

Camas School District Technology Benchmarks & Related Information Handbook



A resource for teachers and parents

November 2002

Technology Benchmarks for Camas Students

Introduction:

The following pages detail primary, elementary, middle school and high school benchmarks for students. These benchmarks reflect skills students should acquire relative to five broad technology standards. The five standards are:

- I. Basic Operations and Concepts**
- II. Use of Productivity Tools**
- III. Use of Communications Tools**
- IV. Use of Research Tools**
- V. Social, Ethical and Human Issues**

This handbook is intended to guide teachers as they design instructional activities or projects where technology can be used as a tool. For many of the skills listed, examples are provided to show how that skill might be infused into an instructional context.

Technology Standard I: Basic Operations and Concepts

Primary (K-2) Elementary Benchmarks	<p>Use basic operations skills:</p> <ul style="list-style-type: none"> • Students will be able to: log-on, save, save as, print, copy, paste, open (document or program), un-do, delete, backspace, exit a program, close a window or program, return, double-click, single-click, right or left click, drag and drop, select, quit a program, select an icon or item, shift, use caps lock, use arrow keys, tab, use pull down menus, insert space, operate CD's, install printer, use font sizing, demonstrate basic formatting and start menu items. • Operate key peripheral devices: mouse, CD, printer, and headphones. • Demonstrate care for technology equipment and safe use while operating a cassette recorder, CD, headphones, mouse, keyboard, electrical cord, monitor and CPU.
	<p>Define and use appropriate technology terminology:</p> <ul style="list-style-type: none"> • Students will be introduced to the following terms: log-on, save, save as, enter, copy, paste, open, ctrl-alt-delete, click and drag, select, quit, icon, hardware, software, log-off, shut down, CPU monitor, cursor, tab, format, menu bar, tool bar, mouse over, scroll bars, window, pop-up window, font, horizontal, vertical.
	<p>Demonstrate and use basic keyboarding skills:</p> <ul style="list-style-type: none"> • Students will be able to: find and type alphabet and numbers 1-9. • Use return key. • Use shift key to capitalize. • Use appropriate spacing between words.
Intermediate (3-5) Elementary Benchmarks	<p>Use basic operations skills:</p> <ul style="list-style-type: none"> • In a Windows Operating System, students will be able to: open and work with multiple windows, cut/paste, format text (beyond size and font), apply paper orientation, establish margins, use spell check, show multiple ways to accomplish a task. • Using Web Access, students will be able to: implement basic navigation strategies, use links, use the scroll bar, use back← and forward → keys, understand error messages. • Using common default, systems students will be able to: save in an appropriate format, know where a file is saved, save to a network or disc. • Working with various discs, students will be able to format a disc, get information onto (download) and off of (upload) a disc, navigate on the computer to access alternative drives. • Use the following basic calculator functions: add, subtract, *, x, divide, less than, greater than, %, decimal point. • Operate key peripheral devices: mouse, CD, printer, headphones and scanner (occasionally). • Students will be able to: continue to demonstrate care for technology equipment and safe use while operating a cassette recorder, CD, headphones, mouse, keyboard, electrical cord, monitor and CPU.
	<p>Define and use appropriate technology terminology:</p> <ul style="list-style-type: none"> • Students will be able to: define and use the following terms: log-on, save, save as, enter, copy, paste, open, ctrl-alt-delete, click and drag, select, quit, icon, hardware, software, log-off, shut down, CPU monitor, cursor, tab, format, menu bar, tool bar, mouse over, scroll bars, window, pop-up window, font, horizontal, vertical, JPEG, bit map, megs, clip art, back, forward, link, navigation bar, task bar, address window, URL, www, Internet, hyperlink, network, server, student folder, drives (network, local, floppy, CD, 'C'), domain, user, name/password.
	<p>Demonstrate and use basic keyboarding skills:</p> <ul style="list-style-type: none"> • Students will be able to: use two hands on the home row while finding and typing alphabet and numbers 1-9. • Type at an adjusted 8 words per minute rate with 90% accuracy.

Technology Standard I: Basic Operations and Concepts

Middle School Benchmarks	<p><i>Use basic operations skills:</i></p> <ul style="list-style-type: none"> • Students will be able to: demonstrate correct starting and exiting procedures, consistently demonstrate file retrieval and saving, use file management appropriate to the task, print while observing appropriate rules or protocols. • Operate peripheral devices such as scanners and digital cameras. • Continue to demonstrate care for all technology equipment and operate it safely.
	<p><i>Define and use appropriate technology terminology:</i></p> <ul style="list-style-type: none"> • Students will be able to define and correctly use technology terminology from grade bands K-5 as well as these new terms: domain naming, systems, title, cascade, minimize, maximize, clipboard, graphics, picture/file resize.
	<p><i>Demonstrate and use basic keyboarding skills:</i></p> <ul style="list-style-type: none"> • Students will be able to type 8 words per minute with 90% accuracy for a “proficient” rating. Students will be able to type 15 words per minute with 95% accuracy for an “excellent” rating.
High School Benchmarks	<p><i>Use basic operations skills:</i></p> <ul style="list-style-type: none"> • Students will be able to: care for and safely operate equipment. • Confidently access a wide variety of media and technology resources for directed and/or independent learning activities and projects. • Independently make informed choices among technology systems, services and resources in order to accomplish a specific task. • Successfully use technology independently or cooperatively depending on the context.
	<p><i>Define and use appropriate technology terminology:</i></p> <ul style="list-style-type: none"> • Correctly define and use technology terminology that is appropriate for various settings and tasks.
	<p><i>Demonstrate and use basic keyboarding skills:</i></p> <ul style="list-style-type: none"> • Students will be able to compose at the keyboard with a typing rate of 25 net wpm. • Operate a 10-key pad using 80 strokes per minute.

Technology Standard II: Use of Productivity Tools

<p>Primary (K-2) Elementary Benchmarks</p>	<p><i>Use a variety of software and technological resources for project-based learning:</i></p> <ul style="list-style-type: none"> • Students will be able to write a story using Word documents. <i>(example: 1st grade—write a frame story about the seasons. Fall is...; Winter is...; Spring is...; Summer is)</i> • Create a math graph using spreadsheet. <i>(example: 2nd grade—take a survey, create a simple graph of results in Excel.)</i> • Use draw and paint applications to illustrate concepts or stories. <i>(example: draw the life cycle of a seed.)</i>
<p>Intermediate (3-5) Elementary Benchmarks</p>	<p><i>Use a variety of software and technological resources for project-based learning:</i></p> <ul style="list-style-type: none"> • Students will be able to write a story using Word documents. <i>(example: write a curriculum-specific story about famous people, planets, mysteries, state reports, county or country reports.)</i> • Create a math graph using a spreadsheet. <i>(example: survey and create a graph of lunch choice favorites, create a gestational graph for the chicken development unit.)</i> • Use draw and paint applications to illustrate concepts or stories. <i>(example: create a diagram of the layers of the earth or the parts of a cell.)</i> • Use a digital camera to take a picture, check the picture, insert the picture into a document or copy onto the network. <i>(example: use the digital camera to provide a self-portrait for an autobiography or to enhance a field trip report.)</i> • Use presentation software for a particular project while incorporating the following: basic template usage, navigating to the next slide, inserting a slide, changing slide order, applying a simple design, using transitions, using beginning animation, limiting information to a specific purpose. <i>(example: use PowerPoint software to create an autobiographical or geology presentation delivered to the class.)</i> • Resize simple graphics for use in a presentation. <i>(example: resize clip art pictures for a PowerPoint presentation.)</i> • Create a basic spreadsheet by: entering data in columns and rows, using correct alignment, summing, applying a very simple formula. <i>(example: create a spreadsheet that illustrates the averages of various weather data or creates a shopping "wish list" that shows costs, average costs and totals.)</i>
<p>Middle School Benchmarks</p>	<p><i>Use a variety of software and technological resources for project-based learning:</i></p> <ul style="list-style-type: none"> • Students will be able to: use content-specific tools, software, and simulations (e.g. word processing, spreadsheets, desktop publishing, presentation tools, graphing calculators) to support learning and research. <i>(examples: use graphing calculators in math classes; use word processing to prepare creative writing samples, brochures, graphs, posters and expository essays; use spreadsheets to produce graphs and charts showing statistical data.)</i> • Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. <i>(example: use PowerPoint to create a variety of multi-media presentations for different classes and curriculums.)</i> • Resize a picture or a file. <i>(example: resize photos to enhance presentations and documents or resize files to save room on the network.)</i>
<p>High School Benchmarks</p>	<p><i>Use a variety of software and technological resources for project-based learning:</i></p> <ul style="list-style-type: none"> • Students will be able to use technology tools and resources for managing and communicating personal/professional information. <i>(examples: use word processing software to prepare creative writing, persuasive documents, expository essays, etc.-- including Sr. Project).</i> • Use spreadsheets to produce graphs and charts of statistical information for math classes. • Use web design software to create web pages. • Use PowerPoint to prepare visual presentations for a variety of classes.

Technology Standard III: Use of Communication Tools

Primary (K-2) Elementary Benchmarks	<p><i>Use a variety of developmentally appropriate media and formats to communicate information to multiple audiences:</i></p> <ul style="list-style-type: none"> • Students will be able to: publish a story, math problem, project overview, report, etc. in a format appropriate for a particular audience. <i>(examples: use Word and Kid Pix to create a story with text and pictures; create a very simple PowerPoint presentation about a particular insect; make an audio tape as a student reads a story aloud.)</i> • Demonstrate or teach the use of a multi-media tool or format to peers. <i>(example: students may teach a peer how to record voice into a multi-media presentation.)</i> 		
Intermediate (3-5) Elementary Benchmarks	<p><i>Use a variety of developmentally appropriate media and formats to communicate information to multiple audiences:</i></p> <ul style="list-style-type: none"> • Students will be able to: use a wide variety of technology tools to communicate effectively and creatively for a variety of audiences. Tools to include but not be limited to: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • flex cam • graphing software • digital camera </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • word processing software • presentation software • Elmo </td> </tr> </table> <p><i>(examples: use EXCEL to create a simple graph showing a math problem, take a digital picture and incorporate it into a language arts or social studies presentation, use the flex cam to demonstrate a lab science observation or procedure to the rest of the class, contribute to a class web site, broadcast a morning news show, create a simple newsletter.)</i></p>	<ul style="list-style-type: none"> • flex cam • graphing software • digital camera 	<ul style="list-style-type: none"> • word processing software • presentation software • Elmo
<ul style="list-style-type: none"> • flex cam • graphing software • digital camera 	<ul style="list-style-type: none"> • word processing software • presentation software • Elmo 		
Middle School Benchmarks	<p><i>Use a variety of developmentally appropriate media and formats to communicate information to multiple audiences:</i></p> <ul style="list-style-type: none"> • Student will be able to: use communications tools to collaborate, publish, and interact with peers, experts, and other audiences. • Use electronic spell checkers, thesauruses, and grammar checkers. <i>(examples: spell check a Word document before peer editing using a provided text, students type document and check for accuracy.)</i> • Use word processing or publishing software to communicate. <i>(examples: produce a newspaper or newsletter or brochure)</i> • integrate graphics and/or spreadsheets into reports. • Communicate visually, graphically, and artistically through multimedia and computer assisted design tools. • Use audio and video equipment. <i>(example: create a video bulletin for broadcast.)</i> • Use presentation software. <i>(example: create a multimedia presentation.)</i> 		

Technology Standard III: Use of Communication Tools

High School Benchmarks

Use a variety of developmentally appropriate media and formats to communicate information to multiple audiences:

- Students will be able to: use technology tools and resources for managing and communicating personal/professional information.
- Use word processing to communicate personal qualifications.
(example: create a resume.)
- Use word processing to format written correspondence.
(example: create a letter of inquiry regarding a job.)
- Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Use web authoring software.
(example: publish an assignment on the web.)
- Collaborate with peers, experts, and others to compose, compile, synthesize, produce, and disseminate information and creative works.
- Use communication tools to compose a creative work.
(example: create a yearbook.)
- Communicate through networks and telecommunications.
- Use communications software.
(example: communicate with classmates via internal chat room in a foreign language class.)

Technology Standard IV: Use of Research Tools

<p>Primary (K-2) Elementary Benchmarks</p>	<p>Select and use appropriate tools and technology resources to accomplish a variety of research tasks:</p> <ul style="list-style-type: none"> • Students will be able to: use technology resources for problem solving and communication of information. <ul style="list-style-type: none"> ○ Conduct very simple searches using key words and teacher direction. ○ Demonstrate use of basic navigational strategies using the Alexandria catalog system and with encyclopedia CD's. <p><i>(example: complete a search on a single topic or key word after watching a demonstration by the teacher or with teacher assistance.)</i></p>
<p>Intermediate (3-5) Elementary Benchmarks</p>	<p>Select and use appropriate tools and technology resources to accomplish a variety of research tasks:</p> <ul style="list-style-type: none"> • Students will be able to: use technology to access outside resources <ul style="list-style-type: none"> ○ Use electronic encyclopedia. ○ Use links to book-marked web sites. ○ Create bibliographies using a basic cut and paste procedure. ○ Collect "real time" data. ○ Use the library catalog system. <p><i>(examples: use a web weather site to record weather data about a particular state capital and make a graph of weather patterns; record volcanic and earthquake activity by latitude and longitude near the "Ring of Fire;" find information on pre-screened web sites to use in a bibliography of a famous Revolutionary War character.)</i></p> <ul style="list-style-type: none"> • Evaluate the accuracy, relevance, appropriateness and bias of electronic resources. Teacher will introduce and direct or guide following: <ul style="list-style-type: none"> ○ Practice using synonyms and key word searches that will yield the most useful results. ○ Practice reading descriptive site phrases and choose those which will be the most helpful. ○ Practice identifying domains that can be more reliable. <p><i>(example: under the direction of the teacher, students explore various domains: ".gov; .org; .edu; .com" to see which has information best matched to their need.)</i></p>
<p>Middle School Benchmarks</p>	<p>Select and use appropriate tools and technology resources to accomplish a variety of research tasks:</p> <ul style="list-style-type: none"> • Students will be able to select and evaluate information resources (with guidance) and domain names based on their appropriateness to specific tasks. <i>(example: with assistance, select information to solve a research question.)</i> • Use technology to locate, collect, and evaluate information from a variety of resources. <i>(example: compare online and print resources.)</i> • Research and evaluate the accuracy, relevance, appropriateness and comprehensiveness of the electronic information. <i>(examples: with guidance, identify criteria to evaluate information [print, on-line or web site].)</i> • Use basic search strategies to locate appropriate information. <i>(example: use Alexandria or available on-line resources to locate appropriate print resources.)</i>

Technology Standard IV: Use of Research Tools

High School Benchmarks

Select and use appropriate tools and technology resources to accomplish a variety of research tasks:

- Students will be able to: use technology to locate, collect, and evaluate information from a variety of resources.
 - Use library catalog (Alexandria) to locate appropriate print resources.
 - Use available online subscription resources to collect a variety of appropriate sources (encyclopedia articles, magazine or journal articles, excerpts from reference sources).
 - Use recommended web links (pathfinders) to locate useful web sites.
 - Use appropriate search engines to locate web sites of value.
- Independently select and evaluate information resources based on the appropriateness to specific tasks.
 - Independently select a balance of resources to solve a specific research question (print resources, online resources, and web resources).
 - Are able to distinguish among available online resources and know when to use one.

(examples: use Grolier Online for encyclopedias when looking for general or background information; start with ProQuest when looking up a current issue; use SIRS (Social Issues Resources Series) when researching a social problem; begin with Opposing Viewpoints Resources Center when examining a controversial topic.)

- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of the electronic information.
 - Can list criteria by which information (print, online, or web site) should be evaluated.
 - Given a particular resource, are able to evaluate the source based on criteria.
 - Can identify biased information.
 - Demonstrate questioning attitude (healthy skepticism) when using information, especially web sites.
- Use advanced search strategies to locate information.
- Demonstrate ability to plan and execute an appropriate Boolean search.
 - Understand advanced search techniques such as synonyms, truncation, use of quotations, nesting, etc.
 - Understand the most effective way(s) to search in each of the available electronic/online resources.
 - Demonstrate familiarity with advanced techniques in online resources.

(examples: limit key words in a title search; execute a proximity search; limit a search to specific dates; show ability to appropriately narrow or expand searches as needed.)

Technology Standard V: Social, Ethical and Human Issues	
Primary (K-2) Elementary Benchmarks	<p><i>Understand the social, ethical and human issues related to technology use:</i></p> <ul style="list-style-type: none"> • Students will be able to: demonstrate positive social and ethical behaviors when using technology. <ul style="list-style-type: none"> ◦ Use appropriate language and behavior while using technology. <p><i>(example: students respect the privacy of folders and files.)</i></p>
Intermediate (3-5) Elementary	<p><i>Understand the social, ethical and human issues related to technology use:</i></p> <ul style="list-style-type: none"> • Students will be able to: discuss common uses of technology in daily life and the advantages and disadvantages of those uses. <ul style="list-style-type: none"> ◦ Explain how technology is used in industry, our community and in education. ◦ Exhibit legal and ethical behavior when using information technology and discusses consequences of misuse. <p><i>(examples: students bring descriptions of how parents use technology in their home or work: i.e. police, newspaper employees, workers at the paper mill.)</i></p>
Middle School Benchmarks	<p><i>Understand the social, ethical and human issues related to technology use:</i></p> <ul style="list-style-type: none"> • Students will be able to: demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. <ul style="list-style-type: none"> ◦ Exhibit legal and ethical behaviors when using information technology and discusses consequences of misuse. <p><i>(examples: demonstrate ethical behavior in accordance with Network Code of Conduct.)</i></p>
High School Benchmarks	<p><i>Understand the social, ethical and human issues related to technology use:</i></p> <ul style="list-style-type: none"> • Students will be able to: analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. <ul style="list-style-type: none"> ◦ Cooperate with others while using technology. ◦ Can identify technological skills needed in jobs. ◦ Identify personal and professional issues related to technology (for example, web addiction, Internet privacy, web pornography). • Students will be able to: demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. <ul style="list-style-type: none"> ◦ Demonstrate understanding of intellectual property and copyright law by properly crediting others. Model ethical behavior and acceptable practice in the use of technology and technological resources. ◦ Intervene when others are practicing unacceptable practices in the use of technology and technological resources.

Grade Level Skills Checklist for Elementary (K-5)

Introduction:

The next two pages show basic computer use skills that should be taught in the elementary grades (K-5). Please note that a distinction is made between skills that should be introduced at a grade level versus those that should be mastered.

These checklists are intended as a guide for teachers or paraprofessionals who work with young children as they are acquiring basic computer operations proficiency.

While teachers are not expected to formally complete a profile for each student, the pages can be used as an informal checklist to help guide day-to-day instructional progress.

Grade Level Skills Checklist for Elementary (K-5)

Kindergarten Skills

Introduced	Mastered
<input type="checkbox"/> Turn on computer	<input type="checkbox"/> Adjust volume on headphones
<input type="checkbox"/> Log-on	
<input type="checkbox"/> Log-off	
<input type="checkbox"/> Save	
<input type="checkbox"/> Find/type alphabet	
<input type="checkbox"/> Find/type numbers 1-9	
<input type="checkbox"/> Enter key	
<input type="checkbox"/> Point and click with mouse	
<input type="checkbox"/> Correctly handle CD & headphones	
<input type="checkbox"/> Shut down	
<input type="checkbox"/> Close an application	

First Grade Skills

Introduced	Mastered
<input type="checkbox"/> Use shift key	<input type="checkbox"/> Turn on computer
<input type="checkbox"/> Use space bar	<input type="checkbox"/> Log-on
<input type="checkbox"/> Use period and question mark keys	<input type="checkbox"/> Log-off
<input type="checkbox"/> Click and drag	<input type="checkbox"/> Save
<input type="checkbox"/> Save as	<input type="checkbox"/> Find/type alphabet
<input type="checkbox"/> Install printer/print	<input type="checkbox"/> Find/type numbers 1-9
<input type="checkbox"/> Copy/paste	<input type="checkbox"/> Enter key
<input type="checkbox"/> Start menu items	<input type="checkbox"/> Point and click with mouse
<input type="checkbox"/> Open a program or document	<input type="checkbox"/> Correctly handle CD & headphones
<input type="checkbox"/> Use backspace	<input type="checkbox"/> Shut down
<input type="checkbox"/> Exit a program	<input type="checkbox"/> Close an application
<input type="checkbox"/> Single and double click	
<input type="checkbox"/> Right or left click	
<input type="checkbox"/> Eject disk	

Second Grade Skills

Introduced	Mastered
<input type="checkbox"/> Delete key	<input type="checkbox"/> Use shift key
<input type="checkbox"/> Un-do key	<input type="checkbox"/> Use space bar
<input type="checkbox"/> Close a window or program	<input type="checkbox"/> Use period and question mark keys
<input type="checkbox"/> Select	<input type="checkbox"/> Click and drag
<input type="checkbox"/> Exit a window or program	<input type="checkbox"/> Save as
<input type="checkbox"/> Use arrow keys	<input type="checkbox"/> Install printer/print
<input type="checkbox"/> Insert space	<input type="checkbox"/> Copy/paste
<input type="checkbox"/> Use pull down menus	<input type="checkbox"/> Start menu items
<input type="checkbox"/> Use font sizing	<input type="checkbox"/> Open a program or document
<input type="checkbox"/> Demonstrate basic text formatting	<input type="checkbox"/> Use backspace
<input type="checkbox"/> Internet-forward/backward	<input type="checkbox"/> Exit a program
	<input type="checkbox"/> Single and double click
	<input type="checkbox"/> Right or left click
	<input type="checkbox"/> Eject disk

Grade Level Skills Checklist for Elementary (K-5)

Third Grade Skills

Introduced	Mastered
<input type="checkbox"/> Minimize	<input type="checkbox"/> Delete key
<input type="checkbox"/> Maximize	<input type="checkbox"/> Un-do key
<input type="checkbox"/> Edit-cut	<input type="checkbox"/> Close a window or program
<input type="checkbox"/> Highlight words or text	<input type="checkbox"/> Select
<input type="checkbox"/> Page set up	<input type="checkbox"/> Exit a window or program
<input type="checkbox"/> Insert graphic	<input type="checkbox"/> Use arrow keys
<input type="checkbox"/> Insert apostrophe; quotations	<input type="checkbox"/> Insert space
<input type="checkbox"/> Spell check	<input type="checkbox"/> Use pull-down menus
<input type="checkbox"/> Grammar check	<input type="checkbox"/> Use font sizing
<input type="checkbox"/> Wizard (intro)	<input type="checkbox"/> Demonstrate basic text formatting

Fourth Grade Skills

Introduced	Mastered
<input type="checkbox"/> Tile windows	<input type="checkbox"/> Minimize
<input type="checkbox"/> Cascade windows	<input type="checkbox"/> Maximize
<input type="checkbox"/> Num lock	<input type="checkbox"/> Edit-cut
<input type="checkbox"/> All caps	<input type="checkbox"/> Highlight words or text
<input type="checkbox"/> Inert colon; comma	<input type="checkbox"/> Page set up
<input type="checkbox"/> Thesaurus	<input type="checkbox"/> Insert graphic
<input type="checkbox"/> Dictionary	<input type="checkbox"/> Insert apostrophe; quotations
<input type="checkbox"/> Wizard (continuation)	<input type="checkbox"/> Spell check
	<input type="checkbox"/> Grammar check

Fifth Grade Skills

Introduced	Mastered
<input type="checkbox"/> Teacher discretion or curriculum-related skills	<input type="checkbox"/> Tile windows
	<input type="checkbox"/> Cascade windows
	<input type="checkbox"/> Num lock
	<input type="checkbox"/> All caps
	<input type="checkbox"/> Insert colon; comma
	<input type="checkbox"/> Thesaurus
	<input type="checkbox"/> Dictionary
	<input type="checkbox"/> Wizard

Hardware and Software Standards

Camas School District #117

Basic Hardware & OS Standards

Platform

Camas School District uses a PC platform for its primary productivity and curriculum workstations. Macintosh stations are utilized when needed (video production, select implementations, etc), however the PC platform is preferred.

Operating System

Camas School District uses Windows NT Workstation, Service Pack 6a as its primary production platform. Implementations of Windows 2000 and Windows XP are being tested but are currently not widely deployed.

Computer Distribution

Distribution of computers, with some flexibility for modification, follows the model set out in the Camas School District #117 Technology Plan. This roughly works out as follows:

Classroom: 1 teacher station, 2 student stations

General: 1 central computer lab (28-34 student stations, 1-2 teacher stations)

Basic Software Standards

Productivity

Nearly all District computers are loaded with a standard set of tools for student and staff use. These tools include web browsing utilities, word processing applications, and some specialized applications for our administrative staff. This standard build of applications is as follows:

<u>Task</u>	<u>Application</u>
Web Browsing	Internet Explorer (varying versions)
Email	Outlook
Word Processing	Word 97
Spreadsheet	Excel 97
Presentations	PowerPoint 97
Grade book Editing	Grade Machine 6.9.3
Database	FileMaker Pro 4, 5
Antivirus Software	Network Associates Antivirus
Telnet/ESD Access	Reflections

Educational and specialized applications vary from building to building where there is a need. These applications are selected to fit the need of the staff and students of a particular building, or to support a particular program. Some of these applications are:

<u>Task/Program</u>	<u>Application</u>
Library Automation	Alexandria 5.4.3G
Reading	Accelerated Reader 6
Lesson Planning	Inspiration
Online Learning	NovaNET
Online Learning	Learning.com EasyTech
Educational Apps	KidPix Deluxe 3.0
Educational Apps	Hyperstudio 4
<u>Task/Program</u>	<u>Application</u>
Educational Apps	The Graph Club
Educational Apps	Electric Library
Educational Apps	Super Phonics Level 1
Educational Apps	Super Phonics Level 2
Educational Apps	Phonemic Awareness
Educational Apps	Writing Fundamentals
Educational Apps	Grammar

Hardware and Software Standards

Camas School District #117

Recommended Peripherals

Basic Peripherals

There are a number of peripherals utilized by our staff and student populations that make the tasks of learning and teaching much easier. Some of these assets are fixed, while others rotate on a check-out basis from the LMC of each building. The primary peripherals are outlined below:

<i>Peripheral</i>	<i>Grade Level</i>	<i>Use</i>
LCD Projector	All	LCD projectors are of great use in common learning areas such as the computer labs and media centers. Many of these rooms have fixed LCD projectors for class use. Several of our schools also have extra projectors for check-out from the media center.
Digital Cameras	All	Digital cameras enhance a broad range of projects, from science to journalism. The digital camera that we recommend for most of our schools is the Sony Mavica diskette-based camera, as it is the easiest for students and staff to use and does not require any additional cables or software on the local workstation.
Scanners	All	Scanners have a wide range of use, from making photographs digital for reports and presentations, to using OCR technology to scan in the text of student projects or textbooks. Two types of scanners are widely used in the district. The stand-alone scanner, a disk based scanner, works well at many levels, as it provides a method to scan in an image without the need of a computer. Unfortunately, these are no longer available. Computer attached scanners are also widely used.
Flex Cams	All	Flex Cams are excellent instructional tools especially in science classrooms. These cameras have a flexible neck and can be used to view specimens and different insects and flora up close. In addition, many of the newer Flex Cams have attachments to connect them to a microscope, extending their use tremendously.
Speakers	All	While not often thought of as a peripheral, speakers can be very helpful in environments where audio feedback is desired. Though they are not recommended for the labs due to the potential interference (30 speakers all playing different sounds at once), they are excellent for teacher and classroom student stations. Some of the newer Flex Cams can also be used to load images onto a desktop or laptop computer.
CD Burner	All	CD Burners are very useful for students who tend to work on large projects. CD burners are well suited for archiving student work for movement to and from another school or creation of specialized projects. These devices are typically placed at central locations (LMC, Lab) in the buildings.

Software Approval Form

Camas School District #117

Camas School District Software Guidelines

Below are directions for staff members to consider as they review and purchase educational software. Key web sites listed provide substantial resource support regarding software evaluation and the instructional process.

Selecting Software:

www.ncrel.org/sdrs/thepoint/soft.htm

Instructional Technology Integration:

www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm

www.ncrel.org/enguage

Software Evaluation and Review Sites:

www.sret.sreb.org

www.clrn.org/search

(Inclusion in these review databases does not imply endorsement by the Camas School District.)

Procedures

Please use the following procedures if you are planning to request approval for a piece of software to be used on district equipment. No software can be loaded on district equipment unless these procedures are followed.

- Step 1.** Complete and send the following page (Approval Form) to a member of your building's Network Use Team. Be sure you have secured principal approval first.
- Step 2.** The Network Use Team will review requests and forward them on to the Technology Department with both an Instructional Use Recommendation and a Tech Specification Preliminary Recommendation.
- Step 3.** The Technology Department and Building Troubleshooters will make a final recommendation for use of the software. Requests will be considered three times a year. The first round of review will occur in mid September; the second will commence in early December and the third review will be held the last week of March.
- Step 4.** Final notification of the status of the software request will be made back to the requestor, building principal and NUT team. Installs will occur as soon after the approval as is possible.

If you have questions about any of these procedures, please contact the Technology Director, Kurt Gazow, at ext. 4404.

Software Approval Form

Camas School District #117

Please complete this form for **any** software program that you desire to be installed on a district-owned computer. The requestor must have a legal copy of the software program or the funding means to purchase a legal copy.

Date: _____ Building: _____

Submitted by: _____ Position: _____

Software Information

Software Title/Publisher: _____

Software Version: _____

Type of Media: CD-ROM 3.5 Diskettes Download from Internet

Requirements: (List all specifications listed by the manufacturer or attach a photocopy of the catalog description) _____

To the best of your knowledge, list the following "Machine Requirements" for this software:

CPU Speed _____; Memory _____; Video Adapter: _____; Sound Card _____;

CD-ROM speed _____; Hard drive Space _____.

Total Cost of Software: \$ _____ Number of Licensed Users: _____

Account Code: _____

Installation Information

The Technology Department will install all desktop and server software.

Where is this software to be installed?

Individual Computer (classroom, library, office, etc.) Computer Lab / LMC

Building Wide Other _____

Is the intended use of this software: on the network as a stand alone workstation

Has a trial copy of the software been tested by the Technology Department for compatibility at the intended site of use? Yes No I don't know

Please complete the following compatibility information:

Software Compatibility: Windows 2000/XP Windows NT Windows 95

Other _____

Does this software require any specific versions of accompanying products (i.e. Office XP, Adobe Acrobat 5.0, etc.)? No Yes (Please List) _____

Software Approval Form

Camas School District #117

Curriculum Integration/Implementation

Complete this section if software is to be used for instructional purposes.

Describe how this software relates to your curriculum. Reference to State Essential Learnings or Technology Standards is also helpful. _____

How will you receive training on this software?

- Software Manufacturer Vendor Peer Coaching District Training
 Self-teaching

How does the manufacturer handle upgrades:

- Fee Free Other: _____

Signatures

Staff Member Signature _____ Date _____

Principal/Building Administrator Signature _____ Date _____

DO NOT WRITE BELOW THIS LINE - FOR TECHNOLOGY DEPARTMENT USE ONLY

Approval will be valid for 5-years from date of approval. Approval is for the current version of the software only.

- Approved-Supported Approved-Not Supported
 Approved -w/Restrictions Not Approved

Comments: _____

Technology Coordinator Signature _____ Date _____

Please submit this form to a member of your building's network use team.