### Empowered Learner (EL)

**Standard: EL1** - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

**EL1.a:** Set goals and reflect.
- **EL1.a.3.i:** Create personal learning goals and select digital tools to achieve them.
- **EL1.a.4.i:** Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals with educator support.

**EL1.b:** Build network to support learning.
- **EL1.b.2.i:** Select digital tools to help build a network of experts and peers to enrich the learning experience with educator support.

**EL1.c:** Create personalized learning environment.
- **EL1.c.2.i:** Explore and select digital tools to customize personalized learning environments with educator support.

**EL1.d:** Seek and utilize feedback.
- **EL1.d.2.i:** Seek performance feedback, and features embedded in digital tools to collect data and make learning adjustments with educator support.

**Standard: EL2** - Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.

**EL2.a:** Understand and apply functions and operations.
- **EL2.a.2.i:** Explore and select appropriate digital tools based on the necessary concepts of technology operations.

**Standard: EL3** - Students are able to transfer knowledge to explore emerging technologies.

**EL3.a:** Transfer knowledge to emerging technology.
- **EL3.a.2.i:** Transfer learning between digital tools and learning environments.

### Digital Citizen (DC)

**Standard: DC1** - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

**DC1.a:** Cultivate and manage digital identity and reputation.
- **DC1.a.4.i:** Identify information that should not be shared online because it is private and personal.
- **DC1.a.5.i:** Identify the traits of a positive and negative online identity.
- **DC1.a.6.i:** Recognize that photos can be altered digitally and identify the pros and cons of alteration.

**DC1.b:** Manage personal data to maintain digital privacy and security.
- **DC1.b.4.i:** Utilize strong and secure passwords to protect private account information.
- **DC1.b.5.i:** Demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online.
- **DC1.b.6.i:** Identify types of information and terms that can put a person at risk for identity theft and other scams and safely manage unwanted messages.

**Standard: DC2** - Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**DC2.a:** Use information, media and digital resources in a responsible manner.
- **DC2.a.2.i:** Recognize difference between content consumption, creation, and remaking.

**DC2.b:** Respect intellectual property rights.
- **DC2.b.2.i:** Explain and apply the concept of intellectual property rights and how copyrights protect authors and producers.

**DC2.c:** Recognize the rights and responsibilities of intellectual freedom in a democratic society.
- **DC2.c.4.i:** Define and explain the concept of intellectual freedom and identify examples of censorship.
- **DC2.c.5.i:** Participate responsibly and respectfully in a digital community.
- **DC2.c.6.i:** Identify and create positive and constructive feedback.

### Knowledge Constructor (KC)

**Standard: KC1** - Students critically curate a variety of digital tools and diverse resources.

**KC1.a:** Plan and employ effective research strategies.
- **KC1.a.4.i:** Explore and use different keyword searches such as using multiple words, synonyms, and alternative words and phrases; and refine searches by drawing inferences to explain searching results.
- **KC1.a.5.i:** Collaborate with an educator to employ appropriate research techniques to locate and access print and digital resources that help in the learning process.
- **KC1.a.6.i:** Follow an inquiry-based process by generating questions and exploring different ways to locate and evaluate sources that provide needed information.

**KC1.b:** Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.
- **KC1.b.3.i:** Evaluate digital resources to determine credibility and accuracy with educator support.
- **KC1.b.4.i:** Identify how websites can be used to appeal to different groups to evoke a response and action.

**KC1.c:** Curate information from digital resources.
### Content Area: Innovation Design (ID)

**Standard: ID1** - Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.

| ID1.a.2.i: | Identify and describe problems or challenges that affect the community. Analyze all conditions that make it a problem. |
| ID1.b.2.i: | Demonstrate perseverance when working with authentic, open-ended problems. |

| ID1.c.2.i: | Identify, define, and interpret problems where digital tools can assist in finding solutions. |
| ID1.d.2.i: | Engage in an iterative process to develop and test prototypes and reflect on the role that trial and error plays in the design process. |

**ID2.a.2.i:**
- Know and use a deliberate design process for generating ideas, testing theories, and creating innovative artifacts and solutions.
- Explore and practice how a deliberate design process works to generate ideas, consider solutions, plans to solve a problem, and creates innovative products to share with others.

**ID2.b.2.i:**
- Use age-appropriate digital resources to plan and manage the design process.

**ID2.c.2.i:**
- Engage in an iterative process to develop and test prototypes and reflect on the role that trial and error plays in the design process.

### Content Area: Computational Thinking (CT)

**Standard: CT1** - Students develop and employ strategies for understanding and solving problems.

| CT1.a.2.i: | Identify and describe problems or challenges that affect the community. Analyze all conditions that make it a problem. |
| CT1.b.2.i: | Identify problems and select appropriate digital tools to analyze and explore solutions. |
| CT1.c.2.i: | Utilize an age-appropriate digital tools to collect data, design, code, test and verify possible solutions collect and represent data to discuss results and share conclusions. |

**CT1.d.2.i:**
- Separate problems into smaller parts, identify patterns and key information, and brainstorm ways to solve the problem.

### Content Area: Creative Communicator (CC)

**Standard: CC1** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

| CC1.a.2.i: | Choose appropriate platforms and digital tools.
| CC1.b.2.i: | Evaluate and utilize the features and functions of a variety of digital tools for producing new creations or communications with educator support. |
| CC1.c.2.i: | Differentiate between original and remixed digital work. Apply strategies to responsibly remix creative work. |

**CC1.d.2.i:**
- Create digital artifacts to communicate ideas clearly.

### Content Area: Global Collaborator (GC)

**Standard: GC1** - Students use digital tools to broaden their perspectives and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.

| GC1.a.2.i: | Use digital tools to connect with learners from a variety of backgrounds and cultures. |
| GC1.b.2.i: | Use digital tools to create connections with an authentic audience from diverse backgrounds or cultures. |

**GC1.c.2.i:**
- Engage in an iterative process to develop and test prototypes and reflect on the role that trial and error plays in the design process.

**GC2.a.2.i:**
- Use collaborative digital resources to examine issues and problems from diverse local and global perspectives.
GC2.b.2.i
Collaborate with others using digital tools to explore local and global issues and solutions.