

Asasa Learning School Authority 0235

Information and Communication Technology Curriculum 9.0
Updated: July 10, 2018
Approved by: Board of Directors
Applies to: All Alberta Certified Teaching Staff, Principal, Students

Objective: The purpose of this policy is to guide all instructional staff in understanding and delivering the information and communication technology (ICT) curriculum.

Policy: All students attending any of the campuses under the School Authority should be instructed in information and communication technology. The policy for the School Authority is derived from Alberta Education’s Policy on information and communication technology located at <http://education.alberta.ca/media/453069/pofs.pdf>

Procedure:

- Beginner ✓
- Intermediate ✓✓
- Advanced ✓✓✓

Outline of Level of Competency in Specific Software, Processes and Applications by grade level

Grade	Proper keyboarding technique	Web browsing	Word processing	Educational interactive software	Spreadsheet, Excel, Calc	Multimedia & Powerpoint	Email, YouTube
KG	✓			✓			
1	✓	✓		✓		✓	
2	✓	✓	✓	✓		✓	✓
3	✓	✓	✓	✓		✓	✓
4	✓✓	✓	✓	✓✓	✓	✓	✓
5	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓
6	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓
7	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
8	✓✓✓	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓✓
9	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓	✓✓✓	✓✓✓

1. Communicating, inquiring, decision making and problem solving
 - i. Students access technology using a variety of hardware appliances, such as thin clients, printers, multimedia, projectors, flash drives, SMART boards
 - ii. Students seek alternative viewpoints using information sources arrived at through Google, Wikipedia and electronic encyclopedias

- iii. Students are taught an effective way to discern information on the Internet by ensuring they understand the difference between central and distributed editing of encyclopedias. Teachers educate students about how books are generally more reliable than the Internet, and professional publications on information sites are more reliable (such as Wikipedia or StatsCanada) than general websites on the Internet
 - iv. Students are assigned problem solving tasks which incorporate Excel for mathematical problems, Word for grammar and spelling check, Internet for finding relevant sources of knowledge
2. Foundational operations, knowledge and concepts
- i. Students are taught how technology works with a birds eye view of the main hardware components and software elements
 - ii. Students are taught the policy regarding ICT usage at the school to ensure safe and ethical usage of school resources and the resulting communication and research. Students are taught about plagiarizing from grade 1 onwards
 - iii. Students are taught safe usage of computing resources to ensure proper posture, hand position, neck position, lumbar support, seat height adjustment from Kindergarten onwards
 - iv. Since the School Authority is technology oriented, IT skills taught in the school are above the requirements set forth by Alberta Education
3. Processes for productivity
- *Refer to table above for grade level competency set out by the School Authority*
- i. Word processing is taught with increasing depth and complexity from grade 1 onwards
 - ii. Data organization, manipulation and analysis is taught using Excel or Calc, per availability of software
 - iii. Communication through email is developed with increasing level of complexity as outlined above
 - iv. Importing an Excel chart into Word and other cross-application skills are taught in higher grades
 - v. Website link insertion and WordPress, Joomla-type website design, editing and publication to the Internet is planned to be taught as higher grades become available at the school
 - vi. Student interaction using active communication with each other using email and passive communication with web publication using WordPress or similar software has also been developed and will be taught as higher grades become available