

COMPUTER/TECHNOLOGY CURRICULUM

PHILOSOPHY

Students of today live in an information-based society. They need basic skills to function in this environment. Teachers in Catholic schools help develop students' sense of responsibility to improve the lives of others and be aware of the ethical and societal issues involved in the use of technology. Technological skills are used to forward this important Christian duty.

INTRODUCTION

"Technology is a means for resolving a problematic situation; including an impasse on a path of inquiry. Educational technology refers to new communication and information. Prior to the World Wide Web (www) it meant stand alone computer systems or programmed instruction. Prior to that time it meant filmstrips, television, tape recorders, globes and other media. It includes any device, medium or artifact used for instruction." (Dewey, 1990)

The Computer/Technology Curriculum provides the framework for diocesan teachers to implement appropriate instructional methodology in grades K through 8 and outlines the level of competency expected of students at each grade level. The curriculum is based on and aligned to goals and objectives both in the National Educational Technology Standards for Students (NET*S) and the **North Carolina Standard Course of Study (NCSCS)**. Objectives adapted from the NCSCS are noted in parenthesis, e.g. (NC1.1). The NC technology curriculum is available at <http://www.dpi.state.nc.us/curriculum/computerskills/>.

The state of North Carolina requires that prior to graduation from high school students must successfully complete the NC Computer Literacy Test which is administered for the first time in Eighth Grade. In order for elementary students in Catholic Schools to have a complete academic portfolio entering high school, the Diocesan Catholic Schools Office recommends that the NC End of Course, Computer Literacy Test be administered.

To implement the curriculum effectively the teacher must understand the language of the format:

Strands are the two specific areas of focus for computer/technology instruction: General Knowledge and Application. Within each strand the curriculum addresses: ethical implications, literacy, communicating with technology, data use, data display, and research.

Values and Attitudes highlight values rooted in Gospel teachings, which enable students to develop a critical conscience in the use and application of technology. Values and Attitudes are not necessarily quantifiable.

Objectives are specific indicators of age appropriate knowledge/skills prerequisite to achieve the goals at each grade level. Objectives in bold font that are followed by **(M)** should be mastered by the completion of that grade level.

ACKNOWLEDGEMENTS

The Catholic Schools Offices gratefully acknowledges the expertise and tremendous time commitment of the Computer/Technology Curriculum Committee for the Diocese of Raleigh.

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BIBLIOGRAPHY

North Carolina Standard Course of Study, Department of Public Instruction, Computer/Technology Skills, Revised 2004

National Educational Technology Standards, outlined by International Society for Technology in Education,

Lafayette Diocesan Core Curriculum Guide, Lafayette, Indiana

California Technology Standards, California Department of Education, 2001

Archdiocese of San Diego Technology Curriculum, 2004, San Diego, California

Standards Reference Master, ASCD ©1999

RESOURCES

Learn NC, University of North Carolina Chapel Hill, <http://www.learnnc.org/scos/>

North Carolina Standard Course of Study, Department of Public Instruction, Computer/Technology Skills, <http://www.dpi.state.nc.us/>

National Educational Technology Standards, outlined by International Society for Technology in Education, <http://www.iste.org>