over the Internet giving access to all Student and Faculty files and systems.

In addition to Citrix, the District maintains CPU units for specified labs, libraries, offices, Smart Classrooms and teacher stations. The acquisition of computer units is based on a four year cycle.

The instructional network also maintains an array of educational software. Software titles vary by building and type. There are a significant number of titles that are networked based as well as Internet subscriptions (which are purchased on a yearly basis). Computer applications can be used as remediation tools or as a tool to build upon curriculum content. The instructional network is also comprised of a dedicated AutoCad server for the High School.

A second distinct Windows 2003 Active Directory network is maintained for Administrative applications. This system provides student record keeping for database, grades, attendance and scheduling. The backbone of the student system is Rediker. The Rediker software integrates with GradeQuick Web where teachers update student grades and attendance. Finance Manager is the District's financial distribution and payroll/personnel system and is located on the Administrative Network. Tax reconciliation is also maintained on this system through the InfoTax program. Like the Instructional system the Administrative system utilizes Citrix to deploy these applications and is comprised of three servers and a dedicated file server.

Goals:

Five Goals have been established to guide the implementation of this technology plan. These goals are:

- 1. Provide students with access to a variety of resources that will enable them to develop skills for the 21st century.**
- 2. Provide an array of professional development opportunities to increase staff members' technology literacy and awareness.**
- 3. Continue to build and maintain an infrastructure that supports the educational community.**
- 4. Continue to expand our student information system to gather, analyze and report data.**
- 5. Develop and maintain a financial plan for technology investments.**

In order to accomplish these goals, action plans have been created with the following format:

- 1. Objectives*
- 2. Activities*
- 3. Individual & group responsibilities*
- 4. Timeline parameters*

See Appendix A – Inventory

See Appendix B – 2010-11 Budget

See Appendix C – Wiring Diagram

See Appendix D – SIF Compliancy

See Appendix E – Faculty Technology Benchmarks

See Appendix F – Student Technology Benchmarks

Goal 1: Provide students with access to a variety of resources that will enable them to develop skills for the 21st century.

Objective	Activity	Personnel Responsible	Timeline
Provide access to hardware & software for K-12 students	1.1.1 Inventory classrooms that have student computer stations	Educational Technology Coordinator & Director of Technology	Summer – 2010 - 2013
	1.1.2 Report on timeline recommending replacement & distribution of student computers	Director of Technology	2010 - 2013 – Ongoing
	1.1.3 Investigate needs for replacing computer peripherals such as printers, scanners, document cameras, projectors (LCD), and wireless keyboards/mice	Director of Technology	2010 - 2013 – Ongoing
	1.1.4 Further implement and continue to support for web cameras for long distance collaboration in computer labs and selected classrooms	Educational Technology Coordinator & Director of Technology	2010 - 2011 – Ongoing
	1.1.5 Create inventory of all K-12 software & post on o-drive	Educational Technology Coordinator & Computer Lab Assistants	2010 - 2013 – Ongoing
	1.1.6 Develop and evaluate a software protocol to help streamline the requests and purchases of software K-12	Technology Committee	2010

Goal 1: Provide students with access to a variety of resources that will enable them to develop skills for the 21st century.

Objective	Activity	Personnel Responsible	Timeline
	1.1.7 Evaluate and review software and Internet purchases to ensure equity of software distribution among the different buildings	Technology Committee	2010 - 2013 – Ongoing
	1.1.8 Develop protocol for selecting new textbooks to include web-based features	Technology Committee	Fall 2010
	1.1.9 Investigate a computer lab facility for MS & HS and report to Superintendent	Director of Technology	2010 - 2013 – Summer
	1.1.10 Windows & Mac Upgrades to maintain V-Lab for home access	Network Engineer	2010 - 2013 – Ongoing
	1.1.11 Seek additional funds to provide Internet access at home for students that are disadvantaged	Director of Technology, Educational Technology Coordinator & Technology Committee	2010 - 2013 – Ongoing
	1.1.12 Continue to update and support Follett (Library Information System)	K-12 Librarians & Director of Technology	2010 - 2013 – Ongoing

Goal 1: Provide students with access to a variety of resources that will enable them to develop skills for the 21st century.

Objective	Activity	Personnel Responsible	Timeline
	1.1.13 Investigate wireless mobile laptop program for classroom use	Technology Committee	2010 - 2011
	1.1.14 Conduct site visits to Districts utilizing wireless mobile laptops	Technology Committee Sub-group	2010 - 2011
Enable students to collaborate & learn through digital media	1.2.1 Inventory multimedia equipment within the District	Educational Technology Coordinator, Network Engineer & Director of Technology	2010 - 2013 – Ongoing
	1.2.2 Continue to update the timeline for the acquisition of SMART Technologies for K-12 classrooms	Director of Technology	2010 - 2013 – Ongoing
	1.2.3 Maintain & support multimedia carts for classroom use	Director of Technology & Educational Technology Coordinator	2010 - 2013 – Ongoing
	1.2.4 Maintain a needs assessment for digital cameras. Include a method of equitable distribution among the four buildings	Educational Technology Coordinator Technology Committee	2010 - 2013 – Ongoing
	1.2.5 Roll-out video camcorders per building for video production programs.	Building Principals, Director of Technology & Educational Technology Coordinator	2011-2013

Goal 1: Provide students with access to a variety of resources that will enable them to develop skills for the 21st century.

Objective	Activity	Personnel Responsible	Timeline
	1.2.6 Designate a studio area for video production for the purpose of multimedia broadcasts	Director of Technology Director of Facilities Building Principals	2011
Investigate “Best Practices” for integration of technology into the curriculum	1.3.1 Evaluate grade level benchmarks of Technology Literacy Standards for K-12 students	Technology Committee Elementary, Middle & High School Principals	2010 - 2013 – Ongoing
	1.3.2 Create protocol to evaluate student benchmarks and success for reaching technology literacy standards	Technology Committee	2010-2011
	1.3.3 Review curriculum maps & integrate technology benchmarks	Curriculum Leaders, Educational Technology Coordinator, Director of Technology & Superintendent of Schools	2010 - 2013 – Ongoing
	1.3.4 Create a timeline for integration of technology into curriculum maps	Chief of Curriculum Curriculum Leaders Building Principals	2010

Goal 2: Provide an array of professional development opportunities to increase staff members' technology literacy, awareness and confidence.

Objective	Activity	Personnel Responsible	Timeline
Provide staff with quality professional development opportunities	2.1.1 Conduct multi-level needs surveys & determine strengths & weaknesses	Director of Technology & Educational Technology Coordinator	2010 -2013 - Ongoing
	2.1.2 Inventory/document existing & past professional development offerings	Educational Technology Coordinator	2010-2013 - Ongoing
	2.1.3 Design comprehensive professional development programs to meet the needs identified in surveys	Educational Technology Coordinator , Model Schools & Technology Committee	2010-2013 - Ongoing
	2.1.4 Investigate new & different methods of professional development at various times throughout the year (Superintendent Conference days, BlackBoard and other online learning portals, online tutorials, model schools, summer workshops, after school, etc....) in an effort to ensure equitable access	Educational Technology Coordinator & Technology Committee	2010-2013 - Ongoing
	2.1.5 Investigate ways to provide professional development to support mandated initiatives & skills (i.e. Web mail, GradeQuick & Edline) during the school day	Director of Technology & Educational Technology Coordinator	2010 - 2013 – Ongoing
	2.1.6 Maintain a repository of handouts & class materials posted on Edline (accessible via District Website)	Educational Technology Coordinator, Turn Key Trainers & Model Schools	2010 - 2013 – Ongoing

Goal 2: Provide an array of professional development opportunities to increase staff members' technology literacy, awareness and confidence.

Hire New Staff with tech abilities in mind.	2.2.1 Annually review technology related interview questions to be asked during the interview process for all potential job openings	Technology Committee, Administrators & Central Administrators	2010 - 2013 – Ongoing
Provide new Staff with an overview of technology at C-A	2.3.1 Continue an orientation program to give new employees an overview of technology at C-A	Technology Services, Professional Partners & Chief of Curriculum	2010 - 2013 – Ongoing
	2.3.2 Provide new & current staff with options that could be used toward obtaining the 175 required hours of professional development over a five year period to maintain NY Certification	Educational Technology Coordinator	2010 - 2013 – Ongoing
	2.3.3 Align professional development activities with those suggested by the NYS Education Department (●see below)	Educational Technology Coordinator	2010 - 2013 – Ongoing
Establish Technology Literacy Standards for Teachers	2.4.1 Reference International Society for Technology in Education standards for teachers (National Education Technology Standards)	Technology Committee	2010 – 2013 - Ongoing
	2.4.2 Implement & update literacy standards for C-A teachers	Technology Committee & Building Administrators	2010 – 2013 - Ongoing
	2.4.3 Identify needs & provide professional development opportunities to address deficiencies in standards	Educational Technology Coordinator, Model Schools & TurnKey Trainers	Fall - 2010 – 2013
	2.4.4 Provide opportunities for teachers to explore, share and implement data collection & data analysis tools	Technology Committee	2010 – 2013 - Ongoing

Goal 2: Provide an array of professional development opportunities to increase staff members' technology literacy, awareness and confidence.

Maintain & Increase the TurnKey Trainers program	2.5.1 Continue to recruit/maintain TurnKey trainers to assist various categories to peers	Educational Technology Coordinator	2010 – 2013 - Ongoing
	2.5.2 Provide time for TurnKey trainers to train and share information/feedback on current technology	Educational Technology Coordinator & Technology Committee	Bi-annual meetings
	2.5.3 Ensure staff awareness of who TurnKeys are and their schedule of availability	Educational Technology Coordinator	2010 – 2013 - Ongoing
Continue to provide quality PD opportunities through Model Schools	2.6.1 Maintain a core cadre of staff instructors while continuously recruiting new workshop leaders & ideas	Educational Technology Coordinator	2010 – 2013 - Ongoing
	2.6.2 Offer after school workshops of varied ability levels & duration at both campuses in an effort to ensure equitable access	Educational Technology Coordinator & Model Schools Instructors	2010 – 2013 - Ongoing
Create opportunities for student leadership in technology	2.7.1 Develop a student/ staff mentor program in which students with expertise in various areas of technology mentor a teacher for an agreed upon period of time. (Generation YES model)	Educational Technology Coordinator & Building Principals	2010 – 2013 - Ongoing

Goal 2: Provide an array of professional development opportunities to increase staff members' technology literacy, awareness and confidence.

Support the Daily Use of Technology	2.8.1 Provide ongoing professional development in skills required for daily use of technology (i.e. Web mail, Microsoft Word, printing, Internet)	Model Schools, Staff meetings & In-Service	2010 – 2013 - Ongoing
Provide teachers with resources to utilize Instructional technology to its full potential	2.9.1 Provide professional development opportunities for all faculty on the use and application of age appropriate software & subscriptions	Model Schools	2010 – 2013 - Ongoing
	2.9.2 Instruct teachers & administrators in the gathering & analysis of data provided by various software & online subscriptions to further inform teaching	Director of Technology, Educational Technology Coordinator & Administrators	2010 – 2013 - Ongoing
	2.9.3 Work toward making all teachers information literate in order to assist students in intelligent use of online resources & databases	Library Media Specialists & Educational Technology Coordinator	2010 – 2013 - Ongoing
Ensure that teachers are comfortable with the use of Grading & Assessment technologies	2.10.1 Ensure that classroom teachers can use Grade Quick and Edline at the base requirement level	Educational Technology Coordinator & TurnKey Trainers	2010 – 2013 - Ongoing
	2.10.2 Make teachers aware of various reporting options available to further inform instruction	Educational Technology Coordinator & TurnKey Trainers	2010 – 2013 - Ongoing

Goal 2: Provide an array of professional development opportunities to increase staff members' technology literacy, awareness and confidence.

<p>Provide access to and training for Communication & Presentation technologies</p>	<p>2.11.1 Provide all staff with the knowledge to effectively & appropriately communicate with peers, students, parents and the greater community through the use of technology (i.e. Web mail, EdLine, Discussion Boards, Power Point Presentations, SMART technologies, Web Conferencing, etc...)</p>	<p>Model Schools</p>	<p>2010 – 2013 - Ongoing</p>
	<p>2.11.2 Ensure that teachers can effectively communicate necessary classroom & grade information to students and families via Edline</p>	<p>Educational Technology Coordinator & TurnKey Trainers</p>	<p>2010 – 2013 - Ongoing</p>

Goal 3: Continue to build & maintain an infrastructure that supports the educational community.

Objective	Activity	Personnel Responsible	Timeline
Maintain a replacement plan for technology hardware for Computer labs & Teacher Stations	3.1.1 Upgrade EJA Computer Lab	Network Engineer	Summer 2012
	3.1.2 Upgrade CE Computer Lab	Network Engineer	Summer 2012
	3.1.3 Upgrade MS AIS Math Lab	Network Engineer	Summer 2012
	3.1.4 Upgrade MS Library	Network Engineer	Summer 2012
	3.1.5 Upgrade HS Lab Rm. 183	Network Engineer	Summer 2013
	3.1.6 Upgrade HS Library	Network Engineer	Summer 2012
	3.1.7 Upgrade EJA Teacher Stations	Network Engineer	Summer 2012
	3.1.8 Upgrade EJA Library	Network Engineer	Summer 2013
	3.1.9 Upgrade MS Technology Lab	Network Engineer	Summer 2014
	3.1.10 Upgrade MS Computer Lab	Network Engineer	Summer 2013

Goal 3: Continue to build & maintain an infrastructure that supports the educational community.

Objective	Activity	Personnel Responsible	Timeline
	3.1.11 Upgrade HS Lab Rm. 257	Network Engineer	Summer 2014
	3.1.12 Upgrade HS Lab Rm. 177	Network Engineer	Summer 2013
	3.1.13 Upgrade 6 CE teacher stations	Network Engineer	Summer 2014
	3.1.14 Upgrade 12 MS teacher stations	Network Engineer	Summer 2013
	3.1.15 Upgrade 15 HS teacher stations	Network Engineer	Summer 2013
	3.1.16 Upgrade MS Reading Lab	Network Engineer	Summer 2014
	3.1.17 Upgrade HS Reading Lab	Network Engineer	Summer 2014
	3.1.18 Upgrade HS AutoCad Lab	Network Engineer	Summer 2014
	3.1.19 Upgrade 24 CE teacher Stations	Network Engineer	Summer 2014
	3.1.20 Upgrade 30 MS teacher stations	Network Engineer	Summer 2014
	3.1.21 Upgrade 30 HS teacher stations	Network Engineer	Summer 2014

Goal 3: Continue to build & maintain an infrastructure that supports the educational community.

Objective	Activity	Personnel Responsible	Timeline
Develop protocol for re-distribution/replacement of classroom technology	3.2.1 Maintain building level inventory of current classroom computers (student stations)	Educational Technology Coordinator, Director of Technology & Secretary to Chief Financial Officer	2010 – 2013 - Ongoing
	3.2.2 Maintain a classroom technology needs survey for teachers	Educational Technology Coordinator	2010 – 2013 - Ongoing
	3.2.3 Provide a timeline for classroom stations and equitable distribution	Director of Technology	2010 – 2013 - Ongoing
Maintain a replacement plan for technology hardware (servers & switches)	3.3.1 Replacement of switches as defined by Cisco “Best Practices” and SmartNet agreement per year	Network Engineer	Annual Review
	3.3.2 Replacement of Instructional Servers Citrix-07, Citrix-08	Network Engineer	Summer 2010
	3.3.3 Replacement of Instructional Servers Citrix-09, 10, 11	Network Engineer	Summer 2011
	3.3.4 Replacement of Instructional Servers Citrix-12,13,14	Network Engineer	Summer 2012

Goal 3: Continue to build & maintain an infrastructure that supports the educational community.

Objective	Activity	Personnel Responsible	Timeline
	3.3.5 Replacement of Administrative servers CActx-01,02,03, FS01	Network Engineer	Summer 2013
Develop and implement protocol for acquisition of classroom technology	3.4.1 Provide guidelines on the current Faculty Technology Request Form that require faculty to link hardware requests to past training/experience	Educational Technology Coordinator, Director of Technology, Network Engineer	2010 – 2013 - Ongoing
Maintain user policies on workstations and adhere to District Acceptable Use Policy	3.5.1 Create teacher images with policies	Network Engineer	2010 – 2013 - Ongoing
	3.5.2 Create student image with policies	Network Engineer	2010 – 2013 - Ongoing
	3.5.3 Create administrative and clerical image with policies	Network Engineer	2010 – 2013 - Ongoing
	3.5.4 Review Acceptable Use Policy annually and make necessary adjustments	Director of Technology, Superintendent of Schools & School Attorney	2010 – 2013 - Ongoing

Goal 3: Continue to build & maintain an infrastructure that supports the educational community.

Objective	Activity	Personnel Responsible	Timeline
Expand Internet capabilities for network expansion	3.6.1 Investigate Internet usage District Wide	Director of Technology	2010 – 2013 - Ongoing
	3.6.2 Update, maintain and report Acceptable use based on school policies & CIPA compliancy	Network Engineer & Director of Technology	2010 – 2013 - Ongoing
Access to Video Conferencing equipment	3.7.1 Continue to investigate sources for video conferencing	Director of Technology	2010 – 2013 - Ongoing
	3.7.2 Establish committee to investigate video conferencing	Technology Committee – Subcommittee	2013
	3.7.3 Conduct site visits to other Districts that are utilizing video conferencing	Technology Committee - Subcommittee	2012
	3.7.4 Investigate possible service providers and document cost differences	Director of Technology	2012
	3.7.5 Implement video conferencing based on Technology Committee recommendation	Director of Technology, Educational Technology Coordinator, Superintendent of Schools & Chief Financial Officer	2013 - 2014
Continue to expand and utilize the Web Site as a means of community communications	3.8.1 Establish protocol to update “good news and current events” for the site	Administrative Applications Specialist	2010 – 2013 - Ongoing

Goal 3: Continue to build & maintain an infrastructure that supports the educational community.

Objective	Activity	Personnel Responsible	Timeline
	3.8.2 Establish a bi-annual review for necessary changes to the web site	Technology Committee	Fall & Spring 2010 - 2013
	3.8.3 Promote and increase the use EdLine as a teacher website	Administrative Team	2011
	3.8.4 Post & update resources for parents/community members	Building Principals & Clerical Staff	2010 – 2013 - Ongoing
Streamline Help Desk requests	3.9.1 Continue protocol for technical requests reported by phone	Director of Technology & Network Engineer	2010 – 2013 - Ongoing
	3.9.2 Analyze tracked data to inform budget allocations	Director of Technology	2010 – 2013 - Ongoing

Goal 4: Continue to expand our student information system to gather, analyze and report data.

Objective	Activity	Personnel Responsible	Timeline
Maintain & update Student Information System (SIS)	4.1.1 Create bi-yearly update cycle for all SIS servers & Software	Network Engineer	2010 – 2013 - Ongoing
	4.1.2 Subscribe to annual tech support for Student Information System related modules	Director of Technology	2010 – 2013 - Ongoing
	4.1.3 Establish protocol for future data software purchases to ensure School Interoperability Framework (SIF) compliancy	Administrative Applications Specialist	2010 – 2013 - Ongoing
	4.1.4 Annual update of nurse data software School Nurse Application Program (SNAP)	Network Engineer & Head Nurse	2010 – 2013 - Ongoing
	4.1.5 Annual update of cafeteria software	Network Engineer & Food Services Manager	2010 – 2013 - Ongoing
	4.1.6 Establish personnel contacts with Greene County for tax software upgrades and data files	Tax Collector, Chief Financial Officer, Greene County Tax Dept. & Director of Technology	Summer 2010 - 2013

Goal 4: Continue to expand our student information system to gather, analyze and report data.

Objective	Activity	Personnel Responsible	Timeline
	4.1.8 Continual updates of district financial software	Chief Financial Officer, Treasurer, Director of Technology	As Needed/Recommended
To meet all NY State data gathering requirements	4.2.1 Determine all reporting requirements as stated by SED	Administrative Applications Specialist	2010 – 2013 - Ongoing
	4.2.2 Determine “Best Practices” for collecting data	Administrative Applications Specialist	2010 – 2013 - Ongoing
	4.2.3 Investigate & plan on new data collecting opportunities	Administrative Applications Specialist	2010 – 2013 - Ongoing
	4.2.4 Continue “user group” to meet bi-yearly to discuss possible suggestions for data enhancement	Administrative Applications Specialist, Director of Technology & User Group	2010 – 2013 - Ongoing
	4.2.5 Create a timeline establishing all SED & BOCES deadlines for data submissions	Administrative Applications Specialist	August of each year 2010 – 2013 - Ongoing
	4.2.6 Report of new data initiatives from Chief Information Officer (CIO) meetings	Administrative Applications Specialist	Monthly CIO Meetings 2010-2013

Goal 4: Continue to expand our student information system to gather, analyze and report data.

Objective	Activity	Personnel Responsible	Timeline
Integrate past testing data into Student Information System	4.3.1 Continue to import past NY testing data for analysis purposes	Administrative Applications Specialist & Director of Technology	Summer - 2010 - 2013
Implement AIS Tracking Software	4.4.1 Continue to implement & support RTImDirect software – import of student demographics and data for implementation	Administrative Applications Specialist & Secretary to Chief of Curriculum	July 2010 - 2013
	4.4.2 Provide ongoing professional development for AIS teachers & administrators on use of RTImDirect	Educational Technology Coordinator	2010 – 2013 - Ongoing
IEP Direct	4.5.1 Subscribe to annual tech support for IEP Direct	Director of Special Education	2010 – 2013 - Ongoing
	4.5.2 Provide ongoing professional development on use of IEP software	Director of Special Education	2010 – 2013 - Ongoing
Telephone System	4.6.1 Report annually to Director of Technology on status of telecommunication equipment which currently encompasses 3 servers	Administrative Applications Specialist	August 2010 – 2013 - Ongoing

Goal 5: Develop and maintain a financial plan for technology investments

Objective	Activity	Personnel Responsible	Timeline
Create a mechanism to address technology acquisitions	5.1.1 Survey faculty & staff for anticipated needs for upcoming school year	Educational Technology Coordinator	November - 2010 – 2013 - Ongoing
	5.1.2 Maintain accurate inventory of all technology hardware, software & locations	Technology Services & Secretary to the Chief Financial Officer	2010 – 2013 - Ongoing
	5.1.3 Create a report to the BOE tri-annually on equipment that needs to be disposed of in the best interest of the school district	Director of Technology, Chief Financial Officer & Network Engineer	Summer, Fall & Spring 2010 – 2013
	5.1.4 Create and implement a replacement plan for hardware & software needs	Director of Technology	2010 – 2013 - Ongoing
	5.1.5 Continue to streamline technology purchases through the Technology Department	Chief Financial Officer & Director of Technology	2010 – 2013 - Ongoing
Ensure sources of funding	5.2.1 Technology requested acquisitions will be presented to BOE to be included in the general budget	Director of Technology	February 2010 – 2013 or by request of BOE
	5.2.2 Apply for public & private grants	Chief of Curriculum & District Grant Writer	2010 – 2013 - Ongoing

Goal 5: Develop and maintain a financial plan for technology investments

Objective	Activity	Personnel Responsible	Timeline
	5.2.3 Apply annually for E-Rate funding	Chief Financial Officer & Director of Technology	2010 – 2013 - Ongoing
Create lasting Partnerships	5.3.1 Seek out collaborative(s) through BOCES & utilize State Aided resources	Director of Technology	2010 – 2013 - Ongoing
	5.3.2 Engage local businesses to participate in programs that benefit the district such as Funding Factory	Director of Technology, Educational Technology Coordinator & Technology Committee	2010 – 2013 - Ongoing

Evaluation:

This technology plan is a working document and will be reviewed and updated annually by the Technology Committee. This annual evaluation will ensure the goals of the plan remain in alignment with the organizational goals and beliefs of the Coxsackie-Athens CSD.

Areas of evaluation will include but are not limited to:

- Internet connectivity.
- Increased communications.
- Increased learning opportunities utilizing technology.
- Appropriateness of hardware & software implementation for both existing and planned.
- Sufficient staffing resources required to support technology implementation both existing and planned.
- Current status of research and development.
- Adequacy of technical support.
- Adequacy and delivery of instructional support and training.
- Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- Review staff knowledge and skills in implementing technology, and use results to facilitate quality professional development.
- Use technology to assess and evaluate managerial and operational systems.

Closing Statement:

The Coxsackie-Athens Central School District continues to provide our students, parents and community with the technology tools and training necessary to maintain a positive and productive educational community in the 21st century. We are creating success by providing the necessary technical tools, leadership and vision so that all may benefit from advantages that technology offers. We are not accepting the purchase of technology for its own sake but ensuring that every technology project is tied to a District goal of educational improvement, operations efficiency and management effectiveness.

A technology plan should be a living document that changes with the needs of the district. This plan should be accompanied by appropriate modifications to accommodate the latest; research based educational philosophies and technology trends. Adequate resources must be allocated to insure that our District plans and budgets account for the total cost of ownership.

The Coxsackie-Athens Central School District has developed this plan to forecast and express a vision for technology to better serve our students, staff, administration and community in the most cost effective and meaningful way. Technology is a major catalyst for change and should be one of education's most valuable resources.

April 2010

Appendix A

Inventory

Summary Inventory:

**Coxsackie Elementary:
Enrollment: 288**

Type	Quantity
PCs	105
Thin Clients	52
Laptops	5
Printers	49
Scanners	14
PDAs	8
Digital Cameras	9
LCD Projectors	12
SmartBoard	10

**E.J. Arthur Elementary:
Enrollment: 265**

Type	Quantity
PCs	89
Thin Clients	52
Laptops	3
Printers	33
Scanners	11
PDAs	4
Digital Cameras	6
LCD Projectors	7
SmartBoard	14

**Coxsackie-Athens Middle School:
Enrollment: 482**

Type	Quantity
PCs	127
Thin Clients	85
Laptops	2
Printers	55
Scanners	14
PDAs	1
Digital Cameras	4
LCD Projectors	19
SmartBoard	13

**Coxsackie-Athens High School:
Enrollment: 492**

Type	Quantity
PCs	172
Thin Clients	92
Laptops	5
Printers	79
Scanners	15
PDA's	15
Digital Cameras	4
LCD Projectors	22
SmartBoard	13

**District Office & Technology Services:
Number of Employees: 11**

Type	Quantity
PC's	13
Thin Clients	1
Laptops	3
Printers	12
Scanners	2
PDA's	3
Digital Cameras	1
LCD Projectors	1
SmartBoard	0

NOTE: A detailed inventory can be requested at the District Office

Appendix B

Budget 2010 – 2013

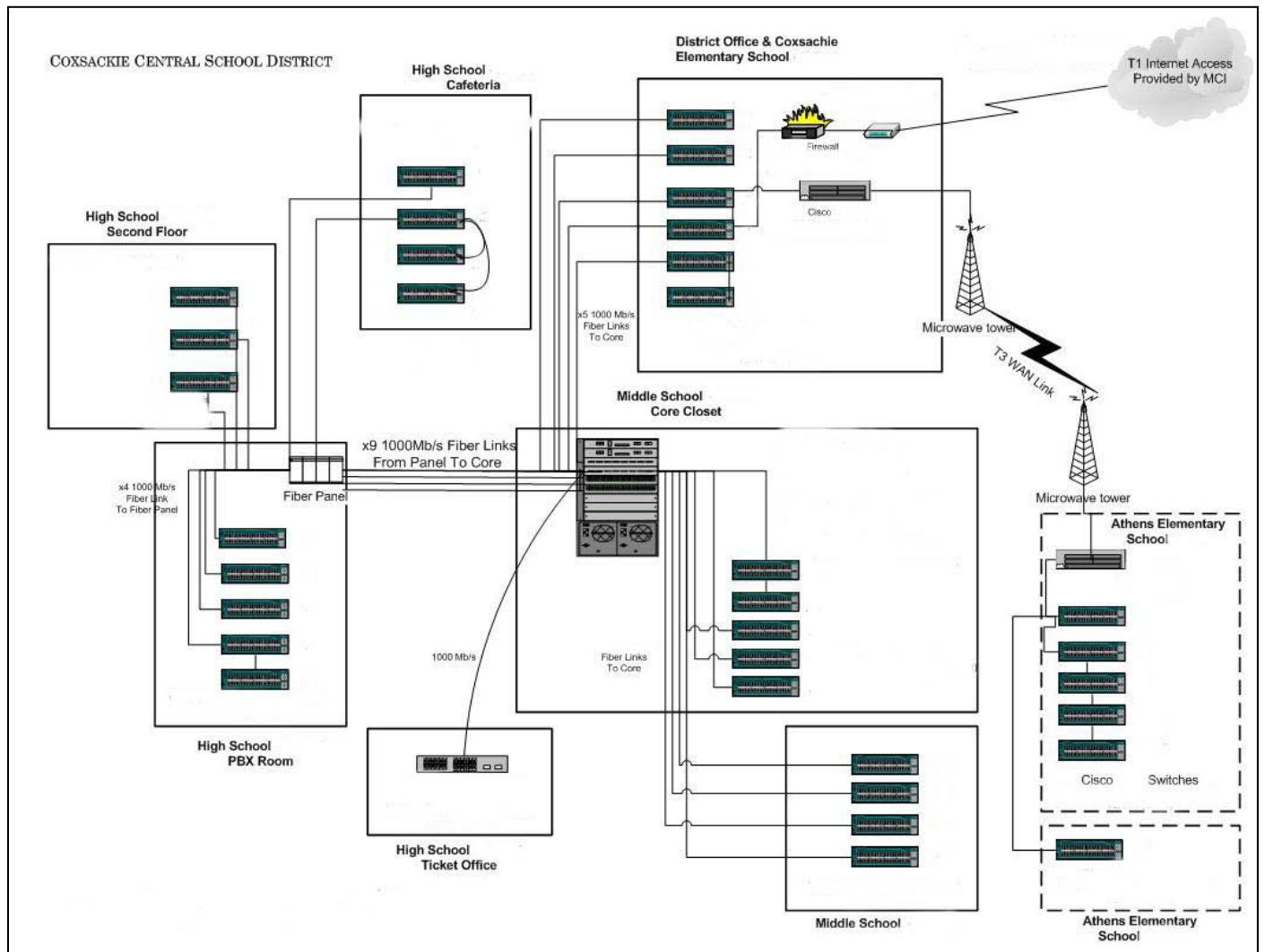
2010 – 2013 Technology Budget:

Central Processing		
1680-160-50-7000	Salaries – Non-Instructional	\$76,507.00
1680-161-50-7000	Salaries – Overtime- Part-time	\$2,000.00
1680-200-50-7000	Equipment	\$9,750.00
1680-400-50-7000	Contractual	\$102,226.00
1680-475-50-7000	Travel & Conference	\$2,000.00
1680-490-50-7000	Central Data Processing	\$7,181.00
1680-500-50-7000	Supplies	\$6,500.00
	Total	\$218,879.00
Library & Audio Visual		
2610-200-50-7000	Equipment	\$00.00
2610-472-50-7000	Service Contracts	\$6,830.00
2610-473-50-7000	Equipment Repair	\$1,000.00
2610-475-50-7000	Travel & Conference	\$300.00
2610-510-50-7000	Supplies	\$3,000.00
	Total	\$11,130.00
Computer Assisted Instructions		
2630-150-50-7000	Salaries – Instructional	\$82,302.00
2630-160-50-7000	Salaries – Non-Instructional	\$40,688.00
2630-170-50-7000	Salaries – Teacher Aides & Assistants	\$125,865.00
2630-220-50-7000	Equipment-State Aided	\$89,256.00
2630-460-50-7000	State Aided materials	\$30,000.00
2630-472-50-7000	Service Contracts	\$71,287.00
2630-473-50-7000	Equipment Repairs	\$5,500.00
2630-475-50-7000	Travel & Conference	\$2,000.00
2630-490-50-7000	Computer Aided Instruction	\$89,733.00
2630-500-50-7000	Supplies	\$9,500.00
2630-502-50-7000	Supplies Paper	\$2,500.00
	Total	\$548,631.00

Appendix C

Wiring Diagram

Wiring Diagram



Appendix D

School's Interoperability Framework Compliancy

School's Interoperability Framework (SIF)

Quality education relies, in large part, on professional educators and parents having access to the information, resources, and tools to serve learners of all ages. Seamless integration of a broad spectrum of instructional, administrative and communication tools is an essential foundation for an environment that effectively addresses the needs of all learners.

The School's Interoperability Framework's (SIF) vision within this context is that schools will be enabled to better utilize technology in a manner that leverages the promise and capabilities of interoperability between disparate applications.

When you choose a SIF participant as a solution provider, you are showing your support for an initiative working to ensure that K-12 instructional and administrative solutions work together more effectively. Such benefits include:

- SIF Districts see increased efficiency.
- SIF Districts reduce redundancy and error with data entry.
- SIF Districts don't worry about software compatibility issues.
- SIF Districts have real-time access to important information and opportunities for better data analysis.
- SIF Districts allow teachers to spend more time on instruction and less on paperwork.
- SIF Districts experience reduced support costs.
- SIF Districts save time needed to manage multiple data sources.
- SIF Districts offer their students a faster more effective method to access accurate school data: class schedules, grades, library accounts, food service accounts, etc....
- SIF Districts have better reporting capabilities.

Appendix E

Faculty Technology Benchmarks

Coxsackie-Athens Central School District Faculty Technology Benchmarks

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) 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. C-A has adopted Student Technology Benchmarks in response to the NETS•S. All teachers should meet the following standards and performance indicators. Teachers:

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. Teachers:

- 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

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 *C-A Student Technology Benchmarks*. Teachers:

- a. design or adapt 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

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. Teachers:

- 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 digital tools to support research and learning

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. Teachers:

- 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 and 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

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. Teachers:

- 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 to make effective use of existing and emerging digital tools and resources in support of student learning

Adopted with changes from ISTE: Teacher Technology Standards - Copyright © 2008, ISTE (International Society for Technology in Education)

Appendix F

Student Technology Benchmarks

COURSE: Computer Technology

GRADE LEVEL: K

MAIN/GENERAL TOPIC	SUB-TOPIC:	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN STUDENT DOES IT:
HARDWARE	MOUSE	How to hold & operate the mouse properly	<ul style="list-style-type: none"> • Click & double click icons • right & left click • place cursor in a desired space • highlight text 	Daily Use	ALL YEAR
KEYBOARDING	LOGIN NAME	How to login as kg How to login with student name & password	<ul style="list-style-type: none"> • Login without adult assistance 	Daily Use	ALL YEAR
	SPECIAL KEYS	How to use Enter Key and Spacebar appropriately		Daily Use	ALL YEAR
PRINTING		How to select a printer	<ul style="list-style-type: none"> • Print color & black documents to the correct printer from the lab 	Daily Use	ALL YEAR
SOFTWARE		How to open and use K appropriate software without direct teacher assistance	<ul style="list-style-type: none"> • Open Kid Pix, IkeepBookMarks, Penny Panda, Clock Faces & Essential Skills Phonics software and get started on their own 	Daily Use	ALL YEAR
TERMINOLOGY		Basic vocabulary associated with computer & peripheral use	<ul style="list-style-type: none"> • Identify Keyboard, Mouse, Icon, Click, Desktop, Printer 	Daily Use	ALL YEAR

COURSE: Computer Technology

GRADE LEVEL: 1

MAIN/GENERAL TOPIC	SUB-TOPIC:	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN STUDENT DOES IT:
FILE MANAGEMENT	SAVING TO H-DRIVE	How to locate and save documents to H-drive	<ul style="list-style-type: none"> • Create a document in Word, Kidspiration or KidPix • Save the document to their H-drive • Open H-drive and retrieve saved documents 	Daily Use	1
INTERNET	SOFTWARE SUBSCRIPTIONS	How to access and log into 1 st grade appropriate software subscriptions	<ul style="list-style-type: none"> • Locate & open from IkeepBookmarks: RAZ-Kids, Sight Words with Samson 	Daily Use	1
	SIMPLE SEARCHES	How to do a simple search from an educational website	<ul style="list-style-type: none"> • Locate & log into Enchanted Learning to research topics 	Special Projects	1
KEYBOARDING	LETTER IDENTIFICATION	How to identify all 26 letters on the keyboard	<ul style="list-style-type: none"> • Begin to type 	Daily Use	1
	SPECIAL KEYS	How to use Shift for upper case letters and space bar for correct sentence spacing	<ul style="list-style-type: none"> • Type short paragraphs, stories 	Daily Use	1
	SOFTWARE	How to log into Type to Learn Jr. or other typing software for keyboarding practice	<ul style="list-style-type: none"> • Practice Keyboarding skills 5-10 minutes per week 	Periodic reports	1
PRINTING		How to select the correct printer for color vs. black print jobs	<ul style="list-style-type: none"> • Choose the correct printer on their own 	Special projects	1
SOFTWARE		How to open and use 1 st grade appropriate software	<ul style="list-style-type: none"> • Open Kid Pix, IkeepBookmarks, Penny Panda, Clock Faces & Essential Skills Phonics software and get started on their own 	Daily Use	1
TERMINOLOGY		Basic vocabulary associated with computer & peripheral use as well as file management	<ul style="list-style-type: none"> • Identify H-drive, O-drive, and earlier Kindergarten terms 	Daily Use	1

COURSE: Computer Technology

GRADE LEVEL: 2

MAIN/GENERAL TOPIC	SUB-TOPIC:	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN STUDENT DOES IT:
FILE MANAGEMENT	SAVING TO H-DRIVE	How to name a document and save it to H-drive	<ul style="list-style-type: none"> Be able to save and retrieve documents from the H-drive 	Special projects	2
	O-DRIVE	How to locate and open documents in the o-drive		Special projects	2
INTERNET	SOFTWARE SUBSCRIPTIONS	How to access and log into ^{2nd} grade appropriate software subscriptions	<ul style="list-style-type: none"> Locate & open from IkeepBookMarks: Enchanted Learning, RAZ-Kids, Sight Words with Samson 	Daily Use	2
	SIMPLE SEARCHES	How to do a simple search for information & images	<ul style="list-style-type: none"> Use AskforKids, YahooKids, KidsClick and other 2nd grade appropriate search engines to do simple research 	Special projects	2
KEYBOARDING	ERGONOMICS	Proper hand and finger placement techniques	<ul style="list-style-type: none"> Place hands on home row and begin to type from that starting position 	Weekly Use	2
	SOFTWARE	How to open and begin using Type to Learn Jr.	<ul style="list-style-type: none"> Type with increased fluency Practice Keyboarding skills 5-10 minutes per week 	Periodic reports	2
SOFTWARE		How to open and use 2 nd grade appropriate software	<ul style="list-style-type: none"> Open Kid Pix, IkeepBookmarks, Penny Panda, Clock Faces & Essential Skills Phonics software and get started on their own 	Daily Use	2
WORD PROCESSING		How to open and begin a document in MS word	Type short stories and short research papers in MS word, format text & insert clip art	Special projects	2

COURSE: Computer Technology

GRADE LEVEL: 3

MAIN/GENERAL TOPIC	SUB-TOPIC:	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN STUDENT DOES IT:
FILE MANAGEMENT	H AND O-DRIVE FLUENCY	How to create folders in H-drive to organize documents. How to locate documents in O-drive independently	<ul style="list-style-type: none"> Navigate H and O drive independently Save, name, open, re-save and rename documents Create folders in H-drive. 	Daily use	3
INTERNET	SEARCH & SITE RESOURCES	How to begin to cite information gathered from electronic resources	<ul style="list-style-type: none"> Create a simple works cited page 	Special projects	3
	SEARCHES	How to search using a variety of resources	<ul style="list-style-type: none"> Use various search engines & databases to conduct research 	Special projects	3
	SOFTWARE SUBSCRIPTIONS	How to locate, log into and independently use 3 rd grade software subscriptions	<ul style="list-style-type: none"> Use Accelerated Reader on their own 	Weekly use	3
KEYBOARDING	ERGONOMICS	How to continue to improve correct hand and finger posture when keyboarding	<ul style="list-style-type: none"> Use Type to Learn Jr., Type to Learn & other 3rd grade appropriate Internet based keyboarding programs 	Periodic reports	3
	WPM	Begin to increase WPM speed through practice in Type to Learn	<ul style="list-style-type: none"> Practice Keyboarding skills 10-20 minutes per week Type 10-15 words per minute 	Periodic reports	3
PRESENTATION	KID PIX SLIDE SHOW	How to create a slide show using Kid Pix	<ul style="list-style-type: none"> Create a slide show, save it to H-drive and present it to a group 	Special projects	3
SOFTWARE		How to locate & use 3 rd grade appropriate software	<ul style="list-style-type: none"> Open Kidspiration, Chuck Wagon Bill, Top Reader, Wild West Math & Microsoft Office Applications Begin work independently 	Daily Use	3
WORD PROCESSING		How to create professional looking documents using MS word	<ul style="list-style-type: none"> Open, begin, save & modify word documents over a period of time Format text insert clip art 	Special projects	3
	SHORTCUTS	Basic shortcuts in MS Applications	<ul style="list-style-type: none"> Use keyboard shortcuts to copy, paste, save & print 	Daily use	3

MAIN/GENERAL TOPIC	SUB-TOPIC:	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN STUDENT DOES IT:
HARDWARE	PERIPHERALS	How to use scanners & digital cameras	<ul style="list-style-type: none"> • Scan a simple document • Take pictures with digital cameras • Upload pictures onto H-drive 	Special projects	4
INTERNET	SEARCH & SITE RESOURCES	Advanced citing procedures, copyright issues, site evaluation	<ul style="list-style-type: none"> • Locate appropriate sites & databases for research • Evaluate resources • Create a works cited page 	Special projects	4
	SOFTWARE SUBSCRIPTIONS	How to locate, log into & independently use 4 th grade software subscriptions	<ul style="list-style-type: none"> • Use Accelerated Reader on their own 	Weekly use	4
KEYBOARDING	ERGONOMICS	How to continue to improve correct hand and finger posture when keyboarding	<ul style="list-style-type: none"> • Use Type to Learn & other keyboarding software to increase fluency 	Periodic reports	4
	WPM	Increase WPM speed through practice in TT Learn	<ul style="list-style-type: none"> • Type 10-20 WPM with 90 % accuracy 	Periodic reports	4
PRESENTATION	MS APPLICATIONS	How to create a simple power point slide show and/or publisher brochure	<ul style="list-style-type: none"> • Create multimedia presentations with text, graphics, hyperlinks and well planned layouts 	Special projects	4
SOFTWARE		How to locate & use 4 th grade appropriate software on their own	<ul style="list-style-type: none"> • Open Kidspiration, Chuck Wagon, Top Reader, Wild West Math & Microsoft Office Applications • Begin work independently 	Daily Use	4
WORD PROCESSING	ADVANCED WORD	How to format pictures, insert tables, and perform more advanced text editing tasks	<ul style="list-style-type: none"> • Create a professional, multi-page document with well planned out formatting, graphics & extras 	Special projects	4

COURSE: Computer Technology

GRADE LEVEL: 5-6

MAIN/GENERAL TOPIC	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN & WHERE LEARNING OCCURS
BASIC OPERATIONS	Boot, access and exit operating system and various software and Internet applications properly	<ul style="list-style-type: none"> • Log onto WYSE and Chip PC computers successfully • Open and exit basic software and Internet applications (Microsoft Office, IkeepBookMarks) • Log off of WYSE and Chip PC computers correctly • Shut down WYSE and Chip computers 	Daily use in labs and classrooms without adult assistance	ALL YEAR IN LABS AND CLASSROOMS
	How to troubleshoot common problems with peripherals, monitor and sound	<ul style="list-style-type: none"> • If mouse or keyboard are not responding, log off, check connections and log back on • Monitor color, size and orientation menus • Sound controls on monitor and volume menu in Windows 2000 (Citrix) 	Daily use in labs and classrooms without adult assistance	SEPTEMBER LAB ORIENTATION
ERGONOMICS	Proper posture, hand and arm position.	<ul style="list-style-type: none"> • Sit upright with both feet on the floor, wrists off of keyboard and level with elbows. • Take frequent breaks to rest eyes, stretch fingers, arms, etc.. (every 20-30 minutes) 	Fewer adult reminders about posture at computer	ALL YEAR IN LABS AND CLASSROOM
	Results of improper ergonomic situations.	<ul style="list-style-type: none"> • List headaches, back problems, carpal tunnel syndrome & vision issues as common side effects of improper ergonomics 	Initial assessment at Lab Orientation	SEPTEMBER LAB ORIENTATION
ETHICS & APPROPRIATE USE	Contents of Cossackie- Athens Acceptable Use Policy	<ul style="list-style-type: none"> • Refer to Acceptable Use message at log in • Refer to rules posted in labs 	Diminished need for adult intervention, referrals, suspension of computer rights	ALL YEAR IN LAB, LIBRARY AND CLASSROOMS
	How to monitor their own behavior when using school technology, identify misuse of technology and understand the consequences of misuse	<ul style="list-style-type: none"> • Be trusted to use technology responsibly and appropriately without constant adult supervision • Find and/ or recite consequences for misuse 	Diminished need for adult intervention, referrals, suspension of computer rights	ALL YEAR IN LAB, LIBRARY AND CLASSROOMS
	The importance of protecting personal password and personal identification on the Internet	<ul style="list-style-type: none"> • Students will not share passwords with peers • Students will not provide personal information such as full name, phone number, address, school, etc.. on the Internet 	Periodic and timely conversations about ethical use	ALL YEAR IN LAB, LIBRARY AND CLASSROOMS
FILE MANAGEMENT	H-drive Use	<ul style="list-style-type: none"> • Properly name and save documents to H-drive • Successfully retrieve documents from H-drive 	Ability to accomplish task without adult assistance	ALL YEAR IN LABS AND CLASSROOMS

MAIN/GENERAL TOPIC	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN & WHERE LEARNING OCCURS
	H-DRIVE MANAGEMENT	<ul style="list-style-type: none"> • CREATE AND NAME FOLDERS IN H-DRIVE • ORGANIZE FILES INTO APPROPRIATE FOLDERS • PERIODICALLY REVIEW AND CLEAN UP H-DRIVE 	PERIODIC EVALUATIONS OF STUDENT H-DRIVES	ALL YEAR IN LABS
	O-DRIVE	<ul style="list-style-type: none"> • LOCATE O-DRIVE AND OPEN FILES FROM IT • UNDERSTAND THE "READ-ONLY" MESSAGE AND HOW TO NAVIGATE PAST IT 	ABILITY TO ACCOMPLISH TASK WITHOUT ADULT ASSISTANCE	ALL YEAR IN LAB, LIBRARY AND CLASSROOMS
	O-DRIVE DOCUMENT USE	<ul style="list-style-type: none"> • HOW TO OPEN AN O-DRIVE DOCUMENT AND SAVE IT TO THE H-DRIVE 	SUCCESSFUL COMPLETION OF CLASS ASSIGNMENTS WITH O-DRIVE DOCUMENTS	ALL YEAR IN LABS AND CLASSROOMS
	HOW TO IDENTIFY COMMON FILE FORMATS (.DOC, .PPT, .PDF, .JPG, .XBK ETC...)	<ul style="list-style-type: none"> • OPEN DOCUMENTS USING THE CORRECT SOFTWARE PROGRAM 	ABILITY TO ACCOMPLISH TASK WITHOUT ADULT ASSISTANCE	ALL YEAR IN LABS AND CLASSROOMS
INTERNET & DATABASE RESEARCH	INTERNET & DATABASE RESEARCH	<ul style="list-style-type: none"> • CONDUCT BASIC WEB AND DATABASE SEARCHES USING PRE-APPROVED SITES AND SEARCH ENGINES (ON MS LIBRARY WEBSITE AND IN IKEEPBOOKMARKS) • USE A VARIETY OF RESOURCES TO GATHER INFORMATION 	COMPLETED RESEARCH PROJECTS USING MULTIPLE RESOURCES	SEPTEMBER LAB ORIENTATION, 5TH GRADE MEDIA PROGRAM IN LAB & LIBRARY, ELA & SS CURRICULUM
	USE OF INTERNET GRAPHICS	<ul style="list-style-type: none"> • LOCATE, SAVE OR INSERT AND FORMAT APPROPRIATE GRAPHICS TO ENHANCE PROJECTS 		

	CITING INTERNET RESEARCH	<ul style="list-style-type: none"> • CITE AND CREDIT MATERIAL OBTAINED FROM INTERNET OR DATABASE SOURCES 	PROPER BIBLIOGRAPHY OR IN PROJECT CITATIONS	ELA & MEDIA LITERACY CURRICULUM
INFORMATION LITERACY	EVALUATION OF INTERNET RESOURCES	<ul style="list-style-type: none"> • EVALUATE INTERNET SITES ON: <ul style="list-style-type: none"> ○ RELEVANCE OF INFORMATION TO TOPIC ○ SOURCE CREDIBILITY/AUTHENTICITY OF INFORMATION ○ HOW UP-TO-DATE INFORMATION IS ○ PROFESSIONAL APPEARANCE AND EASE OF USE 	<ul style="list-style-type: none"> • COMPLETED RESEARCH PROJECTS • ABILITY TO CONDUCT RESEARCH INDEPENDENTLY 	5TH GRADE MEDIA PROGRAM-2ND SEMESTER IN LAB & LIBRARY
KEYBOARDING	PROPER FINGER POSITION FOR TOUCH TYPING	<ul style="list-style-type: none"> • TYPE 25-30 WORDS PER MINUTE WITH 90% ACCURACY 	<ul style="list-style-type: none"> • QUARTERLY TYPE TO LEARN EVALUATIONS • INCREASED PRODUCTIVITY IN LABS AND CLASSROOMS 	ALL YEAR IN LABS AND CLASSROOMS
	KEYBOARD SHORTCUTS	<ul style="list-style-type: none"> • FACILITATE WORD PROCESSING THROUGH THE USE OF COMMON KEYBOARD SHORTCUTS <ul style="list-style-type: none"> ○ CTRL + S (SAVE) ○ CTRL + C (COPY) ○ CTRL + X (CUT) ○ CTRL + V (PASTE) ○ CTRL + Z (UNDO) ○ CTRL + P (PRINT) 	<ul style="list-style-type: none"> • INCREASED PRODUCTIVITY IN LABS AND CLASSROOMS • LESS LOST WORK DUE TO FREQUENT SAVING 	ALL YEAR IN LABS AND CLASSROOMS
NETWORK UNDERSTANDING	HOW TO ACCESS VIRTUAL LAB FROM HOME	<ul style="list-style-type: none"> • INSTALL CITRIX CLIENT ON HOME COMPUTER • WORK ON DOCUMENTS/ PROJECTS BETWEEN SCHOOL AND HOME • ELIMINATE NEED TO E-MAIL ASSIGNMENTS TO TEACHERS OR SAVE TO EXTERNAL FORMAT 	TIMELY COMPLETION OF ASSIGNMENTS	SEPTEMBER LAB ORIENTATION
	BASICS OF HOW THE C-A NETWORK OPERATES	<ul style="list-style-type: none"> • UNDERSTAND THE DIFFERENCE BETWEEN SAVING DOCUMENTS ON COMPUTER HARD DRIVE AND NETWORK H-DRIVE • UNDERSTAND INTERCONNECTEDNESS OF COMPUTERS AND PRINTERS IN THE C-A NETWORK, WHICH GIVES US THE ABILITY TO ACCESS H-DRIVE FROM ANY COMPUTER 	INITIAL ASSESSMENT AT SEPTEMBER LAB ORIENTATION	SEPTEMBER LAB ORIENTATION

PERIPHERALS	NETWORKED PRINTING	<ul style="list-style-type: none"> SELECT THE CORRECT PRINTER FOR VARIOUS PRINT JOBS TO MAKE MOST EFFICIENT USE OF SCHOOL RESOURCES 	<ul style="list-style-type: none"> INITIAL ASSESSMENT AT SEPTEMBER LAB ORIENTATION REDUCED INK USE IN LABS 	ALL YEAR IN LABS AND CLASSROOMS
	SCANNERS	<ul style="list-style-type: none"> SCAN A TEXT OR IMAGE DOCUMENT WITH THE PROPER FORMAT (.DOC, .JPG) SAVE SCANNED DOCUMENT TO H-DRIVE FOR FUTURE USE 	ABILITY TO ACCOMPLISH TASK WITHOUT ADULT ASSISTANCE	ALL YEAR IN LABS
	SMART BOARDS	<ul style="list-style-type: none"> BASIC TROUBLESHOOTING OF SMART BOARD HARDWARE ISSUES <ul style="list-style-type: none"> RED LIGHT VS. GREEN LIGHT SMART TOOLS (PENS, ERASERS, MOUSE) ORIENTING SMART BOARD 	ASSIST TEACHER AND LAB ASSISTANT WITH SMART BOARD USE	ALL YEAR IN LABS AND CLASSROOMS
		<ul style="list-style-type: none"> TAKE SPECIAL CARE WHEN NAVIGATING THE PHYSICAL SPACE AROUND THE SMART BOARD, MINDING CART AND WIRES 	FEWER SMART BOARD ORIENTATIONS, INCREASED FLOW OF LESSONS AND PRESENTATIONS	ALL YEAR IN LABS AND CLASSROOMS
PRESENTATIONS & PUBLICATIONS	MICROSOFT OFFICE APPLICATIONS <ul style="list-style-type: none"> WORD BASICS 	<ul style="list-style-type: none"> CREATE, EDIT, SAVE AND MODIFY A DOCUMENT IN MS WORD <ul style="list-style-type: none"> FORMAT TEXT AND DOCUMENT APPEARANCE USE DICTIONARY, THESAURUS, SPELL CHECK AND GRAMMAR TOOLS CORRECTLY INSERT GRAPHICS OR PICTURES INTO A DOCUMENT 	<ul style="list-style-type: none"> RUBRIC BASED PROJECT SCORING BY TEACHER AND PEERS PRESENTATIONS IN CLASS AND AT SPECIAL FUNCTIONS 	SEPTEMBER LAB ORIENTATION & SPECIAL PROJECTS IN ELA AND SS CURRICULUM
	<ul style="list-style-type: none"> WORD 	<ul style="list-style-type: none"> PRODUCE A GUIDED (5TH) OR INDEPENDENT (6TH) RESEARCH PAPER WITH PROPER FORMATTING AND SOURCE CITATION 	<ul style="list-style-type: none"> FINISHED PRODUCT 	5TH & 6TH GRADE RESEARCH PAPERS (FEB-APRIL)

	<ul style="list-style-type: none"> ○ POWER POINT BASICS 	<ul style="list-style-type: none"> • CREATE, EDIT, SAVE AND MODIFY A SIMPLE POWER POINT PRESENTATION <ul style="list-style-type: none"> ○ INSERT AND FORMAT SLIDES ○ INSERT AND FORMAT GRAPHICS OR PICTURES ○ SIMPLE SLIDE TRANSITIONS AND ANIMATIONS • CONNECTION BETWEEN PRESENTATION AND INTENDED AUDIENCE 	<ul style="list-style-type: none"> • RUBRIC BASED PROJECT SCORING BY TEACHER AND PEERS • PRESENTATIONS IN CLASS AND AT SPECIAL FUNCTIONS 	5TH GRADE MEDIA PROGRAM-2ND SEMESTER IN LAB
	<ul style="list-style-type: none"> ○ WORD OR POWER POINT 	<ul style="list-style-type: none"> • FRAME POINTS AND ISSUES TO CREATE A PERSUASIVE PRODUCTION 	FINISHED PRODUCT	6TH GRADE PERSUASIVE ESSAY
	PHOTO/ IMAGE EDITING SOFTWARE	<ul style="list-style-type: none"> • OPEN PICTURES IN IRFAN VIEW TO CROP OR RESIZE • OPEN GRAPHICS IN PAINT TO CROP OR RESIZE • SAVING MODIFIED IMAGES TO H-DRIVE FOR FUTURE USE 		5TH GRADE MEDIA PROGRAM-2ND SEMESTER IN LAB
	COPYRIGHT REGULATIONS	<ul style="list-style-type: none"> • CITE AND CREDIT MATERIAL OBTAINED FROM INTERNET OR DATABASE SOURCES 	PROPER BIBLIOGRAPHY OR IN PROJECT CITATIONS	ELA & MEDIA LITERACY CURRICULUM

COURSE: Computer Technology & Internet Literacy GRADE LEVEL: 7-8

MAIN/GENERAL TOPIC	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN STUDENT DOES IT:
BASIC OPERATIONS	How to use software help tools to solve problems	<ul style="list-style-type: none"> How to use software tutorials and help manuals to answer simple operational questions 	Less reliance on adult help	ALL YEAR IN LABS AND CLASSROOMS
	How to troubleshoot common problems with peripherals, monitor and sound	<ul style="list-style-type: none"> If mouse or keyboard are not responding, log off, check connections and log back on Monitor color, size and orientation menus Sound controls on monitor and volume menu in Windows 2000 (Citrix) 	Daily use in labs and classrooms without adult assistance	SEPTEMBER LAB ORIENTATION
	History of computer technology	<ul style="list-style-type: none"> Timeline of computer advancement 		8 TH GRADE TECHNOLOGY-FINCH
ETHICS & APPROPRIATE USE	Contents of Coxsackie- Athens Acceptable Use Policy	<ul style="list-style-type: none"> Refer to Acceptable Use message at log in Refer to rules posted in labs 	Diminished need for adult intervention, referrals, suspension of computer rights	ALL YEAR IN LAB, LIBRARY AND CLASSROOMS
	How to monitor their own behavior when using school technology, identify misuse of technology and understand the consequences of misuse	<ul style="list-style-type: none"> Be trusted to use technology responsibly and appropriately without constant adult supervision Find and/ or recite consequences for misuse 	Diminished need for adult intervention, referrals, suspension of computer rights	ALL YEAR IN LAB, LIBRARY AND CLASSROOMS
	The importance of protecting personal password and personal identification on the Internet	<ul style="list-style-type: none"> Students will not share passwords with peers Students will not provide personal information such as full name, phone number, address, school, etc.. on the Internet 	Periodic and timely conversations about ethical use	ALL YEAR IN LAB, LIBRARY AND CLASSROOMS
	Long term effects of misuse of technology	<ul style="list-style-type: none"> Predict possible long range effects of unethical use of technology on culture and society 		8 TH GRADE TECHNOLOGY-FINCH
ERGONOMICS	Continued emphasis on proper posture, hand and arm position.	<ul style="list-style-type: none"> Sit upright with both feet on the floor, wrists off of keyboard and level with elbows. Take frequent breaks to stretch fingers, arms, etc.. 	Fewer adult reminders about posture at computer	ALL YEAR IN LABS AND CLASSROOM
FILE MANAGEMENT	H-drive and O-drive Use	<ul style="list-style-type: none"> Manage personal H-drive files by saving properly and maintaining organized folders Navigate between O-drive and H-drive to complete individual and group assignments 	Successful completion of class assignments with O-drive documents	ALL YEAR IN LABS AND CLASSROOMS

MAIN/GENERAL TOPIC	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN STUDENT DOES IT:
	HOW TO IDENTIFY VARIOUS FILE FORMATS <ul style="list-style-type: none"> ○ TEXT DOCUMENTS-.DOC, .TXT, .RTF ○ IMAGE FILES - .GIF, .BMP, .JPG, .PDF, .TIF ○ AUDIO FILES - .MP3, MPEG4, .MID, .WAV, .AIF ○ VIDEO FILES- .AVI, .MOV, .SWF, .WMV 	<ul style="list-style-type: none"> ● OPEN DOCUMENTS USING THE CORRECT SOFTWARE PROGRAM ● UNDERSTAND THE DIFFERENCE BETWEEN VARIOUS FILE FORMATS AND CHOOSE THE BEST FORMAT TO SAVE IN 	ABILITY TO ACCOMPLISH TASK WITHOUT ADULT ASSISTANCE	ALL YEAR IN LABS AND CLASSROOMS
INTERNET & DATABASE RESEARCH	HOW TO USE INTERNET AND DATABASE HELP TOOLS	<ul style="list-style-type: none"> ● USE INTERNET AND DATABASE HELP OPTIONS TO BECOME MORE SELF SUFFICIENT DURING RESEARCH 	LESS RELIANCE ON ADULT HELP	SEPTEMBER LAB ORIENTATION , LIBRARY MEDIA CLASSES
	ACCEPTABLE USE-SOLVING REAL WORLD PROBLEMS	<ul style="list-style-type: none"> ● DISCUSS ACCEPTABLE AND RESPONSIBLE USE OF INFORMATION TECHNOLOGY (PRIVACY, SECURITY, COPYRIGHT, PLAGIARISM) ● ANALYZE CONSEQUENCES OF UNETHICAL USE (HACKING, SPAMMING, VIRUSES, CYBER BULLYING) ● IDENTIFY METHODS TO ADDRESS MISUSE 	ONGOING AND TIMELY CLASS DISCUSSIONS, CURRENT EVENTS AND PERSUASIVE ESSAYS	SS, ELA & MEDIA LITERACY CURRICULUM
	ADVANCED SEARCHES	<ul style="list-style-type: none"> ● USE BOOLEAN LOGIC AND OTHER ADVANCED SEARCH FUNCTIONS ● EVALUATE INFORMATION FROM A VARIETY OF SOURCES FOR ACCURACY, APPROPRIATENESS AND COMPREHENSIVENESS 	INCREASED ABILITY TO LOCATE APPROPRIATE RESEARCH MATERIALS WITHOUT ADULT ASSISTANCE	LIBRARY MEDIA CLASSES
	COLLABORATIVE PROJECTS	<ul style="list-style-type: none"> ● USE ONLINE LEARNING RESOURCES TO COLLABORATE WITH TEACHERS AND PEERS 	SUCCESS OF BLACKBOARD MEDIUM	7TH GRADE HONORS ELA-TATOR & KRAJESKI
		<ul style="list-style-type: none"> ● ANALYZE, CREATE AND USE BLOGS OR WIKIS RESPONSIBLY AS COMMUNICATION TOOLS 	SUCCESS OF BLOG/ WIKI BASED ON STUDENT SURVEY AND TEACHER ASSESSMENT	SS, ELA & LIBRARY MEDIA LITERACY CURRICULUM

		<ul style="list-style-type: none"> • USE WEB CAMS TO GATHER AND SHARE INFORMATION, SPEAK WITH EXPERTS AND GATHER PRIMARY RESOURCES FROM AROUND THE GLOBE 	INCREASED INTEREST IN RESEARCH PROJECTS AND HIGHER LEVEL FINISHED PRODUCT	SS & ELA CURRICULUM
INFORMATION LITERACY	INTERNET RESEARCH	<ul style="list-style-type: none"> • EVALUATE INFORMATION FROM A VARIETY OF INTERNET SOURCES FOR VALIDITY, BIAS, AND USEFULNESS 	INCREASED ABILITY TO LOCATE APPROPRIATE RESEARCH MATERIALS	LIBRARY MEDIA LITERACY
		<ul style="list-style-type: none"> • READ AND ANALYZE INTERNET MATERIAL AND CRITICALLY COMPARE POINTS OF VIEW FROM MULTIPLE SOURCES 	INCREASED ABILITY TO LOCATE APPROPRIATE RESEARCH MATERIALS	LIBRARY MEDIA LITERACY
KEYBOARDING	INCREASED TOUCH TYPING CAPABILITIES	<ul style="list-style-type: none"> • TYPE 30-40 WORDS PER MINUTE WITH 90% ACCURACY 	INCREASED PRODUCTIVITY IN LABS AND CLASSROOMS	ALL YEAR IN LABS AND CLASSROOMS
NETWORK UNDERSTANDING	VIRTUAL LAB REVIEW	<ul style="list-style-type: none"> • INSTALL CITRIX CLIENT ON HOME COMPUTER • WORK ON DOCUMENTS/ PROJECTS BETWEEN SCHOOL AND HOME • ELIMINATE NEED TO E-MAIL ASSIGNMENTS TO TEACHERS OR SAVE TO EXTERNAL FORMAT 	TIMELY COMPLETION OF ASSIGNMENTS	SEPTEMBER LAB ORIENTATION
	IMPACT OF UNETHICAL ACTIONS WITHIN A NETWORK SETTING	<ul style="list-style-type: none"> • MONITOR THEIR OWN BEHAVIOR WHEN USING SCHOOL TECHNOLOGY, IDENTIFY MISUSE OF TECHNOLOGY AND UNDERSTAND THE CONSEQUENCES OF MISUSE 	DIMINISHED NEED FOR ADULT INTERVENTION, REFERRALS, SUSPENSION OF COMPUTER RIGHTS	ALL YEAR IN LABS AND CLASSROOMS
PERIPHERALS	DIGITAL CAMERAS	<ul style="list-style-type: none"> • USE DIGITAL CAMERAS TO CREATE PHOTO AND VIDEO FILES FOR USE IN PROJECTS • HOW TO UPLOAD AND EDIT PHOTO AND VIDEO FILES USING SCHOOL SOFTWARE (IRFRANVIEW, MOVIE MAKER, POWER POINT) • HOW TO SAVE AND MANAGE PHOTO AND VIDEO FILES 	COMPLETED MULTIMEDIA PROJECTS (SLIDE SHOWS, MOVIES, PODCASTS, WEB PAGES)	SPECIAL PROJECTS IN ELA AND SS CURRICULUM
	SMART BOARDS	<ul style="list-style-type: none"> • MORE ADVANCED SMART BOARD TOOL USE • MORE ADVANCED TROUBLESHOOTING OF SMART BOARD 	FEWER SMART BOARD ORIENTATIONS, INCREASED FLOW OF LESSONS AND PRESENTATIONS	ALL YEAR IN LABS AND CLASSROOM

PRESENTATIONS AND PUBLICATIONS	PROJECT MEDIUM	<ul style="list-style-type: none"> EVALUATE, SELECT AND USE APPROPRIATE TOOLS TO DESIGN, PLAN AND DEVELOP A MULTIMEDIA PROJECT WITH TARGET AUDIENCE IN MIND 	FINISHED PRODUCTS	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	MICROSOFT OFFICE APPLICATIONS <ul style="list-style-type: none"> WORD 	<ul style="list-style-type: none"> PRODUCE A PROPERLY FORMATTED BUSINESS LETTER 	FINISHED PRODUCT	7TH GRADE
	<ul style="list-style-type: none"> WORD 	<ul style="list-style-type: none"> PRODUCE A PROFESSIONAL RESEARCH PAPER USING MULTIPLE, CITED RESOURCES USE VARIOUS TOOLS TO MAXIMIZE ACCURACY AND OUTCOME (SPELLING & GRAMMAR CHECKERS, DICTIONARY & THESAURUS, WORD COUNT) 	FINISHED PRODUCT	8TH GRADE CAREER RESEARCH PAPERS (APRIL-JUNE)
	<ul style="list-style-type: none"> EXCEL 	<ul style="list-style-type: none"> CONSTRUCT A SIMPLE SPREADSHEET AND ENTER DATA USE FORMULAS TO ADD, SUBTRACT, MULTIPLY AND DIVIDE CREATE GRAPHS AND TABLES TO USE EFFECTIVELY IN PROJECTS EXPORT EXCEL DATA INTO OTHER PROJECTS 	FINISHED PRODUCT	MATH & SCIENCE CURRICULUM
	<ul style="list-style-type: none"> POWER POINT 	<ul style="list-style-type: none"> CREATE A PROFESSIONAL SLIDE SHOW TO ILLUSTRATE AND/ OR TEACH THE RESULTS OF RESEARCH / LEARNING 	FINISHED PRODUCT	SPECIAL PROJECTS IN ELA AND SS CURRICULUM
	<ul style="list-style-type: none"> PUBLISHER 	<ul style="list-style-type: none"> CREATE A NEWSLETTER OR BROCHURE TO ILLUSTRATE LEARNING 	FINISHED PRODUCT	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	INSPIRATION GRAPHICAL ORGANIZER SOFTWARE	<ul style="list-style-type: none"> USE INSPIRATION SOFTWARE AS A PRE-WRITING TOOL TO CREATE OUTLINES, WEBS, TIMELINES AND VENN DIAGRAMS 	<ul style="list-style-type: none"> IMPROVED QUALITY OF PUBLISHED WRITING PROJECTS COMPLETED IN A TIMELY MANNER DUE TO INCREASED ORGANIZATION 	SPECIAL PROJECTS IN ALL CURRICULUM AREAS

	SMART NOTEBOOK	<ul style="list-style-type: none"> • CREATE AND PRESENT SMART NOTEBOOK PRESENTATIONS OR LESSONS ON A GIVEN TOPIC 	FINISHED PRODUCT	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	COPYRIGHT REGULATIONS	<ul style="list-style-type: none"> • CITE AND CREDIT MATERIAL OBTAINED FROM INTERNET OR DATABASE SOURCES 	PROPER BIBLIOGRAPHY OR IN PROJECT CITATIONS	ELA & MEDIA LITERACY CURRICULUM

COURSE: Computer Technology & Internet Literacy

GRADE LEVELS: 9-10

MAIN/GENERAL TOPIC	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN & WHERE LEARNING OCCURS
ERGONOMICS	Continued emphasis on proper posture, hand and arm position.	<ul style="list-style-type: none"> Sit upright with both feet on the floor, wrists off of keyboard and level with elbows. Take frequent breaks to stretch fingers, arms, etc.. 	Fewer adult reminders about posture at computer	ALL YEAR IN LABS, LIBRARY & CLASSROOMS
ETHICS & APPROPRIATE USE	Contents of Coxsackie- Athens Acceptable Use Policy	<ul style="list-style-type: none"> Refer to Acceptable Use message at log in Refer to rules posted in labs 	Fewer adult interventions, referrals, suspension of computer rights	9 TH GRADE ORIENTATION, ALL YEAR IN LABS, LIBRARY & CLASSROOMS
	Effects of misuse of technology	<ul style="list-style-type: none"> Predict possible long range effects of unethical use of technology on culture and society 	Class discussions	SS & ELA CLASSES
FILE MANAGEMENT	Review of H-drive and O-drive Use	<ul style="list-style-type: none"> Manage personal H-drive files by saving properly and maintaining organized folders Navigate between O-drive and H-drive to complete individual and group assignments 	Successful completion of class assignments with O-drive documents	SPECIAL PROJECTS ACROSS THE CURRICULUM
INTERNET & DATABASE RESEARCH	How to use Internet and Database help tools	<ul style="list-style-type: none"> Use Internet and Database help options to become more self sufficient during research 	Less reliance on adult help with Internet research	SEPTEMBER LAB ORIENTATION, LIBRARY CLASSES
	Use of Internet Graphics	<ul style="list-style-type: none"> Locate, save or insert and format appropriate graphics to enhance projects 		
	Acceptable Use- Solving Real World Problems	<ul style="list-style-type: none"> Discuss acceptable and responsible use of information technology (privacy, security, copyright, plagiarism) Analyze consequences of unethical use (hacking, spamming, viruses, cyber bullying) Identify methods to address misuse 	Ongoing and timely class discussions, current events and persuasive essays	SS, ELA & MEDIA LITERACY CURRICULUM
	Advanced Searches	<ul style="list-style-type: none"> Use Boolean logic and other advanced search functions Evaluate information from a variety of sources for accuracy, appropriateness and relevance to topic 	Increased ability to locate appropriate research materials without adult assistance	LIBRARY MEDIA CLASSES

MAIN/GENERAL TOPIC	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN & WHERE LEARNING OCCURS
	COLLABORATIVE PROJECTS	<ul style="list-style-type: none"> • USE ONLINE LEARNING RESOURCES TO COLLABORATE WITH TEACHERS AND PEERS 	WEBCAMS, BLOGS & WIKI – BASED PROJECTS	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
INFORMATION LITERACY	INTERNET RESEARCH	<ul style="list-style-type: none"> • ADVANCED EVALUATION OF INFORMATION FROM A VARIETY OF INTERNET SOURCES FOR AUTHENTICITY, VALIDITY, BIAS & USEFULNESS 	INCREASED ABILITY TO LOCATE APPROPRIATE RESEARCH MATERIALS	SPECIAL PROJECTS IN ALL CURRICULUM AREAS & LIBRARY
		<ul style="list-style-type: none"> • READ AND ANALYZE INTERNET MATERIAL AND CRITICALLY COMPARE POINTS OF VIEW FROM MULTIPLE SOURCES 	INCREASED ABILITY TO LOCATE APPROPRIATE RESEARCH MATERIALS	SPECIAL PROJECTS IN ALL CURRICULUM AREAS & LIBRARY
KEYBOARDING	INCREASED TOUCH TYPING CAPABILITIES	<ul style="list-style-type: none"> • TYPE 30-40 WORDS PER MINUTE WITH 90% ACCURACY 	INCREASED PRODUCTIVITY IN LABS AND CLASSROOMS	9TH-10TH GRADE KEYBOARDING (SICILIANO)
	WORD PROCESSING	<ul style="list-style-type: none"> • FORMAT TABLES, MARGINS, BUSINESS LETTERS AND OTHER WORD DOCUMENTS 		9TH-12TH GRADE KEYBOARDING / BUSINESS COMP. APPS (SICILIANO)
NETWORK UNDERSTANDING	VIRTUAL LAB REVIEW	<ul style="list-style-type: none"> • INSTALL CITRIX CLIENT ON HOME COMPUTER • WORK ON DOCUMENTS/ PROJECTS BETWEEN SCHOOL AND HOME • ELIMINATE NEED TO E-MAIL ASSIGNMENTS TO TEACHERS OR SAVE TO EXTERNAL FORMAT 	TIMELY COMPLETION OF ASSIGNMENTS	ELA 9TH GRADE ORIENTATION DAY-LAB 177
	IMPACT OF UNETHICAL ACTIONS WITHIN A NETWORK SETTING	<ul style="list-style-type: none"> • MONITOR THEIR OWN BEHAVIOR WHEN USING SCHOOL TECHNOLOGY, IDENTIFY MISUSE OF TECHNOLOGY AND UNDERSTAND THE CONSEQUENCES OF MISUSE (THIS BENCHMARK IS REPEATED DUE TO INCREASED ABUSE OF COMPUTER TECHNOLOGY AMONG 7TH-9TH GRADE STUDENTS) 	DIMINISHED NEED FOR ADULT INTERVENTION, REFERRALS, SUSPENSION OF COMPUTER RIGHTS	9TH GRADE ORIENTATION, ALL YEAR IN LABS, LIBRARY & CLASSROOMS

PRESENTATIONS AND PUBLICATIONS	PROJECT MEDIUM	<ul style="list-style-type: none"> EVALUATE, SELECT AND USE APPROPRIATE TOOLS TO DESIGN, PLAN AND DEVELOP A MULTIMEDIA PROJECT WITH TARGET AUDIENCE IN MIND 	COMPLETED PROJECTS	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	<ul style="list-style-type: none"> EXCEL 	<ul style="list-style-type: none"> CONSTRUCT A SIMPLE SPREADSHEET AND ENTER DATA USE FORMULAS TO ADD, SUBTRACT, MULTIPLY AND DIVIDE CREATE GRAPHS AND TABLES TO USE EFFECTIVELY IN PROJECTS EXPORT EXCEL DATA INTO OTHER PROJECTS 	COMPLETED PROJECTS	9TH-12TH GRADE BUSINESS COMP. APPS (SICILIANO)
	<ul style="list-style-type: none"> POWER POINT 	<ul style="list-style-type: none"> CREATE A PROFESSIONAL SLIDE SHOW TO ILLUSTRATE AND/ OR TEACH THE RESULTS OF RESEARCH / LEARNING FIND, SAVE OR IMPORT AND FORMAT INTERNET GRAPHICS TO ENHANCE PRESENTATION 	COMPLETED PROJECTS	9TH-12TH GRADE BUSINESS COMP. APPS (SICILIANO)
	<ul style="list-style-type: none"> PUBLISHER 	<ul style="list-style-type: none"> CREATE A NEWSLETTER OR BROCHURE TO ILLUSTRATE LEARNING 	COMPLETED PROJECTS	9TH-12TH GRADE BUSINESS COMP. APPS (SICILIANO)
	<ul style="list-style-type: none"> WEB PAGE DESIGN 	<ul style="list-style-type: none"> USE BASIC HTML TO CREATE A WEB PAGE 	COMPLETED PROJECTS	9TH-12TH WEBPAGE DESIGN 1 (MUTFORD)
	INSPIRATION GRAPHICAL ORGANIZER SOFTWARE	<ul style="list-style-type: none"> USE INSPIRATION SOFTWARE AS A PRE-WRITING TOOL TO CREATE OUTLINES, WEBS, TIMELINES AND VENN DIAGRAMS 	<ul style="list-style-type: none"> IMPROVED QUALITY OF PUBLISHED WRITING 	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	SMART NOTEBOOK	<ul style="list-style-type: none"> CREATE AND PRESENT SMART NOTEBOOK PRESENTATIONS OR LESSONS ON A GIVEN TOPIC 	COMPLETED PROJECTS	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	COPYRIGHT REGULATIONS	<ul style="list-style-type: none"> CITE AND CREDIT MATERIAL OBTAINED FROM INTERNET OR DATABASE SOURCES 	PROPER BIBLIOGRAPHY OR IN PROJECT CITATIONS	ELA & MEDIA LITERACY CURRICULUM

PERIPHERALS	DIGITAL CAMERAS & CAMCORDERS	<ul style="list-style-type: none"> • USE DIGITAL CAMERAS TO CREATE PHOTO AND VIDEO FILES FOR USE IN PROJECTS • HOW TO UPLOAD AND EDIT PHOTO AND VIDEO FILES USING SCHOOL SOFTWARE (IRFRANVIEW, MOVIE MAKER, POWER POINT) • HOW TO SAVE AND MANAGE PHOTO AND VIDEO FILES 	COMPLETED MULTIMEDIA PROJECTS (SLIDE SHOWS, MOVIES, PODCASTS, WEB PAGES)	ENVIRO-SCI CLASS (LOUGHRAN), E-COMMERCE (SICILIANO)
	SMART BOARDS	<ul style="list-style-type: none"> • MORE ADVANCED SMART BOARD TOOL USE • MORE ADVANCED TROUBLESHOOTING OF SMART BOARD 	FEWER SMART BOARD ORIENTATIONS, INCREASED FLOW OF LESSONS AND PRESENTATIONS	ALL YEAR IN LABS, LIBRARY & CLASSROOMS

COURSE: Computer Technology & Internet Literacy GRADE LEVEL: 11-12

MAIN/GENERAL TOPIC	WHAT THE STUDENTS WILL KNOW:	SKILLS: (WHAT STUDENTS WILL BE ABLE TO DO)	ASSESSMENTS:	WHEN & WHERE LEARNING OCCURS
ETHICS & APPROPRIATE USE	Contents of Coxsackie- Athens Acceptable Use Policy	<ul style="list-style-type: none"> Refer to Acceptable Use message at log in Refer to rules posted in labs 		ALL YEAR IN LABS, LIBRARY & CLASSROOMS
	Effects of misuse of technology	<ul style="list-style-type: none"> Predict possible long range effects of unethical use of technology on culture and society 	Class discussions, research of legal cases, Internet law sites	SS & ELA CLASSES
INTERNET & DATABASE RESEARCH	How to conduct advanced Internet research	<ul style="list-style-type: none"> Conduct advanced level research using a variety of Internet resources (various search engines, reference sites and Web 2.0 resources: blogs, wikis, podcasts) Evaluate sources for accuracy, bias, and up-to-datedness (I looked that up, it's a word!) 	Completed projects, extensive bibliographies,	11 TH -12 TH GRADE ECOMMERCE(SICILIANO) & IN LIBRARY
	How to use Internet and Database help tools	<ul style="list-style-type: none"> Use Internet and Database help options to conduct advanced research 	Less reliance on adult help	9 TH -12 TH GRADE BUSINESS ADVANCED COMP. APPS (SICILIANO)
	Acceptable Use- Solving Real World Problems	<ul style="list-style-type: none"> Discuss acceptable and responsible use of information technology (privacy, security, copyright, plagiarism) Analyze consequences of unethical use (hacking, spamming, viruses, cyber bullying) Identify methods to address misuse 	Ongoing and timely class discussions, current events and persuasive essays, research Internet law	SS, ELA & MEDIA LITERACY
	Collaborative Projects	<ul style="list-style-type: none"> Use online learning resources to collaborate with teachers, experts and peers to share and gather information 	Blackboard Courses, Web Cam, Blog & Wiki – based projects	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
INFORMATION LITERACY *	Internet Research	<ul style="list-style-type: none"> Advanced evaluation of information from a variety of internet sources for authenticity, validity, bias & usefulness 	Increased ability to locate appropriate research materials	ELA & SS CURRICULUM & MEDIAL LITERACY
		<ul style="list-style-type: none"> Read and analyze Internet material and critically compare points of view from multiple sources 	Increased ability to locate appropriate research materials	ELA & SS CURRICULUM & MEDIAL LITERACY
		<ul style="list-style-type: none"> Students engage in self evaluation of their research process and the final product 	Self and peer evaluations of final projects	ELA & SS CURRICULUM

MULTIMEDIA PUBLICATIONS AND PRESENTATIONS	Project Medium	<ul style="list-style-type: none"> Evaluate, select and use appropriate tools to design, plan and develop a multimedia project with target audience in mind 	Completed projects	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	<ul style="list-style-type: none"> Excel 	<ul style="list-style-type: none"> Advanced spreadsheet skills Export excel data, graphs, charts into other projects 	Completed projects	9 TH -12 TH GRADE BUSINESS ADVANCED COMP. APPS (SICILIANO) & ENVIRO-SCI (LOUGHRAN)
	<ul style="list-style-type: none"> Access 	<ul style="list-style-type: none"> Advanced database skills 	Completed projects	9 TH -12 TH GRADE BUSINESS ADVANCED COMP. APPS (SICILIANO)
	<ul style="list-style-type: none"> Publisher 	<ul style="list-style-type: none"> Create a newsletter, brochure or other professional publication Import & format graphics to enhance publication 		9 TH -12 TH GRADE BUSINESS ADVANCED COMP. APPS (SICILIANO)
	<ul style="list-style-type: none"> Web Page Design 	<ul style="list-style-type: none"> Use advanced HTML to modify and enhance an existing web page 	Completed projects	9 TH -12 TH WEB PAGE DESIGN 2 (MUTFORD)
	SMART Notebook	<ul style="list-style-type: none"> Create and present SMART Notebook presentations or lessons on a given topic 	Completed projects	SPECIAL PROJECTS IN ALL CURRICULUM AREAS
	Copyright Regulations	<ul style="list-style-type: none"> Cite and credit material obtained from Internet or Database sources 	Proper bibliography or in-project citations	ELA, SS CURRICULUM & MEDIA LITERACY
NETWORK UNDERSTANDING	Impact of unethical actions within a network setting	<ul style="list-style-type: none"> Monitor their own behavior when using school technology, identify misuse of technology and understand the consequences of misuse 	Fewer referrals, suspension of computer rights	ALL YEAR IN LABS, LIBRARY & CLASSROOMS
PERIPHERALS	Digital Cameras & Camcorders	<ul style="list-style-type: none"> Use digital cameras to create photo and video files for use in projects Editing photos and videos for use in multimedia projects 	Completed multimedia projects using Movie Maker, IrFranView, Power Point	ENVIRO-SCI ENCE (LOUGHRAN), E-COMMERCE (SICILIANO)
	SMART Boards	<ul style="list-style-type: none"> Use SMARTBoards as a presentation tool for final projects 	Increased student participation and improved project quality	SPECIAL PROJECTS ACROSS THE CURRICULUM