

Mason County Central Schools Technology Plan 2008-2011

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**Intermediate School District:
Mason Lake ISD 53000**

The Technology Plan can be viewed at:

<http://www.mccschools.com/tech/techplan.htm>

MASON COUNTY CENTRAL SCHOOL DISTRICT

TECHNOLOGY PLAN 2008-2011

TABLE OF CONTENTS

District Mission Statement.....	3
District Profile	3-4
Technology Mission Statement	4
Goals.....	4
Technology Committee	4-5
Curriculum Integration.....	5-6
Future Plans and Goals.....	7
K-12 Technology Curriculum.....	8-32
Modular Technology Lab Curriculum.....	33-54
Professional Development	55
Infrastructure	55
Technology Implementation Plan 2008-2009	56
Technology Implementation Plan 2009-2010	57
Technology Implementation Plan 2010-2011	58
Funding and Budget.....	59
Evaluation	60
Internet Acceptable Use Agreement	61
Technology Code of Conduct.....	62

MASON COUNTY CENTRAL SCHOOL DISTRICT TECHNOLOGY PLAN 2008-2011

DISTRICT MISSION STATEMENT:

The Mason County Central School District exists to serve the students and the community by providing opportunities for their growth and development.

VISION:

Student learning is at the heart of all we do at Mason County Central School District. We believe that student learning is improved through the use of computer technologies. Our plan begins with a vision for student learning, a statement of our district's beliefs and rationale for creating and continuing to build networked learning environments.

VISION STATEMENT:

In the Mason County Central School District, the learning community will be technologically literate life-long learners. Learners will be able to interact successfully in a technological environment to achieve their personal, educational, and occupational goals. They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and internationally.

DISTRICT BELIEFS:

- In order to insure that our students are successful in the rapidly changing information-age, skillful use of technology is essential in order to support the development of process skills such as flexibility, adaptability, critical thinking, problem solving, and collaboration.
- Technology allows us to better serve the diverse learning needs of our students.
- Our district must prepare students to be lifelong-learners who are responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve complex problems alone or collaboratively, capable of being creative and innovative, and able to communicate locally, nationally, and world-wide.

DISTRICT PROFILE:

Location: Scottville, Michigan (Mason County)

Number of Students: 1,526

Number of Teachers: 74

Demographic Data: The Mason County Central School District is a rural, agricultural district located in west-central lower Michigan. The school

district occupies more than one-third of Mason County as well as small portions of Lake and Oceana Counties for a total of 232.7 square miles.

School Buildings: High School (Grades 9-12)
Middle School (Grades 6-8)
Journey Alternative Jr./Sr. High (Grades 7-12, Adult Education)
Scottville Upper Elementary (Grades 3-5)
Scottville Elementary (Grades K-2)

TECHNOLOGY MISSION STATEMENT

The Mason County Central School District is dedicated to providing students and community members the opportunity to acquire and develop the technological skills necessary to be productive citizens in an ever-changing global society.

Goals

1. Provide professional development to assist teachers and students with integrating technology into core academic areas and enrichment classes.
2. Ensure professional development to enable all staff to effectively use district technology.
3. Maintain and continually re-align curriculum with the ever-changing business and industry technologies in order to improve the employability of our students.
4. Provide all teachers and students the opportunity to enhance their teaching and learning experience with technology.
5. Ensure that at least 90% of our eighth grade students are considered technology literate by the time they enter 9th grade. This is based on the technology literacy assessment the students take in the spring. In order to be considered literate in technology they must score at least 80% on the assessment.

Technology Committee

A Technology Action Team (TAT) was formed to assist the district with technology integration and curriculum alignment. The committee meets several times a year to address district-wide technology needs and will continue to update this document as necessary. Parent and community involvement are encouraged through our Technology Action Committee, District Improvement team, Citizen Action Committee, and our district website: <http://www.mccschools.com>.

The committee consists of:

Amanda Allen	High School Computer/Yearbook Teacher
Kris Courtland-Willick	Business Manager
Gina Nelson	Board of Education

Beth Dufon	Scottville Elementary Media Assistant
Mike Baerwolf	District Technician
Ann Johnson	6 th Grade Language Arts Teacher
Linnea Miller	High School English
Christy Christmas	Middle School Assistant Principal
Jennifer O'Herron	Scottville Elementary Teacher
Marlynn Gulembo	7 th Grade Math Teacher
Randy Fountain	Scottville Elementary Principal
Phil Quinlan	Middle School Modular Lab Teacher
Kevin Kimes	Middle School Principal
Carla Mayer	Secretary of the Superintendent
Beth Stenzel	Scottville Elementary Teacher
Jeff Mount	Superintendent
Chris Etchison	Technology Coordinator/Upper Elementary Asst. Principal

Curriculum Integration

Basic technology skills are necessary to fully access, manage, organize, apply, communicate and evaluate information to solve problems in and beyond the classroom. The design of our curriculum is driven by the standards and benchmarks for student learning that are being defined by the school district. The Michigan Department of Education Curriculum Framework serves as a guide to this process. The design of the curriculum takes into account the learning needs and interests of the students. The technology curriculum has been designed to be integrated into the core curriculum and taught collaboratively between our core and computer teachers. We believe in order to ensure student success it is essential for our students to be able to make connections between the two.

The Curriculum Committee, consisting of staff from all levels, has just recently finished the final draft of our district K-12 Technology curriculum. This document will be reviewed annually and revised as needed. The school district is committed to this on-going evaluation and renewal of the curriculum including the integration of technology. One advantage of integrating applications of technology in teaching strategies and learning activities is to empower teachers to provide students with learning experiences that would be impossible or difficult to achieve without it.

As a result, technology is being promoted and used as a tool to aid in the instructional program. It is connected to the curriculum to help students engage themselves in their learning. Effective instructional strategies and learning activities are employed to help students understand and apply technology. Information technology resources are employed to expand and strengthen the system of assessing student learning achievement of the essential knowledge and skills they need.

A technologically literate student will:

- Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer)
- Use technologies to retrieve organize, manipulate, evaluate, and communicate information

- Apply appropriate technologies to critical thinking, creative expression and decision making skills
- Employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments
- Apply ethical and legal standards in planning, using, and evaluating technology
- Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social and economic decisions

Kindergarten – Fifth Grade

Students will be introduced to a broad range of technology. The introduction should include basic computer use and care. Students will learn how to utilize grade-level appropriate programs and will demonstrate awareness of special function keys. In the fifth grade they will learn the keyboards using a typing program.

Sixth – Eighth Grade—Middle School

Instructions emphasis will shift from basic care, toward the use of more advanced programs and technology for research and production. The middle school students will build their basic keyboarding skills in order to improve both speed and accuracy. Across the curriculum in all content areas, middle school teachers will begin to integrate the technological skills that students have learned. Students will work on improving their skills in word processing, spreadsheets, database and multimedia. They will begin to expand their knowledge base by creating basic multimedia presentations which include carefully selected materials. These materials include digital images, scanned images, and various electronic resources.

High School

Students will work toward mastery of the various technological tools they were introduced to in the Middle School including keyboarding, word processing, spreadsheet and database. They will prepare multimedia projects with animation, voice and video for various non-tech courses. Students will further develop their presentation skills with a course in multimedia. They will work with manipulation of digital images, and scanned images, along with developing skills in video editing. Staff will work to incorporate technology into all areas of curriculum.

Community Education

Mason County Adult Education offers a variety of educational opportunities at several different school sites. Adults enrolled in the high school completion program are required to meet the same requirements as the alternative high school students (2 credits consisting of 4 courses – Microsoft Word, Excel, PowerPoint and Access). GED students access study materials via the Internet on a regular basis. Many of the adult literacy students also take keyboarding; and some of the E.S.L. students are being introduced to computers.

Community Leisure & Enrichment technology courses are also offered on a regular basis. These include Beginning Computers, Intro to Windows, Word, PowerPoint, Excel, Access, Handheld GPS Units, Digital Camera & Your Computer, Photo Editing, Basic Scanning, Genealogy and the Internet, and Mature Adults Can Master Modern Skills.

FUTURE PLANS/GOALS:

- New software for keyboarding (possibly look at a new program), math, social studies, STAR program writing, timeline software, language development, computer-generated graphs, video editing at elementary schools and alternative high school.
- Online grading/report cards/absences that will be available to students and parents via district website.
- Purchase/utilize a new unified library automation system district-wide.
- Offer Distance Learning opportunities for our students in conjunction with West Shore Community College.
- Continue to increase the computer to student ratio.
- Specialized training for parents to introduce them to new technologies.
- District-wide security systems in our buildings to ensure student and staff safety.
- Increase Modular Lab opportunities at our Middle School. We currently offer twelve modules.
- Continue to add projectors to district classrooms to supplement instruction.
- Make an effort to place 100% of our district forms on the server/website for electronic access.
- Continue to expand the use of technology in reading and math until 100% of all students have some form of instruction in this format.
- Encourage teachers to establish classroom websites and offer training in FrontPage.
- Purchase web-based resources for teacher and staff training...possibly Atomic Learning and United Streaming webinars.
- Train Media Specialists to use the unified library automation system once we purchase one.
- Maintain all software licensing
- Explore options and purchase a student and bus tracking system that utilizes GPS technology and digital transmission services.
- Maintain fully equipped multimedia carts district wide to insure integration of technology in the curriculum.
- Increase computer to student ratio.

***The technology curriculum integration portion of this plan will be in effect from July 2008 through June, 2011. Addendums will be made, along with approval requests to the State, as the needs of our district change.

Level	Kindergarten Technology Curriculum Requirements	Content Standards
I	<ul style="list-style-type: none"> Identify parts and functions of the computer (mouse, monitor, keyboard, etc.). 	1a3, 1a4, 2c1, 2c2, 2c3
I	<ul style="list-style-type: none"> Learn Print Menu. 	1b3
I	<ul style="list-style-type: none"> Demonstrate basic mouse skills. 	1a3
I	<ul style="list-style-type: none"> Introduce keyboard. 	1a3
I	<ul style="list-style-type: none"> Identify technology uses at home, school, etc. 	1a1, 1a2, 2b2, 2b3, 4a1, 6b1
I	<ul style="list-style-type: none"> Use various software programs to enhance all core areas and determine which program is best to use for each project. 	1a6, 3a2
	<ul style="list-style-type: none"> (Various programs used: Wiggle Works, Kid Pix, Math Blaster, Reading Naturally) 	

Levels	1st Grade Technology Curriculum Requirements	Content Standards
R	<ul style="list-style-type: none"> Demonstrate ability to open and close software programs. 	1b3, 5a2
R	<ul style="list-style-type: none"> Build on keyboarding skills. 	1a3
R	<ul style="list-style-type: none"> Identify technology uses at home, school, etc. 	1a1, 1a2, 2b2, 2b3, 4a1, 6b1
I	<ul style="list-style-type: none"> For the task given, the student will choose the most appropriate technology too (web based and software). 	5c1
I	<ul style="list-style-type: none"> Demonstrate ability to login to individual class programs. 	2b1
R	<ul style="list-style-type: none"> Use various software programs to enhance all core areas and determine which program is best to use for each project. 	1a6, 3a2, 5a2
	<ul style="list-style-type: none"> (Various programs used: Wiggle Works, Kid Pix, Math Blaster, Reading Naturally) 	

Levels	2nd Grade Technology Curriculum Requirements	Content Standards
I	<ul style="list-style-type: none"> Demonstrate proper use of CD-ROM Drive. 	1a5
I	<ul style="list-style-type: none"> Introduce touch method of keyboarding and introduce home row keys (using 2 hands to type). 	1a3
R	<ul style="list-style-type: none"> Identify technology uses at home, school, etc. 	1a1, 1a2, 2b2, 2b3, 4a1, 6b1
I	<ul style="list-style-type: none"> Introduce web browser. 	5a1, 6a1
I	<ul style="list-style-type: none"> Introduce search engine techniques. 	5a1, 6a1
I	<ul style="list-style-type: none"> Introduce word processing. 	1b2, 3a1
I	<ul style="list-style-type: none"> Format text (font type, size, color). 	3a1
I	<ul style="list-style-type: none"> Print documents. 	1b3
I	<ul style="list-style-type: none"> Utilize Spell Check, Thesaurus, Dictionaries and Graphs. 	1b1, 3a1, 5b1
I	<ul style="list-style-type: none"> Use/identify various technology terms (word processing, cursor, save, print, etc.). 	1b3
I	<ul style="list-style-type: none"> With adult assistance, students will learn how to use presentation software, both individually and with classmates. 	4b1, 4b2
R	<ul style="list-style-type: none"> Use various software programs to enhance all core areas and determine which program is best to use for each project. 	1a6, 3a2
	<ul style="list-style-type: none"> (Various programs used: Wiggle Works, Kid Pix, Math Blaster, Reading Naturally) 	

Level	3 rd Grade Technology Curriculum Requirements	Content Standard
R	<ul style="list-style-type: none"> Review and reinforce the touch typing technique for all keys and the home row keys. 	1b2
I	<ul style="list-style-type: none"> Introduce proper network log-on/log-off procedures and discuss basic security. 	1a3
R	<ul style="list-style-type: none"> Review and reinforce uses of the web browser. 	1b7
R	<ul style="list-style-type: none"> Review and reinforce search engine techniques. 	1b7
I	<ul style="list-style-type: none"> Introduce proper care in the uses of hardware, software, peripherals, and storage media. 	1b4
I	<ul style="list-style-type: none"> Edit text (cut, copy, past, select all). 	1b8
I	<ul style="list-style-type: none"> Create graphics using drawing tools and add to class projects. 	3a2, 4b1
I	<ul style="list-style-type: none"> Students discuss how various assistive technologies can benefit individuals with disabilities. 	2a3
I	<ul style="list-style-type: none"> Use weather websites. 	5a1
I	<ul style="list-style-type: none"> When presented with data sets, students will understand which software program would be most appropriate for word processing (Word) and graphing (Kid Pix) 	1b6
I	<ul style="list-style-type: none"> Students will discuss the importance of confidentiality on the Internet (ex: exchanging personal information) 	2a1
I	<ul style="list-style-type: none"> Students use a variety of technology tools and applications to promote [their] creativity. 	3a3
I	<ul style="list-style-type: none"> Students understand that existing (and future) technologies are the result of human creativity. 	3a4
I	<ul style="list-style-type: none"> Students use a variety of media and formats to create and edit products (e.g., presentations) to communicate information and ideas to various audiences. 	4b1
I	<ul style="list-style-type: none"> Students discuss how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents). 	4b2
R	<ul style="list-style-type: none"> Use various software programs to enhance all core areas and determine which program is best to use for each project. 	
	(Various programs used: Wiggle Works, Kid Pix, Math Blaster)	

Level	4th Grade Technology Curriculum Requirements	Content Standards
R	<ul style="list-style-type: none"> Review and reinforce the touch typing techniques for all keys. 	1b2
R	<ul style="list-style-type: none"> Use web browser. 	1b7, 5a1
R	<ul style="list-style-type: none"> Review and reinforce appropriate search engine techniques. 	1b7, 5a1
R	<ul style="list-style-type: none"> Review and reinforce proper care in the uses of hardware, software, peripherals, and storage media. 	1b4
I	<ul style="list-style-type: none"> Compare and contrast the use of technology today, in the future and in the past. 	1a1, 1a2 3a4
R	<ul style="list-style-type: none"> Review and reinforce proper network log-on/log-off procedures and discuss basic security. 	1a3
I	<ul style="list-style-type: none"> Introduce creation of network file folders and concept of saving files. 	1b3
R	<ul style="list-style-type: none"> Students discuss how various assistive technologies can benefit individuals with disabilities. 	2a3
I	<ul style="list-style-type: none"> Introduce “Save As” procedure. 	1b3
R	<ul style="list-style-type: none"> Reinforce the creation of graphics using drawing tools and add to class projects. 	3a2, 4b1
R	<ul style="list-style-type: none"> When presented with data sets, students will understand which software program would be most appropriate for word processing (Word), graphing (Kid Pix) and basic spreadsheets (Excel) 	1b6
R	<ul style="list-style-type: none"> Students will identify certain gains and losses due to the increase of technology in society (ex: online stock broking, online banking and online shopping). 	2a1
R	<ul style="list-style-type: none"> Students use a variety of technology tools and applications to promote [their] creativity. 	3a3
R	<ul style="list-style-type: none"> Students understand that existing (and future) technologies are the result of human creativity. 	3a4
R	<ul style="list-style-type: none"> Students use a variety of media and formats to create and edit products (e.g., presentations) to communicate information and ideas to various audiences. 	4b1
R	<ul style="list-style-type: none"> Students discuss how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents). 	4b2

R	<ul style="list-style-type: none">• Use various software programs to enhance all core areas and determine which program is best to use for each project.	
	<ul style="list-style-type: none">• (Various programs used: Wiggle Works, Kid Pix, Math Blaster)	

Level	5th Grade Technology Curriculum Requirements	Content Standards
R	Review and reinforce appropriate search engine techniques.	1b7 5a1, 5a2
I	Identify various technology-related careers.	
R	Review and reinforce proper network log-on/log-off procedures and discuss basic security.	1a3
R	Review and reinforce proper care in the uses of hardware, software, peripherals, and storage media.	1b4
I	Select appropriate input/output devices and peripheral devices.	1b1
R	Differentiate between Save and Save As commands.	3a1
I	Create and organize folders.	3a1
R	Students discuss how various assistive technologies can benefit individuals with disabilities.	2a3
R	Reinforce the creation of graphics using drawing tools and add to class projects.	3a2, 4b1
R	When presented with data sets, students will understand which software program would be most appropriate for word processing (Word), graphing (Kid Pix), basic spreadsheets (Excel) and presentations (Power Point)	1b6, 5c2
R	Develop keyboarding speed and accuracy.	1b2
R	Require proper touch typing techniques for all keys.	1b2
I	Use number keypad.	1b2
R	Reinforce the utilization of the spell check feature.	1b8, 3a1
I	Explain how individuals are responsible for their technology-related actions and decisions.	1b5
I	Students identify appropriate kinds of information that should be shared on the Internet (chat rooms, web sites like My Space, online gambling).	2b4
I	Students explore various technology resources that could assist them in pursuing personal goals and day-to-day decisions (portfolio, job search, general research, Consumer Report, video game reviewing).	2c1, 6a1
I	Discuss how people in different occupations and careers use technology to do their work.	2c2
I	Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, weather stations, educational software) to collect, organize and evaluate information to assist with solving real-life problems (personal or community).	6b1

I	Students use basic WebQuests for collaborative projects with other students.	4a1
R	Students use a variety of media and formats to create and edit products (e.g., presentations) to communicate information and ideas to various audiences.	4b1
R	Students discuss how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).	4b2
R	Use various software programs to enhance all core areas and determine which program is best to use for each project.	

Grade	Level	6th Grade Technology Curriculum Requirements	Content Standards
		Microsoft Word	
6	R	Review and reinforce appropriate search engine techniques.	3a2, 5a1
6	R	Use various software programs to enhance all core areas.	3a1
6	R	Review network procedures.	1b4
6	R	Review Save/Save As commands to appropriate files.	1b4
6	R	Reinforce creating and organizing of folders.	1b4
6	R	Reinforce selecting the appropriate peripheral devices.	
6	R	Increase speed and accuracy of keyboarding skills.	1b1
6	I, R	Format text (font, size, spacing, bold, italic, underline, cut, copy and paste).	3a1
6		Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.	1a2
6		Students discuss common hardware and software difficulties and identify strategies for trouble shooting and problem solving.	1a4
6		Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded	1a5
6		Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	1b3
6		Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, network space, tapes) and provide a rationale for using a certain device for a specific purpose.	1b4

6		Students can identify appropriate file formats for a variety of applications.	1b6
6		Students can use basic utility programs or built in application functions to convert file formats.	1b7
6		Students use available utilities for editing pictures, images, or charts.	3a4
6		Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety media formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.	4b1
6		Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, net).	5a3
6		Format page (margins, tabs, indent, graphics wrapping, columns, bullets).	3a1
6		Enhance documents using clip art, word art, hand-drawn graphics and pictures	3a3, 3a4
6	I	Insert, draw and edit tables.	3a3, 3a4
6	I	Evaluate information received through technologies.	5a2
6	I	Use several technologies to perform a given task and analyze the advantages and disadvantages of each.	3a2, 5c1
6	I	Demonstrate the proper care of technological systems and components	1a2
6	I	Use technology to create a message that promotes a product/service.	4b1
6	I	Understand and practice ethical and legal standards related to technology.	2b1, 2b2
		Microsoft Power Point	
6		Students can identify appropriate file formats for a variety of applications.	1b6
6	I	Create and retrieve a PowerPoint file.	

6	I	Insert new slide.	3a1
6	I	Select or create layout.	3a1
6	I	Add text, graphics and sound.	3a1
6	I	Use color to enhance presentations.	3a1
6	I	Use slide transitions.	3a1
6	I	Use preset animations.	3a1
6	I	Create hyperlinks.	3a2
6	I	Format slides (Backgrounds, color, templates, etc.)	3a1
6	I	Insert appropriate graphics created by scanners and digital cameras.	4b1
6	I	Insert and run media clips.	4b1
6	I	Present final presentation to a group.	4b1
6	I	Peer evaluation of presentations.	4b1
6	I	Follow established guidelines and laws of privacy and ownership (accurate citations) related to technology.	2b1, 2b2
6	I	Compare and contrast different resources and processes to evaluate technological solutions to a problem.	5a2
		Core Subjects	
6 (S.S.)		Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.	5c1
6 (Sci, S.S.)		Students understand that new technology tools can be developed to do what could not be done without the use of technology.	1a1

6 (S.S.)		Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).	1a3
6 Any Core		Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.	1b1
6 Any Core		Students understand the potential risks and dangers associated with on-line communications.	2a1
6 Any Core		Students identify security issues related to e-commerce.	2a2
6 Any Core		Students describe possible consequences and costs related to unethical use of information and communication technologies.	2a3
6 Any Core		Students discuss the societal impact of technology in the future	2a4
6 Any Core		Students provide accurate citations when referencing information from outside sources in electronic reports.	2b1
6 Any Core		Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing.	2b2
6 S.S.		Students use technology to identify and explore various occupations and careers.	2c1
6 S.S.		Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.	2c2
6 ELA		Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	1b3
6 ELA		Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, network space, tapes) and provide a rationale for using a certain device for a specific purpose.	1b4

Grade	Level	7th Grade Technology Curriculum Requirements	Content Standards
		Careers	
7 th Careers		Students use technology to identify and explore various occupations and careers.	2c1
7 th Careers		Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.	2c2
7 th Careers		Students identify uses of technology to support communication with peers, family, or school personnel.	2c3
7 th Careers		Utilize technology skills for Interest Inventories and Career Research per student's EDP.	
7-careers		Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety media formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.	4b1
		7th Grade Core Subjects	
7 th ELA		Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	1b3
7 th ELA		Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, network space, tapes) and provide a rationale for using a certain device for a specific purpose.	1b4
7th ELA		Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar-check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	1b8
7th (S.S.)		Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).	1a3
7th		Students use proper keyboarding posture, finger positions,	1b1

Any Core		and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.	
7th Any Core		Students understand the potential risks and dangers associated with on-line communications.	2a1
7th Any Core		Students identify security issues related to e-commerce.	2a2
7th Any Core		Students describe possible consequences and costs related to unethical use of information and communication technologies.	2a3
7th Any Core		Students discuss the societal impact of technology in the future	2a4
7th Any Core		Students provide accurate citations when referencing information from outside sources in electronic reports.	2b1
7th Any Core		Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).	2b2
7th Any Core		Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.	3a1
7th Any Core		Students use a variety of resources, including the internet, to increase learning and productivity.	3a2
7 th Any Core		Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).	3a3
7th Any Core		Students use a variety of search engines to locate information.	5a1
7th Any Core		Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.	6b1

Grade	Level	8th Grade Technology Curriculum Requirements	Content Standards
		Microsoft Excel	
8th	I	Introduce advanced search engine skills.	5a1
8th	R	Use various software programs to enhance all core areas.	3a1
8th	I	Identify uses of spreadsheets.	6a1
8th	I	Setup and organize spreadsheets.	
8th	I	Navigate in a spreadsheet (cell references, arrow keys, tab keys).	
8th	I	Enter and edit formulas and data.	
8th	I	Format appearance and graphics (margins, orientation: landscape or portrait, page breaks).	
8th	I	Format cells, rows and columns.	
8th	I	Create, edit and format charts and graphs.	
8th	I	Paste spreadsheets into word processor.	
8th	I	Format printouts.	
8th		Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).	1b5
8th		Students use database or spreadsheet information to make prediction, develop strategies, and evaluate decisions to assist them with solving a basic problem.	6a1
		Microsoft Access	
8th	I	Identify uses of databases.	

8th	I	Setup fields.	
8th	I	Enter and edit data.	
8th	I	Create and use queries.	
8th	I	Merge data into Word Processor.	
8th	I	Format printouts.	
8th	I	Use mail merge functions.	
8th	I	Use pre-existing databases to collect research.	
8th		Students know how to create and populate a database.	5b1
8th		Students can perform queries on existing databases.	5b2
8th		Students know how to create and modify a simple database report.	5b3
8th		Students use database or spreadsheet information to make prediction, develop strategies, and evaluate decisions to assist them with solving a basic problem.	6a1
8th Grade Core Subjects			
8th	R	Review advanced search engine skills.	
8th	R	Use various software programs to enhance all core areas.	
8th	R	Review Keyboarding skills – Drafting/Revising	
8th	R	Review Word features in classroom projects.	
8th	R	Review PowerPoint features in classroom projects.	
8th ELA		Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	1b3

8th ELA		Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, network space, tapes) and provide a rationale for using a certain device for a specific purpose.	1b4
8th ELA		Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar-check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	1b8
8th S.S.		Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).	1a3
8th Any Core		Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.	1b1
8th Any Core		Students understand the potential risks and dangers associated with on-line communications.	2a1
8th Any Core		Students identify security issues related to e-commerce.	2a2
8th Any Core		Students describe possible consequences and costs related to unethical use of information and communication technologies.	2a3
8th Any Core		Students discuss the societal impact of technology in the future	2a4
8th Any Core		Students provide accurate citations when referencing information from outside sources in electronic reports.	2b1
8th Any Core		Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing.	2b2
8th Any Core		Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.	3a1
8th Any Core		Students use a variety of resources, including the internet, to increase learning and productivity.	3a2
8th Any Core		Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).	3a3

8th Any Core		Students use a variety of search engines to locate information.	5a1
8th ELA		Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.	5a2
8th Any Core		Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.	6b1

Course	High School Technology Requirements	Content Standards
	Tech I	
TECH I	Students understand the importance of both the predictable and unpredictable impacts of technology.	1a3
TECH I	Students identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role as a lifelong learner.	1a4
TECH I	Students understand the purpose, scope, and use of assistive technology.	1a5
TECH I	Students understand the relationship between electronic resources, infrastructure, and connectivity.	1b2
TECH I	Students will routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.	1b3
TECH I	Students assess and solve hardware and software problems by using online help or other user documentation and support.	1b4
TECH I	Students identify the capabilities and limitations of emerging communication resources.	1a2
	Word Operations and Concepts	
TECH I	Students demonstrate a sound understanding of MS Word	
TECH I	Students will create, edit, and print new word document making use of formatting tools (ex change margins, page layout, fonts, size, line spacing, columns)	
TECH I	Students will save files and identify where documents are stored (ex network files, hard drive, flash drives)	

TECH I	Students will explain and demonstrate ability to use advanced Word features (ex inserting tables, clip art, word art, bullets, images etc.)	
	Excel Operations and Concepts	
TECH I	Students understand spreadsheet concepts	
TECH I	Students identify spreadsheet parts including: rows, columns, formula bar etc	
TECH I	Students demonstrate ability to set up new spreadsheet and alter its format (cell size, add rows and columns)	
TECH I	Students use spreadsheets to gather and report information	
TECH I	Students demonstrate ability to analyze information using formulas	
TECH I	Students demonstrate ability to create and edit charts	
	PowerPoint Concepts	
TECH I	Students will demonstrate ability to gather and organize information to present in a Power Point	
TECH I	Students will create a new PowerPoint and edit its content (new slides, slide layouts, text, audio, images etc.)	
	Tech I & II	
TECH I / II	Students discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.	2a3
TECH I / II	Students discuss the possible consequences and costs of unethical uses of information and computer technology.	2a4
TECH I / II	Students identify ways that individuals can protect their technology systems from unethical or unscrupulous users.	2b1

TECH I /II	Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.	2b2
TECH I /II	Students explain the differences between freeware, shareware, and commercial software.	2b3
TECH I /II	Students describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.	6a2
	Tech I, II and Core Classes	
TECH I, ENG	Students adhere to fair use and copyright guidelines.	2b4
TECH I, ENG	Students create appropriate citations for resources when presenting research findings.	2b5
TECH I/II ENG	Students identify legal and ethical issues related to use of information and communication technology.	2a1
TECH I/II ENG	Students analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.	2a2
TECH I/II ENG, SS	Students use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).	3a7
TECH I/II ENG, SS	Students identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.	3b1
TECH I/II ENG, SS	Students collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.	4a3
TECH I/II ENG, SS	Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.	4b1
TECH I/II ENG, SS	Students compare, evaluate, and select appropriate internet search engines to locate information.	5a1

TECH I/II ENG, SS	Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.	5a2
TECH I/II ENG, SS	Students distinguish between fact, opinion, point of view, and inference.	5a3
TECH I/II ENG, SS	Students evaluate resources for stereotyping, prejudice, and misrepresentation.	5a4
TECH I/II ENG, SS	Students formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.	5b1
ENG II	Students explore career opportunities and identify their related technology skill requirements.	2c1
ENG II	Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.	2c2
ENG, SCI in general	Students formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.	6b1
ENG, SCI in general	Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.	6a1
ENG SCI PSYCH PARENTING	Students develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).	5c1
Distance Learning	Students plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, video conferencing).	4a4
ALL Core	Students proofread and edit a document using an application's spelling and grammar checking functions.	1b7
ALL Core	Students adhere to the district acceptable use policy as well as state and federal laws.	2b6

Tech Prep 11 & 12	Students have access to and utilize assistive technology tools, (CAD labs...)	3a3
Tech Prep 11 & 12	Students have the opportunity to participate in real-life experiences associated with technology-related careers.	3a8
	Tech II	
TECH II	Students understand that access to online learning increases educational and workplace opportunities.	1a6
TECH II	Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21 st century learning skills (online class).	1b1
TECH II	Students identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, .psd).	1b5
TECH II	Students demonstrate how to import/export text, graphics, or audio files.	1b6
TECH II	Students complete at least one online credit, or non-credit, course or online learning experience.	3a1
TECH II	Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).	3a2
TECH II	Students use an online tutorial and discuss the benefits and disadvantages of this method of learning.	3a5
TECH II	Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs).	4a1
TECH II	Students use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project (online class).	4a2
	Basic Photoshop Concepts and Operations	

TECH II	Students demonstrate a sound understanding of Adobe Photoshop	
TECH II	Students identify tools in toolbox and palettes	
TECH II	Students will identify differences in various file types and use the best format for each task (TIFF, PSD, JPG)	
TECH II	Students will maneuver around various palettes demonstrating basic knowledge of layers and history	
TECH II	Students will distinguish between various color modes (RGB,CMYK, GRAYSCALE)	
TECH II	Students will demonstrate proficiency in the use of various formatting features	
TECH II	Students will demonstrate ability to apply lending options to text and images	
TECH II	Students will improve/change images through filters, image adjustment tools, clone tools	
TECH II	Students will use tools to create original images (gradients, shapes, create new brushes, patterns)	
TECH II	Students will demonstrate proficiency with imaging hardware (scanners and digital cameras)	
TECH II	Students will identify proper scanning procedures for a given task	
TECH II	Students will experiment with various digital cameras/video cameras	
	Basic Desktop Publishing Concepts	
TECH II	Students will identify real-world setting for use of desktop publishing	

TECH II		Students will explain differences between word processing programs and desktop publishing	
TECH II		Students will demonstrate proficiency with desktop publishing software (PageMaker, In Design)	
TECH II		Students will demonstrate ability to create, edit and publish a document	

Modular Technology Lab Curriculum

Aerodynamics

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Transportation technologies

Skills at a Glance:

MATH:

- 1.) 3-D Modeling
- 2.) Algebra
- 3.) Arithmetic
- 4.) Boolean Logic
- 5.) Charts and Graphs
- 6.) Coordinating Systems
- 7.) Curves and Angles
- 8.) Linear and Non-Linear Systems
- 9.) Measurement
- 10.) Ordering Values
- 11.) Patterns and Number Series
- 12.) Positive and Negative Values
- 13.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling

- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Cause and Effect
- 2.) Computer Technology
- 3.) Environmental Impacts
- 4.) Experimental Procedure
- 5.) Fluid flow and pressure
- 6.) Rate and Flow

THINKING SKILLS:

- 1.) Drawing Conclusions
- 2.) Logical Reasoning
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Numbers and Operations
- 2.) Algebra
- 3.) Geometry
- 4.) Measurement
- 5.) Data Analysis and Probability
- 6.) Problem Solving
- 7.) Reasoning and Proof
- 8.) Communication
- 9.) Connections
- 10.) Representation

SCIENCE:

- 1.) Science as Inquiry
- 2.) Physical Science
- 3.) Earth and Space Science
- 4.) Science and Technology
- 5.) Science in Personal and Social Perspective
- 6.) History and Nature of Science

Biotechnology

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The role of society in the development and use of technology
- 4.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Medical technologies
- 2.) Agricultural and related technologies

Skills at a Glance:

MATH:

- 1.) Algebra
- 2.) Arithmetic
- 3.) Boolean Logic
- 4.) Charts and Graphs
- 5.) Curves and Angles
- 6.) Decimals
- 7.) Fractions
- 8.) Measurement
- 9.) Ordering Values
- 10.) Patterns and Number Series

- 11.) Positive and Negative Values
- 12.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) 3-D Rendering
- 2.) AD/DA Conversion
- 3.) Ecological Risk Factors
- 4.) Ergonomics
- 5.) Measurements
- 6.) Waste Management
- 7.) Environmental Impacts
- 8.) Experimental Procedure
- 9.) Fluid Flow and Pressure
- 10.) Rate and Flow
- 11.) Force, power & work
- 12.) Input-output devices
- 13.) Optics
- 14.) Visual Perception

THINKING SKILLS:

- 1.) Drawing Conclusions
- 2.) Logical Reasoning
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Numbers and Operations
- 2.) Data Analysis and Probability
- 3.) Geometry
- 4.) Measurement
- 5.) Connections
- 6.) Representation

SCIENCE:

- 1.) Science as Inquiry
- 2.) Physical Science
- 3.) Life Science
- 4.) Earth and Space Science
- 5.) Science and Technology
- 6.) Science in Personal and Social Perspective
- 7.) History and Nature of Science

Engineering and Stress Analysis

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The role of society in the development and use of technology
- 4.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Construction Technologies

Skills at a Glance:

MATH:

- 1.) 3-D Modeling
- 2.) Algebra
- 3.) Arithmetic
- 4.) Boolean Logic
- 5.) Charts and Graphs
- 6.) Coordinating Systems
- 7.) Curves and Angles
- 8.) Linear and Non-Linear Systems
- 9.) Measurement
- 10.) Patterns and Number Series
- 11.) Positive and Negative Values
- 12.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Cause and Effect
- 2.) Computer Technology
- 3.) Chemical Properties
- 4.) Ecological Risk Factors
- 5.) Fluid Flow and Pressure
- 6.) Force, Power & Work
- 7.) Input-Output Devices
- 8.) Measurement
- 9.) Environmental Impacts
- 10.) Experimental Procedure
- 11.) Visual Perception
- 12.) Rate and Flow

THINKING SKILLS:

- 1.) Drawing Conclusions
- 2.) Logical Reasoning
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Numbers and Operations
- 2.) Algebra
- 3.) Geometry
- 4.) Measurement
- 5.) Data Analysis and Probability
- 6.) Problem Solving
- 7.) Reasoning and Proof
- 8.) Communication
- 9.) Connections
- 10.) Representation

SCIENCE:

- 1.) Science as Inquiry
- 2.) Physical Science
- 3.) Science and Technology
- 4.) Science in Personal and Social Perspective
- 5.) History and Nature of Science

Animation

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Information and communication technologies

Skills at a Glance:

MATH:

- 1.) 3-D Modeling
- 2.) Arithmetic
- 3.) Boolean Logic
- 4.) Charts and Graphs
- 5.) Coordinating Systems
- 6.) Curves and Angles
- 7.) Linear and Non-Linear Systems
- 8.) Measurement
- 9..) Patterns and Number Series
- 10.) Positive and Negative Values
- 11.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Cause and Effect
- 2.) Computer Technology
- 3.) Ecological Risk Factors
- 4.) Ergonomics
- 5.) Environmental Impacts
- 6.) Optics
- 7.) Visual Perception
- 8.) Waste Management

THINKING SKILLS:

- 1.) Drawing Conclusions
- 2.) Logical Reasoning
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Numbers and Operations
- 2.) Algebra
- 3.) Geometry

SCIENCE:

- 1.) Science and Technology
- 2.) Science in Personal and Social Perspective

Computer Graphic Design

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The role of society in the development and use of technology
- 4.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Information and Communication Technologies

Skills at a Glance:

MATH:

- 1.) Algebra
- 2.) 3-D Modeling
- 3.) Coordinating Systems
- 4.) Linear and Non-Linear Systems
- 5.) Arithmetic
- 6.) Charts and Graphs
- 7.) Curves and Angles
- 8.) Measurement
- 9.) Ordering Values
- 10.) Patterns and Number Series
- 11.) Positive and Negative Values
- 12.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Cause and Effect
- 2.) Ecological Risk Factors
- 3.) Computer Technology
- 4.) Ergonomics
- 5.) Environmental Impacts
- 6.) Rate and Flow
- 7.) Input-Output Devices
- 8.) Measurements
- 9.) Visual Perception

THINKING SKILLS:

- 1.) Logical Reasoning
- 2.) Drawing Conclusions
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Geometry

SCIENCE:

- 1.) Science and Technology
- 2.) Science in Personal and Social Perspective

Desktop Publishing

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Information and Communication Technologies

Skills at a Glance:

MATH:

- 1.) Coordinating Systems
- 2.) Arithmetic
- 3.) Curves and Angles
- 4.) Decimals
- 5.) Fractions
- 6.) Measurement
- 7.) Ordering Values
- 8.) Patterns and Number Series
- 9.) Positive and Negative Values
- 10.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking

- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Ecological Risk Factors
- 2.) Computer Technology
- 3.) Ergonomics
- 4.) Environmental Impacts
- 5.) Input-Output Devices
- 6.) Waste Management
- 7.) Visual Perception

THINKING SKILLS:

- 1.) Logical Reasoning
- 2.) Drawing Conclusions
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Geometry
- 2.) Numbers and Operations

SCIENCE:

- 1.) Science and Technology
- 2.) Science as Inquiry
- 3.) Science in Personal and Social Perspective

Flight Simulation

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The role of society in the development and use of technology
- 4.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Transportation Technologies

Skills at a Glance:

MATH:

- 1.) 3-D Modeling
- 2.) Algebra
- 3.) Arithmetic
- 4.) Boolean Logic
- 5.) Charts and Graphs
- 6.) Coordinating Systems
- 7.) Curves and Angles
- 8.) Linear and Non-Linear Systems
- 9.) Measurement
- 10.) Patterns and Number Series
- 11.) Positive and Negative Values
- 12.) Sequencing
- 13.) Ordering Values

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Optics
- 2.) Computer Technology
- 3.) Ecological Risk Factors
- 4.) Fluid Flow and Pressure
- 5.) Measurement
- 6.) Environmental Impacts
- 7.) Experimental Procedure
- 8.) Visual Perception
- 9.) Rate and Flow
- 10.) Magnetism

THINKING SKILLS:

- 1.) Drawing Conclusions
- 2.) Logical Reasoning
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Numbers and Operations
- 2.) Connections

SCIENCE:

- 1.) Science as Inquiry
- 2.) Physical Science
- 3.) Science and Technology
- 4.) Science in Personal and Social Perspective
- 5.) History and Nature of Science

Automation and Robotics

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The role of society in the development and use of technology
- 4.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Manufacturing technologies

Skills at a Glance:

MATH:

- 1.) Algebra
- 2.) Arithmetic
- 3.) Boolean Logic
- 4.) Charts and Graphs
- 5.) Coordinating Systems
- 6.) Curves and Angles
- 7.) Linear and Non-Linear Systems
- 8.) Measurement
- 9.) Ordering Values
- 10.) Patterns and Number Series
- 11.) Positive and Negative Values

12.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Cause and Effect
- 2.) Computer Technology
- 3.) Environmental Impacts
- 4.) Experimental Procedure
- 5.) Fluid flow and pressure
- 6.) Rate and Flow
- 7.) Force, power & work
- 8.) Input-output devices
- 9.) Optics
- 10.) Visual Perception

THINKING SKILLS:

- 1.) Drawing Conclusions
- 2.) Logical Reasoning
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Numbers and Operations
- 2.) Algebra
- 3.) Geometry
- 4.) Measurement
- 5.) Problem Solving
- 6.) Connections
- 7.) Representation

SCIENCE:

- 1.) Science as Inquiry
- 2.) Science and Technology
- 3.) Science in Personal and Social Perspective
- 4.) History and Nature of Science

Computer-Aided Design

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The role of society in the development and use of technology
- 4.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Manufactured Technologies

Skills at a Glance:

MATH:

- 1.) Algebra
- 2.) 3-D Modeling
- 3.) Coordinating Systems
- 4.) Linear and Non-Linear Systems
- 5.) Arithmetic
- 6.) Boolean Logic
- 7.) Charts and Graphs
- 8.) Curves and Angles
- 9.) Decimals
- 10.) Fractions
- 11.) Measurement

- 12.) Ordering Values
- 13.) Patterns and Number Series
- 14.) Positive and Negative Values
- 15.) Sequencing

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) 3-D Rendering
- 2.) Cause and Effect
- 3.) Computer Technology
- 4.) Ergonomics
- 5.) Waste Management
- 6.) Environmental Impacts
- 7.) Experimental Procedure
- 8.) Rate and Flow
- 9.) Visual Perception

THINKING SKILLS:

- 1.) Logical Reasoning
- 2.) Predicting Outcomes
- 3.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Geometry
- 2.) Measurement
- 3.) Connections
- 4.) Representation

SCIENCE:

- 1.) Science as Inquiry
- 2.) Science and Technology
- 3.) Science in Personal and Social Perspective

Electronic Music

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Information and Communication Technologies

Skills at a Glance:

MATH:

- 1.) Coordinating Systems
- 2.) Algebra
- 3.) Charts and Graphs
- 4.) Arithmetic
- 5.) Curves and Angles

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling

SCIENCE:

- 1.) Cause and Effect
- 2.) Computer Technology
- 3.) Environmental Impacts
- 4.) Rate and Flow
- 5.) Input-Output Devices
- 6.) Experimental Procedure

THINKING SKILLS:

- 1.) Logical Reasoning
- 2.) Drawing Conclusions
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Measurement
- 2.) Numbers and Operations

SCIENCE:

- 1.) Science and Technology
- 2.) Science as Inquiry
- 3.) Science in Personal and Social Perspective

Meteorology & Forecasting

Technology Content Standards:

NATURE OF TECHNOLOGY

Students develop an understanding of:

- 1.) The characteristics and scope of technology
- 2.) The core concepts of technology
- 3.) The relationships among technologies and the connections between technology and other fields of study

TECHNOLOGY AND SOCIETY

Students develop an understanding of:

- 1.) The culture, social, economic, and political effects of technology
- 2.) The effects of technology on the environment
- 3.) The role of society in the development and use of technology
- 4.) The influence of technology on history

DESIGN

Students develop an understanding of:

- 1.) The attributes of design
- 2.) Engineering design
- 3.) The of troubleshooting, research and development, invention and innovation, and experimentation and problem solving

ABILITIES OF A TECHNOLOGICAL WORLD

Students develop abilities to:

- 1.) Apply the design process
- 2.) Use and maintain technological products and systems
- 3.) Assess the impact of products and systems

THE DESIGNED WORLD

Students develop an understanding of and are able to select and use:

- 1.) Information and Communication Technologies

Skills at a Glance:

MATH:

- 1.) 3-D Modeling
- 2.) Algebra
- 3.) Arithmetic
- 4.) Boolean Logic
- 5.) Charts and Graphs
- 6.) Coordinating Systems
- 7.) Curves and Angles
- 8.) Linear and Non-Linear Systems
- 9.) Measurement
- 10.) Patterns and Number Series
- 11.) Positive and Negative Values
- 12.) Sequencing
- 13.) Ordering Values

LANGUAGE ARTS:

- 1.) Note Taking
- 2.) Reading Comprehension
- 3.) Spelling
- 4.) Vocabulary
- 5.) Writing

SCIENCE:

- 1.) Computer Technology
- 2.) Ecological Risk Factors
- 3.) Measurement
- 4.) Environmental Impacts
- 5.) Experimental Procedure
- 6.) Magnetism

THINKING SKILLS:

- 1.) Drawing Conclusions
- 2.) Logical Reasoning
- 3.) Predicting Outcomes
- 4.) Problem Solving

National Math and Science Standards:

MATH:

- 1.) Numbers and Operations
- 2.) Algebra
- 3.) Measurement
- 4.) Data Analysis and Probability
- 5.) Connections

SCIENCE:

- 1.) Science as Inquiry
- 2.) Earth and Space Science
- 3.) Science and Technology
- 4.) Science in Personal and Social Perspective
- 5.) History and Nature of Science

Professional Development

Professional development within the Mason County Central School District will be aligned with identified curriculum needs and available technology. Staff members are expected to implement and integrate technology through appropriate and meaningful lesson plans. The district will be responsible for providing professional development in technology use and integration.

Sources of professional development in technology will be made available to all staff members. Varying levels of staff experience in implementing technology will be accommodated through the use of introductory, advanced, and continuing technology training sessions.

Prior to placement of new technology, staff will be trained through the use of in-service meetings and special training sessions. New technology training will not only provide technical assistance but also methods for integration into subject areas. Professional development and training will include understanding of state and national standards in technology integration.

The Mason County Central School District technology plan will include a variety of resources that support professional development. Such resources will include:

- Acceptable use and technology code of contact policies
- Software and hardware manuals and printed material
- Mason-Lake ISD professional development classes
- Access to TBA Media Center materials
- Muskegon Area ISD training programs
- Online subscription services
- Other training as provided by staff and outside experts
- Graduate level courses as approved by school administration

INFRASTRUCTURE

Internet access is supplied via Charter Communications to the Mason County Central School District Wide Area Network (WAN). Riverton Elementary and Victory Elementary buildings are connected to the WAN with Ameritech dedicated T1 circuits. The High School, Middle School, Scottville Elementary, Scottville Upper Elementary and Central Business Office utilize a fiber Local Area Network (LAN) connection. Journey High School and the Adult Community Education Office access the Internet through individual Charter Communication connections.

We recently passed a Bond that allowed us to purchase 183 new computers. These computers allowed us to refresh our districts technology. We upgraded the computers in our two elementary buildings, added a 12 station Modular Tech Lab to our Middle School and a 30 station checkout lab. We also replaced the existing stationary lab with 30 new computers. Our High School also received an additional checkout lab and we replaced their Instructional lab with new computers as well. We were also able to purchase two new computers for our building secretaries.

Technical support is supplied by Mason County Central School District's Technology Department, which consists of a Technology Coordinator, District Technician and three Building Technical Liaisons. Outside contracting is requested as needed.

**TECHNOLOGY IMPLEMENTATION PLAN
2008-2009**

LAN HARDWARE	<ul style="list-style-type: none"> • Maintain Existing File Servers, Network Switches and Back Up Systems • Replace Web Server • Add Network Switches to Buildings
SOFTWARE	<ul style="list-style-type: none"> • Purchase Windows XP Licenses as Needed • Purchase Office 2003 Licenses as Needed • Purchase Windows 2003 Server Licenses as needed • Purchase a unified library automation system for the district • Purchase additional AR licenses and Quizzes as needed • Purchase a math program to supplement student learning (something similar to Accelerated Reader, or Read Naturally) • Purchase a writing program to improve student writing (star writing) • Purchase/Utilize a new Student Accounting Program
INTERNET	<ul style="list-style-type: none"> • Maintain Charter Communications Internet Connection (3 yr)
WAN	<ul style="list-style-type: none"> • Maintain Wireless Routers at High School
GRANTS/ FUNDING	<ul style="list-style-type: none"> • Pursue State and Federal Grant Opportunities • USF Reimbursement
PC HARDWARE	<ul style="list-style-type: none"> • Maintain existing PC Hardware • Purchase/Add a 30 computer lab at H.S. • Purchase 30 new computers to replace the Upper Elementary computer lab. • Continue to upgrade PC's in all district computer labs • Purchase a district-wide security system (Video Surveillance) • Add Card Reader Entry to remaining buildings • Maintain contracts for VOIP Phone system • Replace Keyboards and Batteries as needed on Laptop Computers
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Send Core teachers to PD opportunities for Tech Integration • Staff PD for existing and new software as needed
PERSONNEL	<ul style="list-style-type: none"> • Continue to utilize Building Tech Liaisons
DISTANCE LEARNING	<ul style="list-style-type: none"> • Purchase DL/ITV Unit for High School

TECHNOLOGY IMPLEMENTATION PLAN 2009-2010

LAN HARDWARE	<ul style="list-style-type: none"> • Upgrade Backup System • Upgrade Video Server • Maintain Existing File Servers, Network Switches and Backup Systems • Replace Web Server
SOFTWARE	<ul style="list-style-type: none"> • Purchase FrontPage Licenses to Support Teacher Web Authoring Throughout the District • Upgrade to Office 2007 on all workstations • Purchase Windows 2003 Server Licenses as needed • Purchase a web-based system for parents and students to access records online (i.e. grades) • Purchase additional AR licenses and Quizzes as needed • Purchase more modules for the Modular Lab at the Middle School.
INTERNET	<ul style="list-style-type: none"> • Maintain Charter Communications Internet Connection (3 yr)
WAN	<ul style="list-style-type: none"> • Maintain Wireless Routers at High School
GRANTS/ FUNDING	<ul style="list-style-type: none"> • Pursue State, Federal and Foundation Grant Opportunities • USF Reimbursement
PC HARDWARE	<ul style="list-style-type: none"> • Maintain existing PC Hardware • Purchase new PC's for employee workstations • Purchase 30 new computers to replace the Upper Elementary computer lab. • Add Card Reader Entry to remaining buildings • Maintain contracts for VOIP Phone system • Replace Keyboards and Batteries as needed on Laptop Computers
WIRELESS TECHNOLOGY	<ul style="list-style-type: none"> • Maintain Existing Mobile Labs • Purchase Mobile Labs per Usage Demands
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Send Core teachers to PD opportunities for Tech Integration • Staff PD for existing and new software as needed
PERSONNEL	<ul style="list-style-type: none"> • Continue to utilize Building Tech Liaisons

**TECHNOLOGY IMPLEMENTATION PLAN
2010-2011**

LAN HARDWARE	<ul style="list-style-type: none"> • Replace Servers as Needed • Maintain Existing File Servers, Network Switches and Backup Systems
SOFTWARE	<ul style="list-style-type: none"> • Purchase Office 2007 Licenses as Needed • Purchase Windows 2003 Server Licenses as needed • Purchase additional AR licenses and Quizzes as needed • Maintain contracts for VOIP Phone system
INTERNET	<ul style="list-style-type: none"> • Maintain Charter Communications Internet Connection (3 yr)
WAN	<ul style="list-style-type: none"> • Maintain Wireless Routers at High School
GRANTS/ FUNDING	<ul style="list-style-type: none"> • Pursue State, Federal and Foundation Grant Opportunities • USF Reimbursement
PC HARDWARE	<ul style="list-style-type: none"> • Maintain existing PC Hardware • Purchase 30 new computers to replace the Upper Elementary computer lab • Purchase/Utilize one ELMO document projector at each building. • Maintain contracts for VOIP Phone system • Replace Keyboards and Batteries as needed on Laptop Computers
WIRELESS TECHNOLOGY	<ul style="list-style-type: none"> • Purchase Mobile Labs per Usage Demands
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Send Core teachers to PD opportunities for Tech Integration • Staff PD for existing and new software as needed
DISTANCE LEARNING	<ul style="list-style-type: none"> • Purchase DL/ITV Unit for High School
PERSONNEL	<ul style="list-style-type: none"> • Continue to utilize Building Tech Liaisons

FUNDING AND BUDGET

Currently, funding for technology has come from a variety of sources. These include, but are not limited to General Fund Budget, MCC Education Foundation, USF Reimbursement, Title II, Eisenhower, and the State IDEA/Technology Grant. Future funding will include aggressive pursuit of State, Federal and Foundation Grants.

COMPONENT	2008-2009	2009-2010	2010-2011
LAN HARDWARE	\$25,000	\$25,000	\$20,000
SOFTWARE	\$30,500	\$35,000	\$15,000
INTERNET	\$20,000	\$20,000	\$20,000
WAN	\$5,000	\$5,000	\$5,000
PC HARDWARE	\$80,000	\$100,000	\$80,000
WIRELESS TECHNOLOGY		\$100,000	\$100,000
PROFESSIONAL DEVELOPMENT	\$5,000	\$5,000	\$5,000
PERSONNEL	\$5,000	\$5,000	\$5,000
DISTANCE LEARNING/ITV	\$30,000		

As an addition to our budget, we intend to supplement our school funding each year by applying to the Universal Service Fund. These services provide us with day to day essential operations and are not necessarily specifically shown in our technology plan.

We will request funding for the following services:

Telecommunications: local telephone services, long distance services, VOIP Phone System services, high speed access services (such as T-1, ISDN, Frame Relay, DID circuits, etc.), cellular services, and pager services

Internet Access: dedicated or direct internet access services, dial up internet access, and email services.

EVALUATION

Due to the constantly changing nature of technology, this plan will be evaluated and revised regularly. The extent to which activities are effective in integrating technology in the curriculum, increasing the ability of teachers to teach and enabling students to reach challenging State academic standards will be determined by the district Technology Director and the Technology Action Team (TAT). The Mason County Central School District will develop and maintain an on-going Evaluation Plan to ensure that all current objectives are achieved and that any future goals/objectives will be incorporated into this Plan.

Building Administrators will be responsible for overseeing the implementation of technology curriculum and facilitating appropriate professional development as needed.

The evaluation plan will include:

1. Online student and staff surveys to evaluate the extent in which technology is used for authentic assessment.
2. Online staff surveys to determine the effectiveness and utilization of the district's current technology components.
3. Survey results will be compiled and reviewed each spring by the TAT to determine any changes necessary within the District Technology Plan
4. Assessment of the impact of technology in achieving adequate yearly progress in MEAP scores.

INTERNET ACCEPTABLE USE AGREEMENT

In exchange for the use of the Mason County Central School Internet Connection, I, (user name) understand and agree to the following:

1. That the use of the Mason County Central School District Internet Connection is a privilege which may be revoked by the administrators of the system at any time for abusive conduct. Such conduct would include, but not be limited to, the placing of unlawful information on the system, and the use of obscene, abusive or otherwise objectionable language in either public or, upon registration of complaint, private message or other systems that are accessed through the Mason County Central School District Internet Connection. The staff of the Mason County Central School District Internet Connection will be the sole arbiter of what constitutes obscene, abusive, or objectionable language or conduct.
2. That the use of the Mason County Central School District Internet Connection is a privilege which may be revoked by the administrators of the system at any time for conduct that embarrasses, harms, or in any way distracts from the good reputation of the Mason County Central School District and its faculty and staff, or any organizations, groups, and institutions with which the Mason County Central School District Internet Connection is affiliated. The staff of the Mason County Central School District Internet Connection will be the sole arbiter of what constitutes unacceptable behavior.
3. That the Mason County Central School District Internet Connection reserves the right to review any material stored in files to which all users have access and will edit or remove any material which the staff, in it's sole discretion, believes may be unlawful, obscene, abusive, or otherwise objectionable.
4. That all information services and features contained on the Mason County Central School District Internet Connection are intended for the educational use of it's patrons, and any commercial or unauthorized use of those materials or services, in any form, is expressly forbidden.
5. To abide by such rules and regulations of system usage as may be promulgated from time to time by the administrators of the Mason County Central School District Internet Connection.
6. In consideration for the privilege of using the Mason County Central School District Internet Connection and in consideration for having access to the information contained on it, I hereby release the Mason County Central School District Network Connection and its operators and sponsors, Mason County Central School District and its faculty and staff, and all organizations, groups and institutions with which the Mason County Central School District Internet Connection is affiliated for any and all claims of any nature arising from my use, or inability to use, the Mason County Central School District Internet Connection.
7. My access to and use of the Mason County Central School District Network Connection is subject to such limitations as may be established by the administrators of the systems, and may be changed from time to time.

Signature of Parent or Guardian

Signature of Student

Date

In compliance with the Federal Children's Internet Protection Act (CIPA), the Mason County Central School District has content filtering systems in place for the MCC Wide Area Network (WAN) and Dunes Educational Center.

Revised August, 2004

TECHNOLOGY CODE OF CONDUCT

Mason County Central School District encourages and strongly promotes the use of technology in education. To ensure that students, staff, parents, and other community members can take full advantage of the technologies available, all use of technology must have proper authorization and adherence to the district's technology code of conduct.

1. All use of the network must be in support of education and research and consistent with the purposes of Mason County Central School District.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Extensive use of the network for personal and private business is prohibited.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
6. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
7. All communications and information accessible via the network should be assumed to be private property.
8. No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, or abused in any way.
9. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
10. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are prohibited on the network.
11. The illegal installation of copyrighted software for use on district computers is prohibited.
12. Use of the network to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network is prohibited.
13. From time to time, the Mason County Central School District will make determinations on whether specific uses of the network are consistent with the acceptable use practice.