

Archdiocese of Oklahoma City

Department of Catholic Education
7501 Northwest Expressway
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Technology Curriculum Revised 2007



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Philosophy

Technology is integral to the entire curriculum, and as such, a vital part of education within the Archdiocese of Oklahoma City. Our ultimate goal is for classroom teachers to integrate emerging technologies into the whole curriculum. When used properly, these technologies become valuable tools for communication and learning. They support the total development of our students as we engage in the fourfold character of the ministry of Catholic school education. Our ministry is teaching the Gospel message, building community, celebrating liturgy and worship, and service to our brothers and sisters throughout the world.

Technology is not an end to itself. It is to be used as a vehicle of communication, teaching, analysis and research in the light of Catholic values and moral decision-making. Every teacher and staff member has the responsibility to prepare our students for life in the future. Therefore, Catholic schools must give students the skills and tools to be lifelong learners, and the moral and ethical values to be responsible citizens in our global society.

To that end, we set forth the following goals that are standards put forth by the International Society for Technology in Education (ISTE).

Goals for Catholic School Administrators:

- ❖ **Leadership and Vision**
Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
- ❖ **Learning and Teaching**
Educational leaders ensure that curricular design, instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching.
- ❖ **Productivity and Professional Practice**
Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
- ❖ **Support, Management, and Operations**
Educational leaders ensure the integration of technology to support productive systems for learning and administration.
- ❖ **Assessment and Evaluation**
Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluations.
- ❖ **Social, Legal and Ethical Issues**
Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision making related to these issues

Goals for Catholic School Teachers:

- ❖ **Technology Operations and Concepts**
Teachers demonstrate a sound understanding of technology operations and concepts
- ❖ **Planning and Designing Learning Environments and Experiences**
Teachers plan and design effective learning environments and experiences supported by technology
- ❖ **Teaching Learning and the Curriculum**
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning
- ❖ **Assessment and Evaluation**
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies
- ❖ **Productivity and Professional Practice**
Teachers use technology to enhance their productivity and professional practice
- ❖ **Social, Ethical, Legal, and Human Issues**
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice

Goals for Catholic School Students:

- ❖ **Basic Operations and Concepts**
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- ❖ **Social, Ethical and Human Issues**
 - Students understand the ethical, cultural and societal issues related to technology
 - Students practice responsible use of technology systems, information and software
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity
- ❖ **Technology Productivity Tools**
 - Students use technology tools to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

❖ **Technology Problem-Solving and Decision-Making Tools**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

These core standards established by the International Society for Technology in Education are expectations for students in second grade through eighth grade.

Computer Literacy and Young Children

Because the ways in which young children learn are quite different than older children, the Archdiocese of Oklahoma City does not set benchmarks for computer literacy for children in pre-school through second grade. Young children must have opportunities to interact with one another and to develop appropriate and necessary social skills. In addition, young children must be encouraged to explore their world and learn through multi-sensory approaches which encourage not only interaction with one another, but also imaginative play, the use of a variety of manipulatives and hands-on experiences, and oral and written language skills. Based upon a considerable body of educational research, we have adopted the standards set forth by the National Association for the Education of Young Children (NAEYC).

NAEYC's Position:

“Although there is considerable research that points to the positive effects of technology on children's learning and development (Clements 1994), the research indicates that, in practice, computers supplement and do not replace highly valued early childhood activities and materials, such as art, blocks, sand, water, books, exploration with writing materials, and dramatic play. Research indicates that computers can be used in developmentally appropriate ways beneficial to children and also can be misused, just as any tool can (Shade & Watson 1990). ***Developmentally appropriate software offers opportunities for collaborative play, learning, and creation.*** Educators must use professional judgment in evaluating and using this learning tool appropriately, applying the same criteria they would to any other learning tool or experience. They must also weigh the costs of technology with the costs of other learning materials and program resources to arrive at an appropriate balance for their classrooms.

Every classroom has its own guiding philosophies, values, schedules, themes, and activities. As part of the teacher's overall classroom plan, computers should be used in ways that support these existing classroom educational directions

rather than distort or replace them. Computers should be integrated into early childhood practice physically, functionally, and philosophically. Teachers can accommodate integration in at least five ways:

1. Locate computers in the classroom, rather than in a separate computer lab (Davis & Shade 1994). *Preferably, computers should be used as a center based activity.*
2. Integrate technology into the daily routine of classroom activity. For example, a teacher might introduce musical rhythm with actions, recordings, and a computer used as an electronic rhythm-matching game. The children then would work in small groups with the computer program serving as one of several learning centers.
3. Choose software to enrich curriculum content, other classroom activities, or concepts. For example, the program in the computer learning center might allow children to invent their own rhythms that they could simultaneously hear played back and see displayed graphically. They could edit these rhythms on the computer, hearing and seeing the changes.
4. Use technology to integrate curriculum across subject-matter areas. For example, one group of children used the computer to make signs for a restaurant in their dramatic-play area (Apple Computer Inc. 1993). The rhythm program helps children connect mathematical patterns to musical patterns.
5. Extend the curriculum, with technology offering new avenues and perspectives. For example, exploring shapes on the computer provides opportunities to stretch, shrink, bend, and combine shapes into new forms. Such activities enrich and extend children's activities with physical manipulatives.”

If you would like further information regarding the role of technology in the education of young children, this position paper, as well as other resources, are available at www.nayec.org.

Technology Curriculum Design and Use

The technology curriculum guide for the Archdiocese of Oklahoma City was designed with an understanding that each school is locally administered and may choose a variety of ways to teach technology. This curriculum guide provides minimal benchmarks. Schools are encouraged to exceed these

standards. Schools that do not have a computer teacher will find the exposure curriculum standards not only achievable but also easy to weave into the core curriculum. The exposure curriculum presents minimum standards for our students. In the exposure curriculum the following goals are essential: keyboarding, word processing and integrating the use of the internet into academic life in ways that are both moral and ethical.

The enrichment curriculum guide presents benchmarks for schools that use a computer lab and employ a computer science teacher. Teachers who teach in a lab setting are encouraged to collaborate with classroom teachers and to seek means by which technology can be applied to learning in the core curriculum areas.

Special Thanks

The Department of Catholic Education is grateful for the dedication and guidance of the teachers who served on this curriculum committee. Their expertise and commitment to the mission of Catholic education are the foundation for the formulation of the goals and objectives contained in this curriculum guide.

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Exposure Curriculum

Upon graduation from a Catholic Grade School students should master the following objectives and are encouraged to make efforts to surpass these standards.

I. The student will be able to demonstrate the following skills:				
				A. start and shutdown a computer;
				B. open, close and resize windows;
				C. use external drive(s);
				D. open/close and print a document;
				E. use word processing to enter, save, print and retrieve information;
				F. use all mouse functions;
				G. save files;
				H. know the home row and use correct keystroke technique;
				I. use thumb for spacing;
				J. basic functions such as undo, redo, cut, paste, copy, select all, find, backspace, insert, delete, shift key, etc.;
				K. use of arrow keys and escape keys;
				L. use the tab key;
				M. explore alternative methods to perform a task (drop down menus, buttons, shortcut keys);
				N. use ergonomic safety;
				O. demonstrates the proper care of computers;
				P. identify external parts of a computer;
				Q. respect the rights and privacy of others.

Exposure Curriculum

Internet Skills:

II. The student will demonstrate the following internet and internet safety skills:				
				A. demonstrate an understanding of internet safety and etiquette as outlined in each grade level of the enrichment curriculum;
				B. use and obey copyright law;
				C. properly cite all sources;
				D. copy information from the internet into projects;
				E. understand and agree to the school internet usage policy (see sample Appendix 1);
				F. use the internet for academic purposes;
				G. use grade-level appropriate search engines to search for information;
				H. use URLs to go directly to WWW sites;
				I. know URL extension type (“com”, “gov”, “edu”, “mil.gov”, etc.);
				J. use favorites or bookmarks.

Enrichment Curriculum

Grade 3

I. The student will demonstrate the following keyboarding skills:				
				A. introduce and use correct terminology;
				B. demonstrate proper care of computers;
				C. identify external parts of the computer;
				D. wakeup/startup/shutdown;
				E. login/logoff the network;
				F. properly insert, remove floppy, CD, flash drive, etc.;
				G. use basic ergonomic safety;
				H. use home row keys correctly;
				I. use two hands when typing;
				J. use thumb to create spaces;
				K. press return key with right little finger;
				L. use proper placement on home row keys;
				M. use backspace key for deleting;
				N. use special keys such as return, delete, space bar, arrow keys;
				O. use shift key for upper-case letters.
II. The student will learn the following word processing skills:				
				A. format a text;
				B. know single/double click of the mouse;
				C. save files to designated locations;
				D. minimize, maximize, and close windows;
				E. use scroll bars vertically and horizontally.

Enrichment Curriculum

Grade 3

II. The student will learn the following word processing skills:				
				F. select/ change font, size, color;
				G. select paragraph alignment (left, right, center, justified);
				H. use correct spacing rules;
				I. use various ways to select and deselect text;
				J. add clip art to a document;
				K. insert files/pictures.
III. The student will learn the following internet skills including safety and etiquette:				
				A. identify information that is private;
				B. understand that private information should not be given out in cyberspace;
				C. describe how students can collaborate on a project in cyberspace;
				D. identify the work of others as property;
				E. understand rules regarding computer-related property;
				F. recognize web forms requesting private information;
				G. use an on-line children's directory to select subject categories that lead to a specified topic;
				H. recognize that directories may provide alternate routes to a website;
				I. begin to use the computer to enhance classroom learning and enrichment (i.e. projects, assignments, research etc.).

Enrichment Curriculum

Grade 4

I. The student will demonstrate the following keyboarding skills:				
				A. use basic ergonomic safety;
				B. use correct posture and keyboarding technique;
				C. type 10 WPM with 90% accuracy;
				D. use correct terminology;
				E. use shift key for upper-case letters;
				F. demonstrates proper care of computers;
				G. use tab key;
				H. use the ruler.
II. The student will learn the following word processing skills:				
				A. recognize word processing terms and functions;
				B. open, save and retrieve document;
				C. create, save and print a word processing document;
				D. scroll vertically and horizontally;
				E. able to edit and make corrections;
				F. know how to copy, cut and paste;
				G. use the tab key;
				H. set line spacing;
				I. know the "word wrap" feature.

Enrichment Curriculum

Grade 4

II. The student will learn the following word processing skills:				
				J. use undo and redo features;
				K. drag and drop objects;
				L. minimize, maximize, and close windows;
				M. demonstrate ability to cascade and or toggle between programs;
				N. insert and delete objects such as chart, graph, text box, table;
				O. use technology to enhance learning in other subject areas i.e., projects, presentations, etc.
III. The student will learn the following internet skills including safety and etiquette:				
				A. identify private information;
				B. recall that private information should not be given out in cyberspace;
				C. give examples of how web sites request information;
				D. understand the difference between face to face friends and people who we may meet on the internet;
				E. recall that we should not give out private information to people who ask us for it on the internet;
				F. give examples of how web sites request information;
				G. understand the internet can be used for good and bad purposes;
				H. know that our feelings of discomfort help us to know when we are in danger or about how to make a choice regarding use of the internet.

Enrichment Curriculum

Grade 4

III. The student will learn the following internet skills including safety and etiquette:				
				I. discuss strategies for responsibly handling internet situations, i.e., requests for personal information, requests to meet face to face, bullying, etc.;
				J. understand that people in cyberspace may not be who they seem to be;
				K. know and describe the school's acceptable use policy (see sample in appendix);
				L. describe the consequences for misusing school computers/network;
				M. identify the need for acceptable use polices;
				N. define plagiarism and its consequences;
				O. explain how the internet makes copying others work easy;
				P. identify conditions that make copying acceptable;
				Q. recognize computer files, including web sites as property to be respected.

Enrichment Curriculum

Grade 5

I. The student will demonstrate the following keyboarding skills:				
				A. use basic ergonomic safety;
				B. type 15 WPM with 90% accuracy;
				C. use keyboarding skills to improve in accuracy and speed;
				D. identify basic computer terminology;
				E. demonstrate proper care of computers.
II. The student will learn the following word processing skills:				
				A. create and format a word processing document;
				B. apply "save" vs. "save as";
				C. use word processor's spell check, grammar check and thesaurus;
				D. insert word art;
				E. create charts, organize data, make graphs;
				F. cascade and/or toggle between programs;
				G. use "print preview";
				H. further use of technology for enrichment and to enhance classroom learning (i.e. projects, assignments, research, etc.).

Enrichment Curriculum

Grade 5

III. The student will learn the following internet skills including safety and etiquette:				
				A. identify private information;
				B. recall that private information should not be given out in cyberspace;
				C. give examples of how web sites request information;
				D. understand the internet can be used for good and bad purposes;
				E. know that our feelings of discomfort help us to know when we are in danger or about how to make a choice regarding use of the internet;
				F. discuss strategies for responsibly handling internet situations, i.e., requests for personal information, requests to meet face to face, bullying, etc.;
				G. understand that people in cyberspace may not be who they seem to be;
				H. know rules for safe chatting and messaging;
				I. know and describe the school's acceptable use policy (see sample in appendix);
				J. describe the consequences for misusing school computers/network;
				K. identify the need for acceptable use polices;
				L. define plagiarism and its consequences;
				M. explain how the internet makes copying others work easy;
				N. identify conditions that make copying acceptable.

Enrichment Curriculum

Grade 5

III. The student will learn the following internet skills including safety and etiquette:				
				O. recognize computer files, including web sites as property to be respected;
				P. explain that the golden rule applies in cyberspace;
				Q. identify appropriate web sites for research;
				R. understand the need for multiple sources of information;
				S. use key words and categories to conduct a search;
				T. use the internet to augment projects, presentations, and research.

Enrichment Curriculum

Grade 6

I. The student will demonstrate the following keyboarding skills:				
				A. use basic ergonomic safety;
				B. type 20 WPM with 90% accuracy;
				C. use keyboarding skills to increase in accuracy and speed;
				D. correctly use basic computer terminology;
				E. demonstrates proper care of computers.
II. The student will learn the following word processing skills:				
				A. apply basic word processing commands;
				B. setup, print preview, print, exit, etc;
				C. select printer options;
				D. use page setup features;
				E. apply basic file functions such as new, open, close, save, save as, page;
				F. insert headers and footers;
				G. insert page numbers;
				H. use correct citation format for works cited;
				I. create a bibliography;
				J. generate a spreadsheet and edit data;
				K. identify and use the parts of a spreadsheet;
				L. locate a cell address.

Enrichment Curriculum

Grade 6

II. The student will learn the following word processing skills:				
				A. set and change row and column width and height;
				B. insert and delete rows and columns;
				C. name columns and rows;
				D. import--cut, copy and paste cell contents data from different types of program.
III. The student will learn the following internet skills including safety and etiquette:				
				A. distinguish between private identity information and personal information;
				B. comprehend and explain why private identity information should not be given out over the internet;
				C. give examples of the many ways in which the internet is used to communicate;
				D. understand the difference between people we know face-to-face and those we meet on the internet;
				E. explain rules for being safe when dealing with communication through the internet;
				F. provide examples of the rewards of using the internet;
				G. describe and compare situations on the internet that can make students feel uncomfortable;
				H. recognize, understand and listen to feelings of discomfort;
				I. identify strategies for responsibly dealing with online bullies.

Enrichment Curriculum

Grade 6

III. The student will learn the following internet skills including safety and etiquette:				
				J. explain that people in cyberspace are not always who they seem to be;
				K. recall rules for safe chatting and instant messaging;
				L. understand the internet as a tool which can disseminate both positive and negative ideas;
				M. explain that it is difficult to tell if a web site represents the opinion of one person or thousands of people;
				N. relate the privileges of cyber citizenship to the responsibility of adhering to the school's acceptable use policy (see appendix);
				O. describe examples of copying original works that involve the internet;
				P. explain copyright laws as a protection for the right of the creator of the work to earn a living, but students are allowed fair uses;
				Q. apply rules for avoiding plagiarism;
				R. define hacking and identify it as illegal;
				S. identify computers and electronic files as property;
				T. recognize unauthorized entering of computer systems and files is unethical and illegal;
				U. describe good manners common to all messages in cyberspace;
				V. give examples of good manners specific to e-mail, chat and instant messaging;
				W. conduct online research to locate information.

Enrichment Curriculum

Grade 6

III. The student will learn the following internet skills including safety and etiquette:				
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- | | | | | |
|--|--|--|--|--|
| | | | | X. further use of technology to enhance classroom learning (i.e. projects, assignments, research, etc.). |
|--|--|--|--|--|

Enrichment Curriculum

Grade 7

I. The student will demonstrate the following keyboarding skills:				
				A. use basic ergonomic safety;
				B. type 25-30 WPM with 90% accuracy;
				C. build speed and accuracy;
				D. use basic computer terminology;
				E. demonstrates proper care of computers.
II. The student will learn the following word processing skills:				
				A. use word processing to complete assignments/projects;
				B. use proper citation form for works cited;
				C. wrap text around a graphic;
				D. create spreadsheets to solve problems;
				E. use spread sheet commands;
				F. place data into charts to illustrate it;
				G. insert and delete rows and columns;
				H. use formulas to make simple calculations;
				I. apply appropriate formats for cell data (currency, percent, etc.);
				J. use "autofill".

Enrichment Curriculum

Grade 7

III. The student will learn the following internet skills including safety and etiquette:				
				A. distinguish between private identity information and personal information;
				B. comprehend and explain why private identity information should not be given out over the internet;
				C. give examples of the many ways in which the internet is used to communicate;
				D. understand the difference between people we know face-to-face and those we meet on the internet;
				E. explain rules for being safe when dealing with communication through the internet;
				F. provide examples of the rewards of using the internet;
				G. describe and compare situations on the internet that can make students feel uncomfortable;
				H. recognize, understand and listen to feelings of discomfort;
				I. identify strategies for responsibly dealing with online bullies;
				J. explain that people in cyberspace are not always who they seem to be;
				K. recall rules for safe chatting and instant messaging;
				L. understand the internet as a tool which can disseminate both positive and negative ideas;
				M. explain that it is difficult to tell if a web site represents the opinion of one person or thousands of people;
				N. relate the privileges of cyber citizenship to the responsibility of adhering to the school's acceptable use policy.

Enrichment Curriculum

Grade 7

III. The student will learn the following internet skills including safety and etiquette:				
				O. further use technology to enhance classroom learning (i.e. projects assignments, research, etc.);
				P. conduct research on-line;
				Q. obey copyright laws;
				R. properly cite sources.

Enrichment Curriculum

Grade 8

I. The student will demonstrate the following keyboarding skills:				
				A. use basic ergonomic safety;
				B. type 30-40 WPM with 90% accuracy;
				C. build speed and accuracy;
				D. correctly use basic computer terminology;
				E. demonstrates proper care of computers.
II. The student will learn the following word processing skills:				
				A. use word processing to complete assignments/projects;
				B. format a spreadsheet;
				C. enter data into spreadsheet to perform calculations;
				D. copy a chart/graph into another document;
				E. use charts to graph data for science projects;
				F. insert a page border in multiple applications;
				G. obey copyright laws;
				H. use proper citation form for works cited.

Enrichment Curriculum

Grade 8

III. The student will learn the following internet skills including safety and etiquette:				
				A. distinguish between private identity information and personal information;
				B. comprehend and explain why private identity information should not be given out over the internet;
				C. give examples of the many ways in which the internet is used to communicate;
				D. understand the difference between people we know face-to-face and those we meet on the internet;
				E. explain rules for being safe when dealing with communication through the internet;
				F. provide examples of the rewards of using the internet;
				G. describe and compare situations on the internet that can make students feel uncomfortable;
				H. recognize, understand and listen to feelings of discomfort;
				I. identify strategies for responsibly dealing with online bullies;
				J. explain that people in cyberspace are not always who they seem to be;
				K. recall rules for safe chatting and instant messaging;
				L. understand the internet as a tool which can disseminate both positive and negative ideas;
				M. explain that it is difficult to tell if a web site represents the opinion of own person our thousands of people.

Enrichment Curriculum

Grade 8

III. The student will learn the following internet skills including safety and etiquette:				
				N. relate the privileges of cyber citizenship to the responsibility of adhering to the school's acceptable use policy;
				O. further use technology to enhance classroom learning (i.e. projects assignments, research, etc.);
				P. conduct research on-line;
				Q. obey copyright laws;
				R. properly cite internet sources.

TELECOMMUNICATIONS USE AGREEMENT

Telecommunications Use Agreement

Adapted from NCEA's From the Chalkboard to the Chatroom. 2001

As a computer user, I _____ agree to follow the rules
(print name of student)
and code of ethics in all of my work with computers while attending:

_____ Catholic School.

Terms of the agreement:

1. I recognize that all computer users have the same right to use the equipment; therefore, I will not use the computer resources for non-academic purposes. I will not waste or take supplies such as paper, printer cartridges, and discs that are provided by the school. When I am in the computer lab, I will talk softly and work in ways that will not disturb other users. I will keep my computer work area clean and will not eat or drink in the computer lab.
2. I recognize that software is protected by copyright laws; therefore, I will not make unauthorized copies of software and I will not give, lend, or sell copies of software to others. I understand that I will not be allowed to bring software applications, games, or CD-ROMs from home to be used on school equipment without proof of licensure and prior approval of appropriate school personnel.
3. I recognize that the work of all users is valuable; therefore, I will protect the privacy of others by not trying to learn their password; I will not copy, change, read, or use files from another user without prior permission from that user; I will not attempt to gain unauthorized access to system programs for computer equipment; I will not use computer systems to disturb or harass other computer users or use inappropriate language in my communications. I will honor my school's procedures for the storage of information. I realize that after prior notice has been given to me, files may be deleted from the system to protect the integrity of the network or because of space limitations on the computer's hard drive.
4. Each student who received Internet access will be instructed in the proper use of the network. The use of the Internet must be in support of education and research consistent with the educational objectives of the school. Students using network or computing resources must comply with the appropriate rules for that network or resource. Students are never permitted to type a web address/URL into a web browser. As a user of a network, I will not use bulletin boards or chat lines for personal use. In addition, I will not reveal my personal information, home address, or personal phone number or those of students, teachers or other staff members. Transmission of any material in violation of any

U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. The use of school computers and networking resources for commercial activities is not permitted. Their use for product advertisement or political lobbying is also prohibited.

5. Parents must realize that their students may encounter material on a network/bulletin board that they do not consider appropriate (vulgar jokes, statements of belief that some might consider immoral, etc.) The student is responsible for not pursuing material that could be considered offensive.

6. The use of the computer is a privilege, not a right, and inappropriate use will result in the cancellation of these privileges. Vandalism or intentional modification of system settings will result in cancellation of privileges and/or school disciplinary action. The school reserves the right to seek financial restitution for any damage cause by a student or other user. The system administrators will deem what is inappropriate use, and their decision is final. The administration, faculty, and staff of the school may request that the system administrator deny, revoke, or suspend specific user privileges. Violations of the rules and code of ethics described above will be dealt with seriously.

I have read over these policies with my parent/guardian and agree to support the school's telecommunications policy.

(Student Signature)

(Date)

(Parent Signature)

(Date)

Appendix 2

Resources for Teachers and Students

For Podcasting:

www.apple.com/itunes

<http://juicereceiver.sourceforge.net/index.php>

www.learninginhand.com/podcasting/index/

<http://groups.yahoo.com/group/podcasting-Education>

<http://www.podcastermagazine.com>

Safety Sites

www.i-safe.org

Teacher Resource Materials

www.catholicteacher.com

www.ncea.org

www.rubistar.4teachers.org

www.HPRTEC.org

www.4teachers.org

www.Teachervision.fen.com

www.tcet.unt.edu/start/instruct/general/rubrics.html

www.technology.com

Mavis Beacon typing programs

To add to this document: contact Cris Carter ccarter@catharchdioceseokc.org

Podcasting Tips From Podcasting Students

Primary Grade Tips – Grandview Elementary School

(Monsey, New York) www.grandviewlibrary.org/Fold/GrandviewNews.aspx

1. Try to speak clearly
2. Reread what you write before doing a podcast
3. Practice!
4. Don't laugh when you are speaking.
5. Have fun!

Upper Elementary Grade Tips – Willowdale Elementary School (Omaha, Nebraska)

www.mpsomaha.org/willow/radio

1. Speak nice and loud and speak clearly
2. Use expression in your voice. The host should be especially enthusiastic when introducing each segment.
3. Choose a topic that you are interested in or have lots of knowledge about. Get your facts right.
4. Be specific about what you want to say to your audience. They are listening, not seeing. Keep that in mind.
5. REHEARSE!

Upper Elementary Grade Tips – Wells Elementary

School (Wells, Maine) <http://bobsprankle.com/blog/>

1. Don't talk too fast, too loud, or too soft.
2. Don't run around or play with the equipment.
3. Be original.
4. Don't play music while someone is talking.
5. Watch your step. Don't give out personal information.



Middle-School Tips – Lopez Island School (Lopez Island, Washington) www.lopez.k12.wa.us/

1. Make your podcasts short, interesting, fun and meaningful.
2. Plan what you're going to say. A script keeps you on track and eliminates awkward silences.
3. Try not to laugh when recording because it overwhelms the whole thing.
4. Stay focused.
5. Speak loud and clear.

High-School Tips – Sydney Central High School (Sidney, New York) www.sidneycsd.org/podcasts/

1. Use music that is enjoyable and goes along with your podcast.
2. Choose interesting subjects that people can relate to and stay on topic.
3. Adjust the audio volume of all microphones and audio sounds before starting.
4. Speak loudly and clearly so your listeners can understand you.
5. Be prepared, but don't make it sound like you're reading a script.
6. Make sure it's appropriate length – not too long and not too short.