### Discipline: Information and Technology Literacy (ITL)

**Content Area: Empowered Learner (EL)**

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

<table>
<thead>
<tr>
<th>EL1.a</th>
<th>EL1.b</th>
<th>EL1.c</th>
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</thead>
<tbody>
<tr>
<td>Set goals and reflect.</td>
<td>Build network to support learning.</td>
<td>Create personalized learning environment.</td>
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</tbody>
</table>

**EL1.a.5.m:**
Create personal learning goals and select and manage appropriate digital tools to achieve those goals.

**EL1.b.6.m:**
Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals.

**EL1.b.3.m:**
Identify and pursue online networks of experts and peers to support learning processes and outcomes.

**EL1.c.3.m:**
Manage digital tools to customize learning by making adjustments to their personalized learning environments to maximize the learning process.

**EL1.d:**
Seek and utilize feedback.

**EL1.d.3.m:**
Collect performance feedback, and further data from features embedded in digital tools to analyze data and make learning adjustments.

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

<table>
<thead>
<tr>
<th>EL2.a</th>
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<tbody>
<tr>
<td>Understand and apply functions and operations.</td>
<td>Use and apply technologies to improve the effectiveness of performing tasks.</td>
<td>Navigate a variety of digital tools to create new knowledge.</td>
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</table>

**EL2.a.3.m:**
Transfer knowledge to emerging technology.

**EL2.a.3.m:**
Transfer and apply skills to begin troubleshooting and exploring emerging technologies.

**Content Area: Digital Citizen (DC)**

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

<table>
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<th>DC1.a</th>
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<tbody>
<tr>
<td>Cultivate and manage digital identity and reputation.</td>
<td>Manage personal data to maintain digital privacy and security.</td>
<td>Transfer knowledge to emerging technology.</td>
</tr>
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</table>

**DC1.a.7.m:**
Demonstrate safe digital actions and understand information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

**DC1.a.8.m:**
Analyze personal online information to distinguish whether it is helpful or harmful to reputation and image, explain why, and reflect on the risks and benefits of presenting their identities in different ways online.

**DC1.a.9.m:**
Compare and contrast attitudes toward diverse groups regarding editing, posting, and commenting on personal photos posted on social network sites.

**DC1.b.7.m:**
Develop strategies to manage secure passwords.

**DC1.b.8.m:**
Create and manage strategies to protect personal data and identify and follow online application terms and conditions (such as federal law and common practice relative to terms of service regarding the age 13 requirements) and possible legal consequences.

**DC1.b.9.m:**
Recognize strategies that intend harm and access private information and define the different types of malicious threats, including viruses, phishing, and identity theft.

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

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<tr>
<td>Use information, media, and digital resources in a responsible manner.</td>
<td>Respect intellectual property rights.</td>
<td>Recognize the rights and responsibilities of intellectual freedom in a democratic society.</td>
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**DC2.a.3.m:**
Demonstrate responsible use of Internet, social media, and other materials and understand consequences of violating school policy and state/federal law.

**DC2.b.3.m:**
Explain the concept of “fair use” as it pertains to copyright law and be able to create citations for print, graphic, audio, and digital media resources.

**DC2.c.3.m:**
Recognize the rights and responsibilities of intellectual freedom in a democratic society.

**DC2.c.7.m:**
Identify examples and explain the implications of censorship in the United States and in other countries and recognize the free-flow of information helps make informed citizenry decisions for the common good.

**DC2.c.8.m:**
Identify and describe positive aspects of online communication and the importance of acting responsibly when carrying out relationships over digital media.

**DC2.c.9.m:**
Discuss the impact that negative comments can have on both their targets and their viewers.

**Content Area: Knowledge Constructor (KC)**

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

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<tr>
<td>Plan and employ effective research strategies.</td>
<td>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</td>
<td>Curate information from digital resources.</td>
</tr>
</tbody>
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**KC1.a.7.m:**
Demonstrate and practice a variety of search strategies for effective and efficient online searches.

**KC1.a.8.m:**
Demonstrate and practice the ability to effectively utilize research strategies to locate and access appropriate print and digital resources in support of learning.

**KC1.a.9.m:**
Demonstrate and practice using an inquiry-based process that involves asking questions, investigating the answers, and developing new understandings for personal or academic learning activities.

**KC1.b.5.m:**
Practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance while distinguishing between fact and opinion in the research.

**KC1.b.6.m:**
Recognize the importance of leveraging multiple viewpoints in decision-making and implementation.
Standard: GC2 - Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities.

GC2.a: Use collaborative digital resources to examine issues and problems from diverse local and global perspectives.

GC2.b: Explore local and global issues and use collaborative digital resources to investigate and develop solutions.

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: Publish and present content.

CC1.a.3.m: Publish and present content that will effectively convey ideas to an authentic audience.

CC1.b: Create or remix digital resources.

CC1.b.3.m: Remix digital content responsibly into new, creative work.

CC1.c: Communicate effectively using a variety of digital tools.

CC1.c.3.m: Communicate complex ideas clearly using various digital tools to an authentic audience.

Content Area: Innovative Designer (ID)

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

ID1.a: Find authentic problems in local and global contexts.

ID1.a.3.m: Collaborate with others outside of the classroom to identify and describe problems and challenge others on a global perspective.

ID1.b: Demonstrate an ability to persevere through authentic, open-ended problems by applying abstract concepts with greater ambiguity.

ID1.b.3.m: Tolerate for ambiguity, perseverance, and the capacity to work with authentic, open-ended problems.

ID1.c: Exhibit tolerance for ambiguity, perseverance, and the capacity to work with authentic, open-ended problems.

ID1.c.3.m: Select and use digital tools and resources to plan and manage a design process that considers design constraints and calculated risks.

ID2 - Students use a variety of technologies within a design process to create new, useful and imaginative solutions.

ID2.a: Know and use a deliberate design process for generating ideas, testing theories, and creating innovative artifacts and solutions.

ID2.a.3.m: Use a deliberate design process to generate ideas, create innovative products, and test theories as possible solutions.

ID2.b: Use digital resources to plan and manage a design process that considers design constraints and calculated risks.

ID2.b.3.m: Select and use digital resources to support a formal design process and expand understanding to identify constraints, trade-offs and to weigh risks as they apply to authentic problems.

ID2.c: Develop, test, and refine prototypes as part of a cyclical design process.

ID2.c.3.m: Engage in an iterative process to develop and test prototypes; understand and appreciate that failures or setbacks are opportunities for growth and improvement.

Content Area: Computational Thinking (CT)

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

CT1.a: Identify, define, and interpret problems where digital tools can assist in finding solutions.

CT1.a.3.m: Define and solve an authentic problem using data analysis, modeling, and algorithmic thinking.

CT1.b: Collect data, then identify and use digital tools to analyze and represent the data to find solutions.

CT1.b.3.m: Select an effective digital tool to collect data, design, code, test and verify possible solutions to reflect on the data to solve authentic problems.

CT1.c: Break problems into smaller parts, identify key information, and develop descriptive models.

CT1.c.3.m: Separate abstract problems into component parts, identify patterns and differences and develop descriptive models to facilitate problem solving.

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: Use digital tools to connect with learners from a variety of backgrounds and cultures.

GC1.a.3.m: Use digital tools to interact with others to develop a richer understanding of diverse perspectives and cultures.

GC1.b: Contribute constructively on project teams.

GC1.b.3.m: Contribute and commit to team goals and determine role on the team based on knowledge of digital tools and content, as well as personal preference.

GC1.c: Contribute to the exchange of ideas within and beyond the learning community.

GC1.c.3.m: Select and leverage appropriate digital tools to share interests, to gain an understanding of different perspectives and experiences from others.

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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: Choose appropriate platforms and digital tools.

CC1.a.3.m: Evaluate and utilize the features and functions of a variety of digital tools and platform to create, share and communicate content effectively.

CC1.b: Create or remix digital resources.

CC1.b.3.m: Remix digital content responsibly into new, creative work.

CC1.c: Communicate effectively using a variety of digital tools.

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ID2.c.3.m: Engage in an iterative process to develop and test prototypes; understand and appreciate that failures or setbacks are opportunities for growth and improvement.
GC2.b.3.m:
Select and use collaborative digital tools to work with others to explore local and global issues and investigate solutions.