

**BARRINGTON MIDDLE SCHOOL  
TECHNOLOGY CURRICULUM – MAP**

<b>Nat'l Education Technology STANDARDS (NETS)</b>	<b>Nat'l Education Technology (NETS) Outcomes/Benchmarks</b>	<b>RESEARCH-BASED INSTRUCTIONAL STRATEGIES</b>	<b>RESOURCES</b>	<b>RESEARCH-BASED ASSESSMENT EVIDENCE</b>
<p><b>Basic Operations and Concepts (1)</b></p> <ul style="list-style-type: none"> <li>Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>Students are proficient in the use of technology.</li> </ul>	<p><b>Prior to Completion of Grade 8 students will:</b></p> <ul style="list-style-type: none"> <li>Apply strategies for identifying and solving routine hardware and software problems. (1)</li> <li>Demonstrate and understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1,6)</li> </ul>	<p><b>Discuss, model, and provide hands on opportunities for students to:</b></p> <ul style="list-style-type: none"> <li>Understand the various components of technology systems including hardware, software and peripherals.</li> <li>Understand the way in which networks support the function and interoperability of technology systems.</li> <li>Be fluent in using the keyboard.</li> <li>Be able to comfortably and confidently use technology systems in support of educational goals.</li> <li>Be able to solve connectivity and equipment problems.</li> </ul>	<p><b>Available BMS resources including:</b></p> <ul style="list-style-type: none"> <li>Computer labs</li> <li>Network resources</li> <li>Peripherals</li> <li>Microsoft Office</li> <li>Online resources</li> <li>Supplemental handouts and texts</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Pre Assessment of ability level.</li> <li>Continuous monitoring of student progress through observation and physical evidence throughout a unit.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Digital Portfolio End product Summary/Reflection</li> <li>End of Unit Product</li> <li>End of Unit Exam</li> </ul> <p><b>i.e.</b> Online Exercises, in class activities, and Microtype Pro</p>
<p><b>Social, Ethical, and Human Issues (2)</b></p> <ul style="list-style-type: none"> <li>Students understand the ethical, cultural, and societal issues related to technology.</li> <li>Students practice responsible use of technology systems, information, and software.</li> </ul>	<p><b>Prior to completion of Grade 8 students will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)</li> <li>Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)</li> </ul>	<p><b>Discuss, model, and provide hands on opportunities for students to:</b></p> <ul style="list-style-type: none"> <li>Understand and apply the district Computer and Internet Acceptable Use Policy at all times.</li> <li>Ethically and appropriately use informational technologies, i.e. copyright issues, internet safety and internet security.</li> </ul>	<p><b>Available BMS resources including:</b></p> <ul style="list-style-type: none"> <li>Computer labs</li> <li>Network resources</li> <li>Peripherals</li> <li>Microsoft Office</li> <li>Online resources</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Pre Assessment of content-based knowledge</li> <li>Continuously observe and evaluate students' online practices.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Digital Portfolio End product Summary/Reflection</li> </ul>

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<p><b>(2) Continued...</b></p> <ul style="list-style-type: none"> <li>Students develop positive attitudes towards technology uses, that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul>	<ul style="list-style-type: none"> <li>Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate electronic resources for appropriateness and relevance, based on specific tasks.</li> <li>Learn about various technologies and how they affect the world and solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental handouts and texts</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit Product/Evaluation of online resources</li> <li>End of Unit Exam</li> </ul> <p><b>i.e.</b> Internet Safety, Web-quest, and Content Specific activities</p>
<p><b>Technology Productivity and Communication Tools (3,4)</b></p> <ul style="list-style-type: none"> <li>Students use telecommunication to collaborate, publish, and interact with peers, experts, and other audiences.</li> <li>Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</li> </ul>	<p><b>Prior to completion of Grade 8 students will:</b></p> <ul style="list-style-type: none"> <li>Design, develop, publish, and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4,5,6)</li> <li>Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information, and to develop solutions or products for audiences inside and outside the classroom. (4,5)</li> </ul>	<p><b>Discuss, model and provide hands on opportunities for students to:</b></p> <ul style="list-style-type: none"> <li>Make decisions on what technology is useful for a specific task.</li> <li>Explore and use technology resources to; solve problems, collect &amp; analyze data, prepare written works, and to collaborate with other students.</li> <li>Use available resources to communicate ideas and concepts to a broad range of audiences both inside and outside the classroom</li> </ul>	<p><b>Available BMS resources including:</b></p> <ul style="list-style-type: none"> <li>Computer labs</li> <li>Network resources</li> <li>Peripherals</li> <li>Microsoft Office</li> <li>Online resources</li> <li>Supplemental handouts and texts</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Pre Assessment of specific tasks</li> <li>Monitor and Implement differentiated instruction in alignment with ability level.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Digital Portfolio End product Summary/Reflection</li> <li>End of Unit Product</li> <li>End of Unit Exam</li> </ul> <p><b>i.e.</b> Content specific projects which allow students to interact with each other and use the technology to organize and communicate ideas.</p>

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<p><b>(3,4) Continued...</b></p> <ul style="list-style-type: none"> <li>Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. [3,5)</li> <li>Apply productivity/multi media tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3,6)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to use telecommunications, presentations, websites, email, and the internet to communicate with multiple audiences.</li> </ul>		
<p><b>Technology Research, Problem Solving and Decision Making Tools (5,6)</b></p> <ul style="list-style-type: none"> <li>Students use technology to locate, evaluate, and collect information from a variety of sources.</li> <li>Students use technology tools to process data and report results.</li> </ul>	<p><b>Prior to completion of Grade 8 students will:</b></p> <ul style="list-style-type: none"> <li>Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2,5,6)</li> <li>Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. [3,5)</li> </ul>	<p><b>Discuss, model and provide hands on opportunities for students to:</b></p> <ul style="list-style-type: none"> <li>Conduct Internet Research for class projects, utilizing InfoTrac, World Book, and other online data bases.</li> <li>Use spreadsheets, charts, and graphs to collect and represent data.</li> <li>Demonstrate how the various programs can be used to support learning. ie. Excel, to analyze data, Word, as a processor, etc.</li> </ul>	<p><b>Available BMS resources including:</b></p> <ul style="list-style-type: none"> <li>Computer labs</li> <li>Network resources</li> <li>Peripherals</li> <li>Microsoft Office</li> <li>Online resources</li> <li>Supplemental handouts and texts</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Pre Assessment of specific tasks</li> <li>Monitor and Implement differentiated instruction in alignment with ability level.</li> </ul> <p><b>Summative:</b> Multilevel research projects, which require students to use technology to accomplish a number of task.</p> <ul style="list-style-type: none"> <li>Research collection</li> <li>Report writing</li> <li>Presenting of findings</li> </ul>

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<p><b>(5,6) Continued...</b></p> <ul style="list-style-type: none"> <li>• Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</li> <li>• Students use technology resources for solving-problems and making informed decisions.</li> <li>• Students employ technology in the development of strategies for solving problems in the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information, and to develop solutions or products for audiences inside and outside the classroom. (4,5)</li> <li>• Design, develop, publish, and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4,5,6)</li> <li>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5,6)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the process of determining what program / technological resource would be most beneficial in completing a given task or class project.</li> </ul>		<ul style="list-style-type: none"> <li>• Align with Big 6 Research Model</li> </ul> <p><b>i.e.</b> Content specific projects which allow students to interact with each other and use the technology to organize and communicate ideas.</p>