

Introduction to the Diocesan Technology Curriculum

Grades K–8 — Guided by Antiqua et Nova and Magnifica Humanitas

This curriculum equips students in Kindergarten through Grade 8 to use technology skillfully, ethically, and in service of the common good. It treats technology not as an end in itself but as a tool entrusted to us, one that, rightly ordered, can support learning, creativity, and community, and that must always remain subordinate to the dignity of the human person.

AI Literacy in Every Grade

Beginning this year, AI literacy is a required strand within the technology curriculum at every grade level, Kindergarten through Grade 8. Rather than treating artificial intelligence as a separate unit or an upper-grades elective, each grade will introduce age-appropriate instruction on what AI is, what it is not, and how to engage it with discernment. Instruction builds year over year: younger students focus on wonder, honesty, and the difference between a person and a machine; older students move into evaluating AI-generated content, recognizing bias and error, and weighing the ethical use of these tools in their own schoolwork and relationships.

Two Documents That Guide Our Approach

Our framework for AI literacy is grounded in the Church’s recent teaching on technology and human dignity, principally two documents:

Antiqua et Nova. the January 2025 “Note on the Relationship Between Artificial Intelligence and Human Intelligence,” issued jointly by the Dicastery for the Doctrine of the Faith and the Dicastery for Culture and Education. It distinguishes AI from human intelligence, examines AI’s implications for education, work, health, relationships, and warfare, and insists that AI “should be used only as a tool to complement human intelligence rather than replace its richness.”

Magnifica Humanitas. Pope Leo XIV’s first encyclical, *On Safeguarding the Human Person in the Time of Artificial Intelligence*, released in May 2026. Applying the Church’s social doctrine to the digital age, it calls believers to “remain human” amid rapid technological change and to order technology toward the common good rather than toward power, profit, or convenience.

Guiding Facets of AI Literacy Instruction

Drawing on both documents, the following facets shape what students learn about AI at every grade level:

Human dignity comes first. Every lesson begins from the truth that each student is created in the image of God. AI may assist learning, but it never measures or defines a student’s worth, intelligence, or effort.

AI is a tool, not a substitute. Students learn that AI is a product of human ingenuity, not a form of human intelligence in its own right. It has no conscience, empathy, or capacity for relationship, and it is taught and used accordingly — to support thinking, never to replace it.

Truth and discernment. Students practice verifying AI-generated information, recognizing bias, error, and fabricated content, and using AI tools “critically and properly” rather than accepting outputs uncritically.

Relationship over isolation. Because AI cannot replace human presence, instruction guards against substituting screens and chatbots for real relationships, and reinforces that technology should draw students toward, not away from, family, friends, and community.

Equity and the common good. Lessons attend to who benefits from AI and who is left behind, encouraging students to consider fair access and the responsible, shared use of powerful technologies rather than their concentration in a few hands.

Wonder and the desire to ask questions. Above all, instruction protects students’ natural curiosity — their desire to ask, wonder, and seek truth for themselves — so that the ease of AI-generated answers never extinguishes the work of genuine thought.

This introduction sets the shared foundation: technology in service of the human person, and AI literacy formed by the same wisdom that has long guided the Church’s engagement with the world.



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.				
	T.K.1.A	Demonstrate knowledge and operation of technology systems		
		(Understand the fundamental concept of how technology works)	1. Identify and name common technology devices, like computers, tablets, printers, headphones, and cameras	
			2. Identify different types of devices, such as phones, laptops, and tablets.	
			3. Demonstrate the proper care of the technology devices	
			4. Explain what to do when the device is not working, including asking an adult for help	
	T.K.1.B	Demonstrate proficiency in the use of technology		
			1. Understand how to turn on a device and open an application	



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			2. Use a mouse, touchpad, or touchscreen to navigate simple programs	Khan Academy Kids
			3. Demonstrate how to plug in a charging device and headphones	
MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.				
	T.K.2.A	Technology and Society: Explain how technology affects people		
			1. Identify the different devices that are used in the classroom and in the home	
			2. Identify the different technologies that are used in the world (i.e., traffic lights, security cameras, scanning devices, etc.)	
			3. Recognize the importance of technology use in everyday life	
			4. Artificial Intelligence is really good at making new stuff, like drawing pictures, writing stories, or even making music. But here's the secret: the computer is really just doing a really really big	



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			<p>guessing game. It looks at millions of pictures and stories it has seen before, and then guesses what should come next. It's a little like if you tried to finish a puzzle by looking at the box, you're just matching pieces! But when you make a story or a drawing, it comes from something much more magical:</p> <ul style="list-style-type: none"> • Your thoughts and ideas • Your feelings and experiences • Things you have seen and lived • Your own choices and imagination • A computer has never felt happy, or sad, or loved someone, or watched a sunset and thought it was beautiful. You have. And that makes everything <i>you</i> create truly one of a kind! 	
	T.K.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
			<ol style="list-style-type: none"> 1. Understand the rules for using devices in our school (Acceptable Use Policy) 	
			<ol style="list-style-type: none"> 2. Use technology in kind and responsible ways that show the virtues of our Catholic Faith. 	commonsense.org/education



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			<p>3. AI and Humans AI can only learn things to <i>do</i> a job. Humans love learning just because it's amazing to know things. That's what makes you wonderfully human and no computer can ever be just like you.</p>	
			<p>4. Demonstrate kindness and honesty when using devices, such as sharing, being kind, and following the rules</p>	
			<p>5. Understand the rules of the technology lab, including the use of devices in the classroom.</p>	
	T.K.2.C	Ethical and Legal Issues: Understand current online safety guidelines		
			<p>1. Understand basic internet safety rules, such as asking an adult before going online.</p>	
			<p>2. Understand that technology can affect our feelings. Know when to tell a trusted adult</p>	
			<p>3. When using AI, we must remember that every person is valuable, we must protect privacy to show respect for self and others.</p>	



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			4. Describe what information about us should be shared and what should not be shared	
			5. Understand media balance and how to manage device time for a healthy lifestyle	
MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.				
	T.K.3.A	Use technology resources and search tools to locate information		
			1. Recognize that technology tools can help us find information	kiddle.co
			2. Use teacher-guided resources and tools to explore pictures, videos, and facts	
			3. Identify digital results that match a topic or question	
			4. Practice safe and guided use of search tools	



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MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
	T.K.4.A	Know and use a deliberate design process for generating ideas, testing theories, creating artifacts, or solving problems		
			1. Understand the Design Process: Ask, Imagine, Create, Improve	engineeringforkids.com
			2. Identify problems and develop solutions	Floor is Lava
			3. Express solutions through drawings or building with simple materials	Makerspace
			4. Demonstrate patience and perseverance when completing a difficult task	
	T.K.4.B	Learning: Explore and use technology tools in an instructional setting for learning		
			1. Explore websites as a class to learn new information or to visit virtual sites	San Diego Zoo, National Geographic
			2. Use tools to express original ideas with drawings, images, sounds, or personal recordings	



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MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
	T.K.5.A	Collect data and represent data in various ways to facilitate problem-solving and decision-making		
			1. Collect and sort data to answer questions	
			2. Create a picture graph to represent data	
	T.K.5.B	Use algorithmic thinking to develop a sequence of steps to create and test solutions.		
			1. Understand that most tasks are done by following a set of steps	
			2. Create a design document to illustrate an idea or story in a sequential manner	



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			3. Create a sequential algorithm that has a beginning, middle, and end to complete a task	Scratch Jr, Kodable, robots
			4. Explore multiple ways to complete a task. Compare using technology to using a non-technological process	
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media appropriate to their goals.				
	T.K.6.A	Communication - Tools: Explore how technology is used for communication		
			1. Use a device to draw, write, or record a story and share it with others	
			2. Demonstrate listening skills while ideas are being shared	
	T.K.6.B	Communication - Media Formats		
			1. Recognize different media formats, such as pictures, videos, recordings, and icons	
			2. Explore why different media are used for different purposes	



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MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
	T.K.7.A	Collaboration: Explore and use technology in an instructional setting to encourage collaboration		
			1. Use shared devices appropriately with partners or small groups.	
			2. Practice taking turns and listening to others' ideas during digital tasks.	
			3. Contribute one or more ideas to a collaborative digital project	



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.1.1.A	Demonstrate knowledge of the nature and operation of technology systems		
_____			1. Identify the parts of the computer and their functions (Keyboard, monitor, computer, hard drive, disc drive, external storage-USB drives, power source, motherboard)	Show a video showing inside of a computer.
_____			2. Demonstrate the proper care of the computer (carry with two hands, no food or drink nearby)	
_____			3. Basic Troubleshooting (no power, how to log in, mute/unmute/change volume, how to make screen brighter/darker, check internet connection)	Teaching first grade how to log in to a computer took weeks. Had all of them copy their "Password" into their agenda. We use chromebooks so once they are logged in they can log in to other websites (schoolology, typing.com)



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				<p>using the “SIGN IN WITH GOOGLE” button.</p> <p>Alternatively could use a QR code, Clever, etc.</p>
			4. How to log in to a computer	
_____	T.1.1.B	Demonstrate proficiency in the use of technology		
_____			1. Follow instructions to navigate within apps and websites. (open applications, launch a website, how to access assignments in schoology, how to open Google drive and locate files, Microsoft products.	
			2. Know the keyboard layout - To include: letters, symbols. Tab, shift, backspace (as delete), Caps lock (Alt + Search)	<p>Typetastic. Typing.com, kodable has typing, abcya.com, typingclub</p>
			3. Develop good mouse, touchpad and for touchscreen skills. Select, drag, right click (2 fingers on track pad) left click, scroll.	<p>Google Suite software lessons, or Microsoft. mouse skills.</p> <p>Use websites: Thiissand, tvokids, abcys/make a cake, abcmouse</p>



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			4. Computer application menu and control functions	
			5. Learn how to “undo” (CTRL+Z) the most recent action in software (Word, Google drive/suite/slides) 6. Learn how to open a window/tab, how to navigate from one tab to another, how to minimize, maximize and close tabs.	
			7. Use correct sitting position when keyboarding (hand placement, feet on the floor)	
MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.				
_____	T.1.2.A	Technology and Society: Explain how technology positively and negatively impacts individuals and institutions (home and school)		
_____			1. Recognize that technologies (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) have influenced daily life, in both the past and the present.	



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			2. Learn history of computers from abacus, to calculators, to first computer (room size) to desk top, laptop, smart phones.	
—			3. Identify how technology is used to meet people's needs. Speech to text, Audio readers, magnifiers.	
			4. Discuss how our Catholic values in the real world are the same as the digital world.	
			5. Learn what is AI and how it is being used by individuals and companies already.	
	T.1.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
			1. Understand and follow the acceptable use policy. Diocesan and individual school acceptable use policies.	
			2. Demonstrate proper care of equipment.	
			3. Recognize the potential harm of intrusive applications (such as viruses, click bait, malware, pop-up windows, etc.)	



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			4. Use safe and correct security procedures (such as protecting and updating password and user ID)	
	T.1.1.2.C	Ethical and Legal Issues: Demonstrate an understanding of current standards		
			1. Explore and discuss social and ethical behaviors when using technology	Common sense media
	T.1.1.2.D	Ethical and Legal Issues: Understand current online safety guidelines		
			1. Discuss risks related to using the Internet (strangers with cruel intent, gaming with people you don't know)	
			2. Define and discuss personal data (PII), digital privacy, security, and data collection, tracking technology. Not share PII with AI bots. (tell parents if you feel uncomfortable with someone on the internet)	Common sense media – digital citizenship Kids ikeepsafe, abcya cyber five,
MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p>				



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_____	T.1.3.A	Use technology to locate and collect information (such as bookmarked websites, or shortcut icons)		
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.1.4.A	Creativity/Innovation – Multimedia/Idea Presentation: Use and understand how technology can be used to express ideas		



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_____			<ol style="list-style-type: none"> 1. Teacher model multimedia tools to create original art or presentation 2. Multimedia: Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings. 	
_____	T.1.4.B	Learning: Use and understand how technology enhances learning		
_____			<ol style="list-style-type: none"> 1. Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills. 	
			<ol style="list-style-type: none"> 2. Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task 	
MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
_____	T.1.5.A	Productivity and Problem Solving: Use and understand how technology increases productivity		



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_____			1. Explain how technology can search for information. Explain that a search engine is How a librarian would tell you where in the library to look for the correct book, correct page, etc.	
_____			2. Use templates provided by the teacher to complete learning assignments.	Click and drag images in google slides or google docs
_____			3. Edit work created using word processing software.	Microsoft Word or Google suite
			4. Use <u>teacher-identified</u> website to collect information as a class. Identify technology tools that help gather information, share ideas, and respond to questions.	Natgeokids.com, Britannica, encyclopedia. Webster.com
			5. Explain that not all websites are the same.	
		Algorithmic thinking	6. Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions)	Kodable, code.org, Hopscotch coding – in real life using printed out floor squares. Paper Maze coding. Use board pieces to give



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				<p>directions and move through a maze.</p> <p>Block coding together on active board and “run” program to create a dance. (hands up, hand on hips, hop, etc)</p>
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR			
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.1.6.A	Communication - Tools: Use and explain how technology is used for communication		
_____			1. Learn what email is and how it works,	Use a paper letters and “email” it through the class my passing it along to the person at the other end.
			2. Learn how people “chat” through websites.	



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			3. Learn about video conferencing and telephone use – not to talk to strangers.	
_____	T.1.6.B	Communication - Media Formats: Use and explain the variety of media formats		
			1. Identify various media formats, such as DVD, flash/thumb drive/USB, streaming media, podcasts, etc.	
MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR			
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.1.7.A	Collaboration: Explore and use technology in an instructional setting to encourage collaboration		
_____			<ol style="list-style-type: none"> 1. Teacher should model in front of the students how AI could be a thought partner in the thought process. To help clarify a search. 2. Explain the existence of AI already in apps/programs we already use. Ie Google or Apple Maps, Waze, etc. 	



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.2.1.A	Demonstrate knowledge of the nature and operation of technology systems		<ul style="list-style-type: none">● Use devices to Log on (using a keyboard, mouse, touchscreen, touchpad, etc).● Practice toolbar menu and control functions (open window/tab, minimize, maximize, close).● Use websites to develop keyboarding skills: ABCYa.com, TypeTastic, TypingClub.● Use websites to develop computer mouse skills: thisissand, tvokids, ABCYa/Make a Cake, ABCMouse.● Use programs or apps to enable classroom learning: iPad or Web apps such as iXL, Dr. Seuss books, etc.



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_____			1. Identify the parts of the computer and their functions (Input, Output, Storage, Processing)	
_____			2. Demonstrate the proper care of the computer hardware and software	
_____			3. Basic Troubleshooting (no power, logging in, no sound, connection)	
_____	T.2.1.B	Demonstrate proficiency in the use of technology		
_____			1. Follow instructions to use application software (such as starting/closing applications; saving/retrieving files; navigating within; and identifying and using functions represented by symbols and icons)	
_____			2. Know the keyboard layout - Use age-appropriate keyboard charts; identify and use special keys (such as backspace, shift, spacebar, control, and arrows)	
_____			3. Develop good mouse, touchpad and/or touchscreen skills	



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_____			4. Use correct sitting and hand positions when keyboarding	
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Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.				
_____	T.2.2.A	Technology and Society: Explain how technology affects individuals and institutions (home, school, and community)		<ul style="list-style-type: none"> ● Utilize websites promoting digital citizenship concepts: ABCYa Cyber-Five, Kids iKeepSafe, ThinkUKnow Lee & Kim, and Common Sense Media , https://beinternetawesome.withgoogle.com/en_us/educators. ● Utilize programs promoting digital collaboration (e.g. a prepared “anyone with link” Google doc, HyperDocs, popplet, Edmodo...). ● Define and discuss personal data, digital privacy, security, and data. collection/tracking technology (ABCYa Cyber-



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				Five, Kids iKeepSafe, ThinkUKnow Lee & Kim, and Common Sense Media). <ul style="list-style-type: none">• Have students create presentations of positive digital behavior.• Bookmark sites promoting copyright free images: Smithsonian Flickr, Photos4Class, Pics4learning.
_____			1. Recognize that technologies (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) have influenced daily life, in both the past and the present	Mini-lesson on AI with a focus on how AI is not human and that humans are different because we can think, choose and love. AI is a tool for learning but does not have human characteristics.
_____			2. Identify examples of how technology has affected the environment, in both the past and the present	AI uses electricity to power computers, and water is used to cool down the computers. The more we use it, the more our power sources are depleted.
_____			3. Identify how technology tools have been and are used to meet people's needs	



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_____			4. Discuss how we take the Catholic values that we use in our real world with us into the digital world	AI is not human and cannot create knowledge like a person can. It is a tool for learning and cannot function on its own.
_____	T.2.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
_____			1. Understand and follow the acceptable use policy	
_____			2. Recognize the potential harm of intrusive applications (such as viruses, click bait, pop-up windows, etc.)	
_____			3. Use safe and correct security procedures (such as protecting and updating password and user ID)	
_____	T.2.2.C	Ethical and Legal Issues: Demonstrate an understanding of current standards		
_____			1. Introduce the concept of copyrights by discussing the importance of respecting the rights of others	



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			regarding their work (such as appropriate copying and pasting)	
_____			2. Practice strategies for avoiding plagiarism	
_____	T.2.2.D	Ethical and Legal Issues: Understand current online safety guidelines		
_____			1. Discuss risks and privacy issues related to using the Internet (strangers with cruel intent, gaming with people you don't know)	
_____			2. Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)	
_____			3. Describe procedures for exiting an inappropriate site (such as clicking the home button, turning off the monitor, notifying an adult)	
_____			4. Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission	



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MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.				
_____	T.2.3.A	Use technology to locate and collect information for research		<ul style="list-style-type: none"> ● Explore Safe search engines (Kiddle, KidRex, Wonderopolis, Google Safe Search). ● Explore Augmented Reality (AR) /Virtual Reality (VR) process - (Google Cardboard, 360Cities, Curioscope, Nearpod VR ...). ● Build research skills: Scholastic Building Research Skills, KShrock. ● With guidance, help students choose a topic, use effective and deliberate keyword search terms. ● Students help analyze and create online bookmark project (Sqworl, Google Sites, Diigo ...). ● Collect videos, images, articles that illustrate a specific concept in the real



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				<p>world (Diigo, Symbaloo, Sqworl, DoInk, iMovie, Draw & Tell, Shadow Puppet EDU, Moovly, Animotica, Toontastic, ...).</p> <ul style="list-style-type: none"> ● Create portfolios using apps like Class Dojo, SeeSaw, etc.
_____			<ol style="list-style-type: none"> 1. Select relevant information from various technology resources (such as websites, online library catalogs, or electronic reference materials) 	
_____			<ol style="list-style-type: none"> 2. Use basic telecommunications terms and capabilities (website, website address, homepage, link, Internet) 	
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.2.4.A	<p>Creativity and Innovation – Multimedia/Idea Presentation/Editing: Use and understand how technology can be used to express ideas</p>		<ul style="list-style-type: none"> ● Create, edit, or format a document (name/date, alphabet, numbers, capitalization, format font text/size/color, spelling words...). ● Use digital tools that allow students to



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				choose and create personal end products - Google Slides, Docs, ABCYa creation tools. ● Capture, edit, or create images/videos (iMovie, Clips, SeeSaw, FlipGrid, Animoto, doInk, Powtoon, Book Creator...).
_____			1. Multimedia: Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings	
_____			2. Idea Presentation: Prepare writing and data for display with tools such as visual organizer, word processing or multimedia software either individually or teacher-led group activity	
_____			3. Editing: change, edit and revise graphs, graphics, presentations and word processing documents	



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_____	T.2.4.B	Learning: Use and understand how technology enhances learning		
_____			1. Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills	
_____			2. Reflect, as an individual or as part of a larger group, on appropriateness of selected technology for the given task	
_____			3. Reflect and discuss how technology tools are used to collect information	



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MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>				
_____	T.2.5.A	Productivity and Problem Solving: Use and understand how technology increases productivity		<ul style="list-style-type: none"> ● Use Scratch Jr to code a process (a program). ● Use KidBlog or Google Forms to reflect after lessons with specific questions about how the lesson could be improved and/or to explain their biggest learning moment of the lesson. ● Use Code.org to troubleshoot and navigate through a variety of steps to empower students and their sharpen their attention to detail. ● Use a drawing program like Google Drawings to design a product that has a real world application. ● Capture draft versions of student’s products until final solution is submitted - shows design and redesign process at work. <ul style="list-style-type: none"> ● AI may be used to assist learning.



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_____			1. Describe ways the selected technology tools are being used to support learning goals and accomplish tasks	<ul style="list-style-type: none">• AI as a learning tool
_____			2. Use templates, provided by the teacher, or create new documents to complete learning assignments	
_____			3. Edit work created using concept mapping or word processing software	
_____			4. Use various electronic information retrieval sources to obtain information on a topic (such as World Book, Follett Destiny, local library resources)	
_____			5. Construct a set of statements to be acted out to accomplish a	



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			simple task (e.g., turtle instructions)	
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR			
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.2.6.A	Communication - Tools: Use and explain how technology is used for communication		<ul style="list-style-type: none"> ● Research, download and edit copyright-free images (Paint, PicCollage, Google Drawing, Photopea, Adobe apps). ● Search for creative commons images on Google. ● Create models and simulations (Scratch, Code.org, Tynker, bitsbox, etc.) to communicate complex ideas. ● Student-created videos (iMovie, DoInk, Clips, Flipgrid, Loom, Screencastify, WeVideo, smooovie, etc.). ● Student presentations (Google Slides, Screencastify, Haiku Deck). ● Student audio (voice recorder, Seesaw, FlipGrid, Audacity). ● Create and share collaborative works (Google docs, Drawings, etc.). ● Create a student portfolio (ClassDojo, Seesaw, Google Sites, Google Drive). ● Video conference presentation/



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				collaboration with others.
_____			1. Identify technology tools that help gather information, share ideas, and respond to questions	
_____			2. Use a variety of technology tools identified by the teacher to communicate with various audiences	
_____	T.2.6.B	Communication - Media Formats: Use and explain the variety of media formats		
_____			1. Recognize that various media formats are used to communicate ideas, such as DVD, flash/thumb drive, streaming media, podcasts etc.	



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MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR			
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.2.7.A	Collaboration: Use and understand how technology encourages collaboration		<ul style="list-style-type: none"> ● Invite community and global experts into the classroom in meaningful ways (video conferencing program, Skype, Chatzy, Google Meet, Zoom). ● Use an online collaborative program (wiki) to reflect, summarize tasks and responsibilities. ● Discuss how technology has helped connect with family members who live elsewhere. ● Create and share collaborative works (Google docs, Google Drawings). ● Take a virtual field trip to explore zoos, museums, art galleries, other cultures and locations (using VR or not). ● Google Arts and Culture. ● Google Earth Timelapse. ● Custom Google Maps.
_____			1. Explain how selected technology tools are being used to enhance collaboration	
_____			2. Participate in a class lesson using technology	



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			tools to collect, display, and interpret data	
_____			3. Articulate the advantages of collaboration supported by technology tools Articulate the advantages of collaboration supported by technology tools	



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.3.1.A	Demonstrate knowledge of the nature and operation of technology systems		
_____			1. Identify and understand the functions of computing (Input, Output, Storage, Processing)	
_____			2. Demonstrate the proper care of the computer hardware and software	
_____	T.3.1.B	Demonstrate proficiency in the use of technology		
_____			1. Access and navigate within application software and understand basic file management functions (such as open, close, format, edit, and save, save as in other formats such as PDF, CSV, etc.). Include an introduction to the hierarchy of storage to explain not only how to save but where to save.	
_____			2. Use tools, menus and dialog boxes in application software	
_____			3. Develop keyboarding skills (Identify and	



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			use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation); know shortcut keys	
_____			4. Use correct keyboarding techniques (such as proper home row position and posture)	
_____			5. Use appropriate applications to perform an assigned task (such as word processing and graphics)	
MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.				
_____	T.3.2.A	Technology and Society: Explain how technology affects people and society		
_____			1. Explain how technology (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) influences societies	
_____			2. Identify examples of how technology has affected the environment, in both the past and the present. Include Artificial Intelligence and its impact on the environment.	https://www.nea.org/professional-excellence/student-engagement/tools-tips/environmental-impact-ai



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_____			3. Explain how technology tools have or can be used to meet the needs of societies	
_____			4. Discuss how we take the Catholic values that we use in our real world with us into the digital world	<i>Antiqua et Nova</i> teaches us that technology is a gift from God, and just like in real life, we should use it to be kind, honest, and caring toward every person we meet online and in the technology we use.
_____			5. Address the permanence of uploads, including email and social media	
_____	T.3.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
_____			1. Explain the purpose and importance of following the acceptable use policy	
_____			2. Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)	
_____			3. Use safe and correct security procedures	



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			(such as protecting/updating passwords and user IDs)	
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_____	T.3.2.C	Ethical and Legal Issues: Demonstrate an understanding of current standards		
_____			1. Comply with copyright laws (such as appropriate copying and pasting, legal downloading, and recognizing intellectual property)	
_____			2. Practice strategies for avoiding plagiarism	
_____			3. Cite sources of text and digital information	
_____	T.3.2.D	Ethical and Legal Issues: Understand current online safety guidelines		
_____			1. Understand that the Internet is a global community with guidelines	
_____			2. Explain and practice safety and privacy issues related to using the Internet	
_____			3. Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)	
_____			4. Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)	



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_____			5. Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission	
MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.				
_____	T.3.3.A	Use technology to locate, evaluate, and organize information from a variety of sources.		
_____			1. Select relevant information from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)	
_____			2. Evaluate electronic resources using the same strategies as print resources (such as fact vs. fiction, author, ease of use) and use print sources to verify electronic sources. This includes artificial intelligence, which can make errors in output.	
_____			3. Use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases	



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_____			4. Collect and organize information using technology tools (such as word processor, graphics program)	
_____			5. Describe telecommunications terminology and capabilities (website, website address, homepage, link, Internet, browser, etc.)	
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.3.4.A	Creativity/Innovation – Multimedia/Idea Presentation/Editing: Use and explain how the technology can be used to express ideas		
_____			1. Multimedia: Use multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings	
_____			2. Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, or graphic organizers that are appropriate to a specific audience	



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_____			3. Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents	
_____	T.3.4.B	Learning: Use and explain how the technology enhances learning		
_____			1. Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills	
_____			2. Reflect as an individual on appropriateness of selected technology for the given task	
_____			3. Describe how technology tools are used to collect information	
MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
_____	T.3.5.A	Productivity and Problem Solving: Use and explain how technology tools increase productivity		



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_____			1. Explain how the selected technology tools are being used to accomplish tasks efficiently (e.g., editing with word processing software vs. rewriting by hand, using spreadsheets to collect information)	
_____			2. Use templates or create new documents to complete learning assignments	
_____			3. Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling	
_____			4. Use various electronic information retrieval sources to obtain information on a topic	
_____			5. Define an algorithm as a sequence of instructions that can be processed by a computer	
_____			6. Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)	



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MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR	CURRICULUM GUIDELINES		RESOURCES
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.3.6.A	Communication - Tools: Use technology for communication		
_____			1. Explain how communication tools help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents and experts	
_____			2. Use technology tools identified by the teacher to communicate with various audiences (e.g., podcasting)	
_____			3. Discuss Artificial Intelligence as a tool, but should never replace human thinking, AI should never think for you.	
_____	T.3.6.B	Communication - Media Formats: Use and explain the purpose of different media formats		
_____			1. Recognize that various media formats are used to communicate ideas, such as flash/thumb drive, streaming media, etc.	



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MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR	CURRICULUM GUIDELINES		RESOURCES
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.3.7.A	Collaboration: Use and explain how technology tools encourage collaboration		
_____			1. Use technology tools such as Google Docs, Google Forms, and Office 365 to work collaboratively within the classroom (either the computer lab or other classroom)	
_____			2. Reflect and discuss the advantages of collaboration supported by technology tools. Include Artificial Intelligence as a tool for collaboration.	Teacher may model how this works, but students should not be using it – the goal is to understand what AI is and what it can and cannot do. i.e. awareness



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.4.1.A	Demonstrate knowledge of the nature and operation of technology systems		
_____			1. Demonstrate the proper care of the computer hardware and software	
_____			2. Demonstrate basic understanding of computer theory (Bits and Bytes)	
_____	T.4.1.B	Demonstrate proficiency in the use of technology		
_____			1. Create documents and be able to edit, save, open, share, and format.	
_____			2. Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation); know shortcut keys	TypingClub.com Various resources online
_____			3. Use correct keyboarding techniques (such as proper home row and fingering positions and posture)	



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_____			4. Use appropriate applications to perform an assigned task (such as word processing, graphics, and presentation)	
MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.				
_____	T.4.2.A	Technology and Society: Explain how technology affects people and society		
_____			1. Identify examples of how technology has affected the environment, in both the past and the present	
_____			2. Explain how technology tools have or can be used to meet the needs of societies	
_____			3. Engage in positive, safe, legal and Christ-like behavior when using technology, including social interactions online or when using networked devices.	
_____			4. Address the permanence of uploads, including email and social media	
			5. Artificial Intelligence as it applies to all the concepts in items 1-4 above	Discuss the purpose of AI, its impact on the world and its place in our Catholic



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				Faith. See Antigua et Nova and MAGNIFICA HUMANITAS from the Vatican
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_____	T.4.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		<u>Common Sense Media</u>
_____			1. Explain the purpose and importance of following the acceptable use policy	See Policy 631
_____			2. Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)	
_____			3. Use safe and correct security procedures (such as protecting/updating password and user ID)	
_____	T.4.2.C	Ethical and Legal Issues: Demonstrate an understanding of current legal standards		
_____			1. Practice strategies for avoiding plagiarism when using digital content	
_____			2. Cite electronic sources of text and digital information	
_____	T.4.2.D	Ethical and Legal Issues: Understand current online safety guidelines		<u>Common Sense Media</u> <u>Google Internet Safety</u>
_____			1. Understand that the Internet offers access to multiple digital communities with differing guidelines	



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_____			2. Explain and practice safety and privacy issues related to using the Internet	
_____			3. Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)	
_____			4. Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)	
_____			5. Understand the purpose of technology protection measures (such as virus protection and content filtering systems)	
_____			6. Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission	
_____			7. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	



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MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.				
_____	T.4.3.A	Use technology to locate, evaluate, and organize information from a variety of sources		
_____			1. Select relevant information from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)	
_____			2. Evaluate electronic resources using the same strategies as print resources (such as fact vs. fiction, author, ease of use) and use print sources to verify electronic sources	
_____			3. Use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases	
_____			4. Collect and organize information using technology tools (such as word processor, spreadsheets, graphics program)	



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_____			5. Describe telecommunications terminology and capabilities (website, website address, homepage, link, Internet, browser, search engine, etc.)	
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.4.4.A	Creativity/Innovation – Multimedia/Presentation Format/Editing: Use and explain how the technology can be used to express ideas		
_____			1. Multimedia: Use telecommunication, multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings	
_____			2. Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents	
_____	T.4.4.B	Learning: Use and explain how technology tools enhance learning		



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_____			1. Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills	
_____			2. Describe how technology tools are used to collect information	
_____			3. Select and use digital tools to plan and manage the design process.	
			4. Brief discussion of what Artificial Intelligence is and how it can be used for learning.	See documents in T.4.2.A AI use should be vetted through the lens of our Catholic faith – it lacks human reasoning and, although a tool, cannot be completely relied upon.
MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
_____	T.4.5.A	Productivity and Problem Solving: Use and explain how technology tools increase productivity		



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_____			1. Create new documents to complete learning assignments	
_____			2. Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling (e.g., online dictionaries, spell check, grammar check)	
_____			3. Use various electronic information retrieval sources to obtain information on a topic	
_____			4. Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)	Code.org https://www.freecodecamp.org/
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.4.6.A	Communication – Tools: Use technology for communication		
_____			1. Communicate complex ideas clearly by creating or using media (documents, audio, video, visualizations, models or simulations).	



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—			2. Publish or present content that customizes the message and medium for the intended audiences.	
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MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.4.7.A	Collaboration: Use and explain how selected technology tools encourage collaboration		
_____			1. Use technology tools to work collaboratively within the classroom	
_____			2. Use technology tools to exchange ideas with individuals or groups outside of the classroom	
_____			3. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal	
			4. Brief discussion on Artificial Intelligence as a communication and collaboration tool.	



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.5.1.A	Demonstrate knowledge of nature and operation of technology systems		
_____			1. Identify and understand the functions of computing (Input, Output, Storage, Processing) and describe the advantages and disadvantages of various storage techniques	
_____			2. Demonstrate the proper care of the computer hardware and software	
_____			3. Demonstrate basic understanding of computer theory (Bits and Bytes)	
_____	T.5.1.B	Demonstrate proficiency in the use of technology		
_____			1. Access and navigate within application software and understand basic file management functions. Reinforce the concept of the hierarchy of storage so students understand not only how to	



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			save but where to save and save as in other formats such as PDF, CSV, etc.)	
_____			2. Use tools, menus and dialog boxes in application software	
_____			3. Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation) know shortcut keys	
_____			4. Use correct keyboarding techniques (such as proper home row and fingering positions and posture)	
_____			5. Use appropriate applications to perform an assigned task (word processing, spreadsheet, graphics, presentation)	
MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.				
_____	T.5.2.A	Technology and Society: Explain how technology affects the individual and society		



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_____			1. Explain technology's influence on the individual and society	Brief discussion or introduction to Artificial Intelligence (AI) as the newest tech influence
_____			2. Identify examples of technology's impact on the environment	Discuss AI and its impact on the environment – use of water, energy, and the demands on natural resources.
_____			3. Explain how technology tools have been used to meet the needs of societies	
_____			4. Reinforce taking our Catholic values that we use in our real world into the digital world	Refer to Pope Leo's writings: Antigua et Nova and Magnifica Humanitas
_____			5. Address the permanence of uploads, including email and social media	
_____	T.5.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
_____			1. Explain the purpose of and follow the acceptable use policy	



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_____			2. Recognize the potential harm of intrusive or malicious software (such as viruses, worms, ransomware, spyware, stealer malware, remote-access trojans, malicious apps, and AI-generated cyberattacks) and understand how these threats can steal information, spy on users, or take control of devices.	
_____			3. Use safe and correct security procedures (such as protecting/updating password and user ID)	
_____	T.5.2.C	Ethical and Legal Issues: Demonstrate an understanding of current legal standards		
_____			1. Comply with copyright laws and fair use provisions when using digital content	
_____			2. Use electronic resources appropriately (such as paraphrasing)	
_____			3. Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)	
_____	T.5.2.D	Ethical and Legal Issues: Understand current online safety guidelines		
_____			1. Understand that the Internet offers access to multiple digital communities with differing guidelines	



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_____			2. Explain and practice safety and privacy issues related to using the Internet	
_____			3. Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)	
_____			4. Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)	
_____			5. Explain how technology protection measures—such as content filtering, AI monitoring systems, device management tools, and privacy protections—help keep users safe online and protect personal information across school networks and digital platforms.	



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_____			6. Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission	
MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.				
_____	T.5.3.A	Use technology to locate, evaluate, and organize information from a variety of sources		
_____			1. Select relevant information (content and images) from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)	
_____			2. Explain and evaluate electronic resources (such as publication date, fact vs. fiction, author, ease of use) and use print sources to verify and supplement electronic sources	
_____			3. Explain and use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases	



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_____			4. Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)	
_____			5. Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks	
_____			6. Describe telecommunications terminology and capabilities (website, URL, homepage, link, Internet, browser, search engine, etc.)	
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.5.4.A	Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas		
_____			1. Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings	



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			2. Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience	
			3. Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents	
			4. Evaluating: Evaluate student-created product design based on purpose, audience, and format	
	T.5.4.B	Learning: Select and use technology tools to enhance learning		
			1. Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills	
			2. Explain why specific technology tools were selected to support learning	
			3. Asses the use of the selected technology for individual learning of the specific task	



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MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
_____	T.5.5.A	Productivity and Problem Solving: Select and use technology tools to increase productivity		
_____			1. Explain why the selected technology tools are being used to accomplish tasks efficiently	
_____			2. Create new documents to complete learning assignments and demonstrate new understanding	
_____			3. Use word processing technology when appropriate	
_____			4. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation	
_____			5. Collect, analyze, and display data and information using tools, such as	



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			calculators, computers, spreadsheets, graphing programs, and databases	
_____			6. Evaluate ways that different algorithms may be used to solve the same problem	
_____			7. Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)	
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.5.6.A	Communication – Tools: Select and use technology for communication		
_____			1. Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions	
_____			2. Present information independently to various audiences	
_____	T.5.6.B	Communication - Media Formats: Use and explain the purposes of different media formats		



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_____			1. Communicate independently with various audiences using different media formats	
_____			2. Evaluate the appropriateness of media formats for various purposes	
MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.5.7.A	Collaboration: Select and use technology tools to encourage collaboration		
_____			1. Use technology tools to work collaboratively within the school community	
_____			2. Use technology tools to exchange ideas with individuals or groups outside of the school community	
_____			3. Articulate the advantages of collaboration supported by technology tools	



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.6.1.A	Demonstrate knowledge of nature and operation of technology systems		
_____			1. Match hardware components to their functions (Input, Output, Storage, Processing)	
_____			2. Demonstrate the proper care of the computer hardware and software	
_____			3. Demonstrate understanding of the basics of the operating system and its relationship to application software	
_____			4. Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines	



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_____	T.6.1.B	Demonstrate proficiency in the use of technology		
_____			1. Practice file management (such as creating folders, proper naming conventions for files and folders, and organizing files within folders)	
_____			2. Use proper keyboarding skill techniques to increase speed to a goal of 20 wpm with 90% accuracy and know shortcut keys	
_____			3. Choose and integrate appropriate multiple applications to perform an assigned task	
_____			4. Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.	
_____			5. Understand the use of digital calendars for organization of projects, reports and other material management.	



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MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.				
_____	T.6.2.A	Technology and Society: Explain how technology affects the individual and society		
_____			1. Explain technology’s influence on the individual and society <ul style="list-style-type: none"> a. Artificial Intelligence potential impacts on society b. Refer to Vatican documents: Antigua et Nova and Magnifica Humanitas 	
_____			2. Identify examples of technology’s impact on the environment <ul style="list-style-type: none"> a. Artificial Intelligence and impact on the environment 	https://www.edutopia.org/article/teaching-environmental-impact-ai-pbl/
_____			3. Recommend ways technology can be used to meet the needs of societies	
_____			4. Reinforce taking our Catholic values that we use in our real world into the digital world. Add example: Using proper Christian values and etiquette when	



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			<p>participating in online conferencing and discussion boards</p> <p>A. See Vatican documents above for Catholic perspective on Artificial Intelligence.</p>	
_____			5. Address the permanence of uploads, including email and social media	
			6. Discuss the potential effects of AI on society, both current and future, both positive and negative	
_____	T.6.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
_____			1. Explain the purpose of and follow the acceptable use policy	
_____			2. Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, click bait etc.) and safeguards for limiting exposure to these	
_____			3. Use safe and correct security procedures (such as protecting/updating password and user ID)	
_____	T.6.2.C	Ethical and Legal Issues: Demonstrate an		



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		understanding of current legal standards		
_____			1. Comply with copyright laws and fair use provisions when using digital content	
_____			2. Use electronic resources appropriately (such as paraphrasing)	
_____			3. Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)	
_____	T.6.2.D	Ethical and Legal Issues: Understand current online safety guidelines		
_____			1. Understand that the Internet offers access to multiple digital communities with differing guidelines	
_____			2. Explain and practice safety and privacy issues related to using the Internet	
_____			3. Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)	
_____			4. Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult so they can mitigate malware)	



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_____			5. Explain the importance of firewalls and filtering systems	
_____			6. Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission	



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MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.				
_____	T.6.3.A	Use technology to locate, evaluate, and organize information from a variety of sources		
_____			1. Select relevant information (content and images) from appropriate technology resources	
_____			2. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement	
_____			3. Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases	
_____			4. Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)	



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_____			5. Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks	
_____			6. Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)	
_____	T.6.3.B	Create and use spreadsheets/databases to evaluate information		
_____			1. Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)	
_____			2. Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)	
_____			3. Print data tables and graphs (print preview, setup, gridlines, etc.)	
_____			4. Calculate information (formulas, functions, etc.)	
_____			5. Graph data effectively (create, format, modify charts, etc.)	



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_____			6. Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, search engine, etc.	
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.6.4.A	Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas		
_____			1. Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings	
_____			2. Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience	
_____			3. Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents; Demonstrate understanding of both design and use of templates	



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_____			4. Evaluating: Evaluate student-created product design based on purpose, audience, and format	
_____	T.6.4.B	Learning: Select and use technology tools to enhance learning		
_____			1. Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills	
_____			2. Explain why specific technology tools were selected to support learning	Brief discussion on how Artificial Intelligence may be used to support learning – highlight both pros and cons of using AI in this way
_____			3. Assess the use of the selected technology for individual learning of the specific task	How can AI help to provide individual learning paths?
MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
_____	T.6.5.A	Productivity and Problem Solving: Select and use technology tools to increase productivity		



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_____			1. Explain why the selected technology tools are being used to accomplish tasks efficiently	
_____			2. Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)	
_____			3. Use word processing technology when appropriate	
			4. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation	
			5. Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers	
			6. Input and analyze information in a spreadsheet or database (e.g., Science Fair)	
			7. Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)	



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			8. Describe and analyze a sequence of instructions being followed (e.g., describe a character’s behavior in a video game as driven by rules and algorithms)	
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.6.6.A	Communication – Tools: Select and use technology for communication		
_____			1. Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions	
_____			2. Present information independently to various audiences	
_____	T.6.6.B	Communication - Media Formats: Use and explain the purposes of different media formats		
_____			1. Communicate independently with various audiences using different media formats	



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_____			2. Evaluate the appropriateness of media formats for various purposes	
MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.6.7.A	Collaboration: Select and use technology tools to encourage collaboration		
_____			1. Use technology tools to work collaboratively within the school community (for example through Google Drive, Microsoft 365)	
_____			2. Use technology tools to exchange ideas with individuals or groups outside of the school community	How could AI be used for collaboration?
_____			3. Articulate the advantages of collaboration supported by technology tools	



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.7.1.A	Demonstrate knowledge of nature and operation of technology systems		
_____			1. Match hardware components to their functions (Input, Output, Storage, Processing)	
_____			2. Demonstrate the proper care of the computer hardware and software	
_____			3. Demonstrate understanding of the basics of the operating system and its relationship to application software	
_____			4. Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines	



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_____	T.7.1.B	Demonstrate proficiency in the use of technology		
_____			1. Practice file management (such as creating folders and organizing files within folders)	
_____			2. Use proper keyboarding skill techniques to increase speed to a goal of 25 wpm with 90% accuracy and know shortcut keys	
_____			3. Choose and integrate appropriate multiple applications to perform an assigned task	
_____			4. Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.	
_____			5. Understand the use of digital calendars for organization of projects, reports and other material management.	



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MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>				
_____	T.7.2.A	Technology and Society: Explain how technology affects the individual and society		
_____			1. Evaluate technology’s influence on the individual and society, including Artificial Intelligence	
_____			2. Evaluate technology’s impact on the environment, including Artificial Intelligence	Lots of resources on this topic, include use of energy and water, carbon dioxide emissions, energy capacity grows with more AI centers.
_____			3. Evaluate the use of technology to solve a societal issue	
_____			4. Reinforce taking our Catholic values that we use in our real world into the digital world. Add example: Using proper Christian values and etiquette when participating in online conferencing and discussion boards	
_____			5. Address the permanence of uploads, including email and social media	



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_____	T.7.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
_____			1. Explain the purpose of and follow the acceptable use policy	Emphasize sections on Artificial Intelligence
_____			2. Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, click bait etc.) and safeguards for limiting exposure to these	
_____			3. Use safe and correct security procedures (such as protecting/updating password and user ID)	
_____	T.7.2.C	Ethical and Legal Issues: Demonstrate an understanding of current legal standards		
_____			1. Comply with copyright laws and fair use provisions when using digital content. Understand the copyright laws and fair use provisions associated with Artificial Intelligence.	
_____			2. Use electronic resources appropriately (such as paraphrasing)	



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_____			3. Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago) How to cite AI	
_____	T.7.2.D	Ethical and Legal Issues: Understand current online safety guidelines		
_____			1. Understand that the Internet offers access to multiple digital communities with differing guidelines	
_____			2. Explain and practice safety and privacy issues related to using the Internet and Artificial Intelligence.	
_____			3. Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)	
_____			4. Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)	
_____			5. Explain the importance of firewalls and filtering systems	
MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES



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Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

_____	T.7.3.A	Use technology to locate, evaluate, and organize information from a variety of sources		
_____			1. Select relevant information (content and images) from appropriate technology resources	



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_____			2. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement	
_____			3. Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases	
_____			4. Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)	
_____			5. Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks	
_____			6. Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)	
_____	T.7.3.B	Create and use spreadsheets/databases to evaluate information		



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_____			1. Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)	
_____			2. Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)	
_____			3. Print data tables and graphs (print preview, setup, gridlines, etc.)	
_____			4. Calculate information (formulas, functions, etc.)	
_____			5. Graph data effectively (create, format, modify charts, etc.)	
_____			6. Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, etc.	
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.7.4.A	Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas		



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_____			1. Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings	
_____			2. Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience	
_____			3. Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents	
_____			4. Evaluating: Evaluate student-created product design based on purpose, audience, and format	
			5. Illustrate the use of Canva as a presentation tool	https://www.canva.com/
_____	T.7.4.B	Learning: Select and use technology tools to enhance learning		
_____			1. Use technology tools, including software and hardware, to learn new content or reinforce skills	



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_____			2. Defend the selection of a specific technology tool to complete a learning task	
MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
_____	T.7.5.A	Productivity and Problem Solving: Select and use technology tools to increase productivity		
_____			1. Defend the selected technology tools to complete tasks efficiently (e.g., Science Fair -- why use Excel for graphs instead of Paint?)	
_____			2. Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)	
_____			3. Use word processing technology when appropriate	
_____			4. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as	



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			capitalization, punctuation, spelling, and pronunciation	
			5. Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers	
			6. Input and analyze information in a spreadsheet or database (e.g., Science Fair -- why use Excel for graphs instead of Paint?)	
			7. Implement problem-solving solutions using a programming language, incorporating one or more of the following: looping behavior, conditional statements, logic, expressions, variables, and functions	
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.7.6.A	Communication – Tools: Select and use technology for communication		
_____			1. Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems,	



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_____			portfolios) to gather information, share ideas, and respond to questions	
_____			2. Present information independently to various audiences	
_____	T.7.6.B	Communication - Media Formats: Use and explain the purposes of different media formats		
_____			1. Communicate independently with various audiences using different media formats	
_____			2. Evaluate the appropriateness of media formats for various purposes	
MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.7.7.A	Collaboration: Select and use technology tools to encourage collaboration		
_____			1. Use technology tools to work collaboratively within the school community	
_____			2. Use technology tools to exchange ideas	



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			with individuals or groups outside of the school community	
_____			3. Articulate the advantages of collaboration supported by technology tools	
			4. Introduce the idea of Artificial Intelligence as a collaborative tool	
	T.7.7.B	The student will evaluate the effect of Artificial Intelligence (AI) in various professions.	5. Research AI integration in various professions and evaluate its impact on the job market and society. 6. Examine and analyze the impact on job creation and changes in employment needs based on the use of AI. 7. Evaluate and explain the benefits and drawbacks of the implementation of AI technologies in various professions.	
	T.7.7C	The student will weigh the affordances and constraints of different coding representations.	1. Write code to solve a problem using code.org or, khan academy or code combat. Can also code robots. 2. Unplugged coding – write pseudocode	3D Design
			3. Cybersecurity	Understand the risk of clicking on links sent from Hackers/criminals. Learn how to identify FISHING/SCAMS.



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MONITORING ✓	STANDARD 1.0 -- EMPOWERED LEARNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.				
_____	T.8.1.A	Demonstrate knowledge of nature and operation of technology systems		
_____			1. Match hardware components to their functions (Input, Output, Storage, Processing)	
_____			2. Demonstrate the proper care of the computer hardware and software	
_____			3. Demonstrate understanding of the basics of the operating system and its relationship to application software	
_____			4. Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines	



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_____	T.8.1.B	Demonstrate proficiency in the use of technology		
_____			1. Use file management (such as creating folders and organizing files within folders)	File naming conventions should be incorporated for organizational purposes
_____			2. Use proper keyboarding techniques to increase speed to a goal of 30 wpm with 95% accuracy and know shortcut keys	
_____			3. Choose and integrate appropriate multiple applications to perform an assigned task	
_____			4. Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.	Teach file naming conventions
_____			5. Understand the use of digital calendars for organization of projects, reports and other material management.	



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MONITORING ✓	STANDARD 2.0 – DIGITAL CITIZEN	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>				
_____	T.8.2.A	Technology and Society: Evaluate how technology affects the individual and society		
_____			1. Evaluate technology’s influence on the individual and society	
_____			2. Evaluate technology’s impact on the environment	
_____			3. Evaluate the use of technology to solve a societal issue	
_____			4. Reinforce taking our Catholic values that we use in our real world into the digital world. Use proper Christian values and etiquette when participating in online conferencing and discussion boards	
_____			5. Address the permanence of uploads, including email and social media	
			6. Artificial Intelligence and its effects on society, both now and in the future	Vatican document: Magnifica Humanitas



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_____	T.8.2.B	Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information		
_____			1. Explain the purpose of and follow the acceptable use policy	
_____			2. Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, click bait etc.) and safeguards for limiting exposure to these	
_____			3. Use safe and correct security procedures (such as protecting/updating password and user ID)	
_____	T.8.2.C	Ethical and Legal Issues: Demonstrate an understanding of current legal standards		
_____			1. Comply with copyright laws and fair use provisions when using digital content	
_____			2. Use electronic resources appropriately (such as paraphrasing)	
_____			3. Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)	
_____	T.8.2.D	Ethical and Legal Issues: Understand current online safety guidelines		



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_____			1. Understand that the Internet offers access to multiple digital communities with differing guidelines	
_____			2. Explain and practice safety and privacy issues related to using the Internet	
_____			3. Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)	
_____			4. Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)	
_____			5. Explain the importance of firewalls and filtering systems	
MONITORING ✓	STANDARD 3.0 – KNOWLEDGE CONSTRUCTOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.				
_____	T.8.3.A	Use technology to locate, evaluate, and organize information from a variety of sources		



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—			1. Select relevant information (content and images) from appropriate technology resources	
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_____			2. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement	
_____			3. Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases	
_____			4. Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)	https://www.canva.com/
_____			5. Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks	Student reflections about decision making while creating presentations
_____			6. Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)	
_____	T.8.3.B	Create and use spreadsheets/databases to evaluate information		



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_____			1. Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)	
_____			2. Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)	
_____			3. Print data tables and graphs (print preview, setup, gridlines, etc.)	
_____			4. Calculate information (formulas, functions, etc.)	
_____			5. Graph data effectively (create, format, modify charts, etc.)	
_____			6. Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, etc.	
MONITORING ✓	STANDARD 4.0 – INNOVATIVE DESIGNER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.				
_____	T.8.4.A	Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas		



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_____			1. Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings	
_____			2. Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience	
_____			3. Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents	
_____			4. Evaluating: Evaluate student-created product design based on purpose, audience, and format	
_____	T.8.4.B	Learning: Student will select and use technology tools to enhance learning		
_____			1. Use technology tools, including software and hardware, to learn new content or reinforce skills	
_____			2. Defend the selection of a specific technology tool to complete a learning task	



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MONITORING ✓	STANDARD 5.0 – COMPUTATIONAL THINKER	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.				
_____	T.8.5.A	Productivity and Problem Solving: Select and use technology tools to increase productivity		
_____			1. Defend the selected technology tools to complete tasks efficiently (e.g., Science project)	
_____			2. Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)	
_____			3. Use word processing technology when appropriate	
			4. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation	Introduce tools for this such as Grammarly, Gemini - emphasize these are tools to assist, should not do the work for the student



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			5. Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers	
			6. Input and analyze information in a spreadsheet or database (e.g., Science project)	
			7. Create an algorithm (e.g., Hour of Code, Scratch, Made with Code, Khan Academy)	
			8. Implement problem-solving solutions using a programming language, incorporating one or more of the following: looping behavior, conditional statements, logic, expressions, variables, and functions	
MONITORING ✓	STANDARD 6.0 – CREATIVE COMMUNICATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.				
_____	T.8.6.A	Communication – Tools: Select and use technology for communication		
_____			1. Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems,	



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_____			portfolios) to gather information, share ideas, and respond to questions	
_____			2. Present information independently to various audiences	
_____	T.8.6.B	Communication - Media Formats: Use and explain the purposes of different media formats		
_____			1. Communicate independently with various audiences using different media formats	
_____			2. Evaluate the appropriateness of media formats for various purposes	
MONITORING ✓	STANDARD 7.0 – GLOBAL COLLABORATOR	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.				
_____	T.8.7.A	Collaboration: Select and use technology tools to encourage collaboration		
_____			1. Use technology tools to work collaboratively within the school community	



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—			2. Use technology tools to exchange ideas with individuals or groups outside of the school community	
—			3. Articulate the advantages of collaboration supported by technology tools	
			4. Artificial Intelligence and collaboration	
	T.8.7.B	The student will identify and describe the information processing capabilities of Artificial Intelligence in computing technologies.	5. Describe the role of natural language processing in computing technologies. 6. Examine ethical and privacy concerns related to Artificial Intelligence and propose recommendations to address these concerns.	