

Technology Foundations Curriculum Checklist
Diocese of Little Rock

Grade 8

Basic Operations and Concepts

- I.D. the components of a computer (e.g. mouse, keyboard, monitor, toolbar, menu).
- Use multimedia resources (e.g. interactive books, software, multimedia encyclopedia).
- Access information sources.
- Apply basic vocabulary to internal operations of technology (e.g. disks, drives, RAM, etc.).
- Uses basic vocabulary related to technology (e.g. fire wire, USB, parallel, serial, scan).
- Demonstrates how to activate a computer and how to run educational software.

Social, Ethical, & Human Issues

- Practices Christian values in working collaboratively with technology.
- Use equipment properly (e.g. use for schoolwork, no food or objects near equipment, etc.)
- Describe uses of technology in daily life.
- I.D. contributors of technology and understands evolution of information technology
Implications for computer power and personal use (Moore's Law).
- Understand practices and consequences of legal/ethical behaviors when using technology
(e.g. copyright laws, threatening behavior to another student/staff, privacy, password security).
- Provide complete citations from electronic media (e.g. use age-level appropriate).
- Demonstrate and practice correct security procedures.
- Describe three-to-five uses of technology in daily life.
- Describe and practice safe Internet/intranet usage (e.g. do not post inappropriate or harmful
Material, exchange of personal information, following Acceptable Use Policy).
- Describe and practice "netiquette" when using the Internet and electronic mail.
- Understand rules for deciding when permission is needed for using the work of others.
- Copyright laws and "fair use" guidelines (e.g. in relationship to print, video, music, computer
Software, multimedia projects).
- Understand criteria for differentiating between primary & secondary sources.

Technology Productivity Tools

- Uses basic vocabulary related to systems (e.g. network, infrastructure, internet, intranet,
LAN, WAN, internet firewall, server).
- Correlate units of measure with respect to storage devices (floppies, USB flash drives,
hard drives, CDs).
- Distinguish between input, output, storage, and processing hardware.
- Attach and detach various peripherals of a computer.
- Use touch-type strategies to reach a minimum of 40 words per minute with accuracy.
- Demonstrate functional operation of technology devices (e.g. presentation devices, digital
cameras, scanners, document cameras, and scientific probes).
- Use troubleshooting strategies to solve application problems, basic hardware problems,
basic hardware problems, and basic connectivity problems (e.g. online help strategies,
documentation, and collaboration with others).
- Use technology resources (e.g. calculators, data collection probes, videos, educational
software) for problem solving, self-directed learning, and extended activities.
- Demonstrates proper handling and/or storage of computer peripherals.
- Use word processing editing tools to revise a document (e.g. cut & paste, tabs & margins,
font, wrap, cropping, re-sizing, drawing tools).
- Design a word processing document with graphic elements/columns or tables.
- Create and use a spreadsheet to analyze data (e.g. formulas, charts, graphs).
- Design and create a multimedia presentation (e.g. slide show, video).
- Use technology devices(s) to collect/record data (use formulas, create charts, & graphs).
- Create a database with multiple fields to manipulate data in a variety of ways.
- Design and create a multimedia presentation (e.g. camera, scanner, CD-ROM).

- _____ Design a multi-link web page using multiple digital sources (e.g. camera, video, CD-ROM).
- _____ Manipulate variable in a computer simulation to research a desired outcome.

Technology Communication Tools

- _____ Communicate information electronically.
- _____ Use technology tools for individual and collaborative communication activities to share Products with audience inside and outside the classroom (e.g. bulletin board/chats, talk to an author).
- _____ Collaborate electronically with experts, peers, or others to analyze data and/or develop an Academic product (e.g. email, approved chat, online discussions, web environments, video Conferencing).
- _____ Plan, design, and present an academic product to classroom or community (e.g. slide show, progressive story, video, digital image).
- _____ Present an academic product to share data and/or solutions (e.g. web site, multimedia Presentation, video).

Technology Research Tools

- _____ I.D. potential source of information about a topic (e.g. video-cassette tapes, web page).
- _____ I.D. and locate electronic research resources (e.g. card catalog, web pages, books).
- _____ I.D. components of a URL to determine the source of the information.
- _____ I.D. the author, copyright date & publisher or information for primary and 2ndry resources.
- _____ Define searching & devise a search strategy to locate information w/electronic resources.
- _____ Explain the difference between subject and keyword searching.
- _____ Construct keyword searches including basic Boolean logic using electronic resources.
- _____ Obtain permission to use the work of others, when appropriate.
- _____ Create citations for electronic research sources following a prescribed format.
- _____ Prioritize electronic sources for the most appropriate information to answer question.

Technology as a Tool for Problem Solving and Decision-Making

- _____ Use technology resources for problem solving, self-directed & extended learning.
- _____ Based on a problem selected, I.D. & use appropriate tools to develop a collect & interpret data.
- _____ Based on a problem selected, I.D. & use appropriate tools to develop a solution.
- _____ Based on a problem selected, I.D. & use appropriate tools to present findings.