# Huron City Schools
# K-12 Technology Standards

**INTRODUCTION**

In conjunction with the Ohio Department of Education, Huron City Schools continuously evaluates and updates curriculum to keep pace with the technologically advancing world. Teachers will use technology in their day-to-day lessons to engage, equip, and empower learning and prepare students to be competitive global citizens who will positively impact the future. These District technology standards are aligned with the K-12 National Educational Technology Standards for students and teachers benchmarks (NETS-S & NETS-T). These standards reflect professional studies and best practices in using technology in education and inform lesson design. The standards facilitate developing concepts and skills for applying (took out informational) technology in a K-12 educational setting. We believe that technology is a tool; not a teacher. The teacher uses that tool to deliver, facilitate and innovative teaching and learning.

The following K-12 technology indicators are meant to define the minimum required content and skills that our students should know and be able to do at each grade level. We believe the indicators provide a fundamental developmental framework for how and when students will achieve technology fluency and make informed decisions.

We thank the committee members for their work and dedication to this project: Dianna Frausto, G2 Teacher; Kristy Young, G3 Teacher; Patricia Ryan, Art and Technology High School Teacher; Donna Sadowski, Business Education Teacher; Leelyn Tuskan, Epiphany Management Consultant; and Christine Standring, Curriculum Director.

## Vision

Huron Schools:
A commitment to innovation
A passion for excellence
A catalyst for growth

## Mission

The mission of Huron Schools is to engage, equip and empower students as global citizens to positively impact the future.

## Core Values

As we strive to attain our vision and work to accomplish our mission, we value:

• Highly qualified and compassionate faculty and staff.
• Life-long learning, scholarship, leadership and service.
• Commitment to excellence in academics, athletics and arts.
• The full potential of each high school staff member to instruct in both the high school and higher education realms through strong partnerships with institutions of higher learning.
• A variety of student experiences preparing them for a competitive post-graduate life.
• Engagement and collaboration with all stakeholders – parents, community partners and staff.
• A culture that breeds forward thinking leaders and encourages independent thought.

• Individual interactions that build connections and commitments.
• Courage, determination and integrity.
• Celebrating all students at all levels.
• Diversity of cultures, experiences and opinions.
• Pride, hard work and strong credentials.
• Partnerships with area businesses and city and township agencies resulting in the highest level of service without duplication and with the effective use of taxpayer dollars.
• Technology is a tool, not a teacher.
• Leaders who make students the focus of every decision.
• A safe, friendly and challenging environment.
• Preparing students to successfully adapt to continual change.

# *Huron City Schools*
# *K-12 Technology Standards*

D - Developing Understanding
P - Proficient Understanding/ Application
E - Expanding Proficiency

| K | The student will: | D | P | E |
|---|---|---|---|---|
| | 1. Understand and apply basic acceptable uses of a device [i.e., no food or drink around the computer, use on flat surface, how to carry a device properly, etc.]. | | | |
| | 2. Operate the basic parts of a device [i.e., mouse, keyboard, etc.]. | | | |
| | 3. Properly shutdown and reboot a device. | | | |
| | 4. Operate power, volume, home button, and basic navigation. | | | |
| | 5. Open and close device applications. | | | |
| | 6. Use the enter key and spacebar correctly. | | | |
| | 7. Locate the placement of keyboard keys to construct a sentence(s) and type student's name. | | | |

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| 1 | The student will: | D | P | E |
|---|---|---|---|---|
| | 1. Model basic uses of *Google Drive* and document creation [i.e., word, doc. ppt, slides]. | | | |
| | 2. Apply basic keyboarding and mouse skills aligned with device [i.e., cursor, double click, return bar, may include highlighting]. | | | |
| | 3. Demonstrate correct keyboarding posture including home row and finger placement. | | | |
| | 4. Navigate the browser using: back, forward. | | | |
| | 5. Use the shift key to make capital letters. | | | |
| | 6. Demonstrate basic acceptable uses of a device [i.e., no food or drink around the computer, use on flat surface, how to carry a device properly, etc.]. | | | |
| | 7. Show respect for privacy of individual passwords. | | | |
| | 8. Design digital content in writing and image format [i.e., document includes text and photo]. | | | |
| | 9. Construct new knowledge based on information gathered from one resource. | | | |

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| 2 | The student will: | D | P | E |
|---|---|---|---|---|
| | 1. Access *Google Drive* and *Google Classroom.* | | | |
| | 2. Continue demonstrate and apply correct keyboarding posture including home row and finger placement. | | | |
| | 3. Navigate the browser using: back, forward, tabs, and links. | | | |
| | 4. Use the device to keyboard a paragraph. | | | |
| | 5. Construct new knowledge based on information gathered from at least two resources. | | | |
| | 6. Collect and publish samples of work (i.e., stories, poems, etc.) digitally. | | | |
| | 7. Introduce device terms: edit, save, delete, file and folder. | | | |
| | 8. Design digital content in writing and media format [i.e., document includes text, audio, video and /or photo]. | | | |

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| 3 | The student will: | D | P | E |
|---|---|---|---|---|
| | 1. Write, edit and proofread documents using Word processing application. | | | |
| | 2. Design slide presentation inputting text and media [i.e. *Google* slides, ppt, keynote, and web-based app]. | | | |
| | 3. Develop keyboarding skills and proper typing technique. | | | |
| | 4. Understand and apply effective internet search techniques and basic internet safety [i.e., using InfoOhio, or a list of teacher-approved websites, web-site filtering, etc.]. | | | |
| | 5. Recognize credible web-based resources. | | | |
| | 6. Develop awareness and consequences of plagiarism, including digital footprints. | | | |
| | 7. Apply basic keyboard shortcuts:  copy/paste, highlight, drag-and-drop, mouse scrolling and print features]. | | | |
| | 8. Select, with assistance, a format appropriate for the intended audience and purpose. | | | |

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| 4 | The student will: | D | P | E |
|---|---|---|---|---|
| | 1. Model basic uses of *Google Drive* and document creation [i.e., word, doc. ppt, slides]. | | | |
| | 2. Apply basic keyboarding and mouse skills aligned with device [i.e., cursor, double click, return bar, may include highlighting]. | | | |
| | 3. Create, edit and publish a *Google* document. | | | |
| | 4. Demonstrate keyboarding accuracy skills [i.e., home row, speed, and key stroke memory]. | | | |
| | 5. Identify browsers and apply research strategies. | | | |
| | 6. Recognize that not all sources are credible. Explain how viewpoint affects bias. | | | |
| | 7. Identify the relationship of copyright date and the value of the information. | | | |
| | 8. Design multi-media content using a variety of applications and devices. | | | |
| | 9. Understand cyber-bullying and demonstrate responsible behaviors when using the internet. | | | |
| | 10. Follow school district policies and other regulations when using resources, including print and digital [i.e., Acceptable Use Policy]. | | | |
| | 11. Practice strategies to avoid plagiarism [i.e., copy & paste]. | | | |
| | 12. Use citations to reference online research. | | | |

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| 5-6 | The student will: | D | P | E |
|---|---|---|---|---|
| | 1. Demonstrate keyboarding accuracy skills [i.e., home row, speed, and keystroke memory]. | | | |
| | 2. Organize classroom notes using a word processing application. | | | |
| | 3. Log-in, access, navigate, and interact within a learning management system (i.e., LMS). | | | |
| | 4. Organize information into spreadsheet and perform simple functions (i.e., sorting, graphs). | | | |
| | 5. Use a word processor application to compose and format longer stories and reports (i.e., tabs, indents, headers, footers, endnotes, bullet and numbering, tables). | | | |
| | 6. Create a basic spreadsheet for a math or science learning activity. | | | |
| | 7. Apply a variety of multimedia resources to present information for digital research projects. | | | |
| | 8. Model safe and ethical uses of informational technology. | | | |
| | 9. Model basic navigation within an applied application. | | | |
| | 10. Use a variety of web-based resources to maximize the accuracy of work (i.e., dictionary, thesaurus, grammar checker, calculator/graphing calculator). | | | |
| | 11. Use collaboration tools to communicate within a shared *Google* document (i.e., comments, chat, share). | | | |
| | 12. Analyze and explain how multimedia and technology can be used to distort, exaggerate, and misrepresent information. | | | |

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| 7-8 | The student will: | D | P | E |
|-----|-------------------|---|---|---|
| | 1. Apply digitally formatted MLA or APA citations, and present technologically enhanced projects. | | | |
| | 2. Demonstrate an understanding of technology concepts, operations, systems, and vocabulary. | | | |
| | 3. Demonstrate use of content, filters within search engines (e.g., images, music, video, text). | | | |
| | 4. Access, navigate, and interact within a learning management system (i.e., LMS). | | | |
| | 5. Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations to add interest. | | | |
| | 6. Demonstrate automaticity in keyboarding skills by increasing accuracy and speed. (For students with disabilities, demonstrate alternative input techniques as appropriate). | | | |
| | 7. Access, navigate, and interact within a learning management system (i.e., L.M.S – Schoology, Canvas). | | | |
| | 8. Use teacher developed guidelines/rubric to evaluate multimedia projects (i.e., organization, content, design, presentation, appropriateness, citations). | | | |
| | 9. Collaborate as a team member to create a project aligned with guidelines/rubric using web-based resources. | | | |
| | 10. Identify target audience, goal and content objective in preparation for multimedia project(s). | | | |
| | 11. Identify probable types and locations of websites by examining their domain names and extensions (i.e., edu, com, org, gov, us). | | | |

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| 9-12 | The student will: | D | P | E |
|---|---|---|---|---|
| | 1. Use email to communicate while demonstrating proper etiquette, account management, and skills (i.e., attachments, download, organization, and inbox maintenance). | | | |
| | 2. Use web-based resources to research, evaluate and apply information to content area (i.e., journal articles). | | | |
| | 3. Model digitally formatted MLA or APA citations, and present technologically enhanced projects. | | | |
| | 4. Access, navigate, and interact within a learning management system (i.e., L.M.S. – Schoology, Canvas). | | | |
| | 5. Demonstrate ability to select and utilize cloud-based (Web 2.0) applications to communicate and collaborate. | | | |
| | 6. Demonstrate proficiency in document creation (i.e., document, presentation, spreadsheet). | | | |
| | 7. Use cloud-based applications (*Google* apps) to publish samples of work demonstrating mastery of content (i.e., online e-portfolio). | | | |
| | 8. Advocate and practice safe, legal, and responsible use of information and technology. | | | |
| | 9. Demonstrate proper storage of digital documents in various formats (i.e., cloud, portable device, internal/external hard drive). | | | |
| | 10. Evaluate multiple resources to troubleshoot technology questions. | | | |
| | 11. Research potential employment opportunities and create a digital resume and share with employer, etc. | | | |
| | 12. Use social media to develop professional connections and explore content-specific resources (i.e., Twitter, Linkin, Facebook, Pinterest, blogs). | | | |