

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.

EL1.a: Set goals and reflect.

EL1.a.1.e:

Identify the purpose of and set personal learning goals with guidance from an educator.

EL1.a.2.e:

Utilize appropriate digital tools to reflect on the learning process with guidance from an educator.

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.1.e:

Explore and identify digital tools to be used to connect with others to enhance their learning with guidance from an educator.

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.1.e:

Identify and explore digital tools that can be used to support personalized learning environment with guidance from an educator.

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.1.e:

Receive performance feedback and make adjustments based on that feedback with guidance from an educator.

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.1.e:

Explore a variety of digital tools that will support learning.

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.1.e:

Recognize the patterns in the fundamental operations across a variety of digital tools.

EL3.a.2.i:

Transfer learning between digital tools and learning environments.

Content Area: 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.1.e:

Recognize how information put online creates a digital footprint and can leave a "trail" online (digital footprint).

DC1.a.2.e:

Relate positive behavior offline to positive behavior online.

DC1.a.3.e:

Recognize that online information may not be factual.

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.1.e:

Understand the functions of usernames and passwords.

DC1.b.2.e:

Recognize how personal information creates your identity.

DC1.b.3.e:

Seek trusted adult if a website asks for any personal information and begin to identify inappropriate content.

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.1.e:
Identify guidelines for acceptable use of Internet and other resources.

DC2.a.2.i:
Recognize difference between content consumption, creation, and remixing.

DC2.b: Respect intellectual property rights.

DC2.b.1.e:
Recognize the intellectual property use must be cited.

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.1.e:
Demonstrate respectful discourse, and an understanding of the importance of hearing perspectives different from one's own, with educator guidance.

DC2.c.2.e:
Explore what information is appropriate to put online with guidance from and educator.

DC2.c.3.e:
Demonstrate respect in social situations.

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.

Content Area: Knowledge Constructor (KC)

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

KC1.a: Plan and employ effective research strategies.

KC1.a.1.e:
Utilize knowledge of the alphabet to search and use databases; use basic keyword search techniques to locate information.

KC1.a.2.e:
Utilize digital tools and resources, contained within a classroom platform or otherwise provided by the educator, to find information on topics of interest.

KC1.a.3.e:
Follow an inquiry-based process by forming simple questions, and begin exploring ways to answer them using print and digital resources.

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 search 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.1.e:
Explore various websites identifying different information and graphics with guidance from an educator.

KC1.b.2.e:
Recognize websites can influence decision-making.

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.

KC1.c.1.e:
Explore a variety of educator-selected, curated content tools to acquire and organize information.

KC1.c.2.i:
Organize information from a variety of educator-selected, curated content and make meaningful, thematic connections between resources.

Standard: KC2 - Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.

KC2.a: Produce creative artifacts.

KC2.a.1.e:
Explore a variety of educator-selected resources, and with assistance, create an artifact that demonstrates connections to their learning.

KC2.a.2.i:
Explore, select, and utilize sources of curated information to produce creative artifacts to make meaningful learning experiences.

KC2.b: Build knowledge by actively exploring real-world issues and problems.

KC2.b.1.e:
Build knowledge to connect ideas to your own interests, previous knowledge, and experience.

KC2.b.2.e:
With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.

KC2.b.3.i:
Utilize prior and background knowledge as context for inquiry.

KC2.b.4.i:
Connect learning to age-appropriate real-world issues and problems and begin to develop questions for problem solving.

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.1.e:
Identify and describe a problem or challenge within the classroom or home environment. Explain why it is a problem.

ID1.a.2.i:
Identify and describe problems or challenges that affect the community. Analyze all conditions that make it a problem.

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

ID1.b.1.e:
Demonstrate perseverance when working to complete a challenging task.

ID1.b.2.i:
Demonstrate perseverance when working with authentic, open-ended problems.

Standard: 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.1.e:
Ask questions to seek understanding of an issue or problem and suggest possible solutions.

ID2.a.2.i:
Explore and practice how a deliberate design process works to generate ideas, considers solutions, plans to solve a problem, and creates innovative products to share with others.

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

ID2.b.1.e:
Use age-appropriate digital resources to employ guided practice of a formal design process.

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

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

ID2.c.1.e:
Use a guided design process to create, test, and redesign if necessary.

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

CT1.a.1.e:
Identify a problem and use digital tools to explore and find solutions.

CT1.a.2.i:
Identify problems and select appropriate digital tools to analyze and explore solutions.

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

CT1.b.1.e:
Utilize age-appropriate digital tools to collect, organize, and represent data.

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

CT1.c.1.e:
Separate a simple problem into smaller parts, identify key information, and brainstorm ways to solve the problem.

CT1.c.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: Choose appropriate platforms and digital tools.

CC1.a.1.e:
Use age appropriate digital tools for producing new creations or published communications with guidance from an educator.

CC1.a.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.b: Create or remix digital resources.

CC1.b.1.e:
Recognize the differences between original and remixed digital work. Use digital tools, with educator guidance, to create original and remixed work.

CC1.b.2.i:
Differentiate between original and remixed digital work. Apply strategies to responsibly remix creative work.

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

CC1.c.1.e:
Communicate ideas using a variety of digital tools with educator guidance.

CC1.c.2.i:
Create digital artifacts to communicate ideas clearly.

Standard: CC2 - Students publish and present content customized for their audience(s), purpose, and task.

CC2.a: Publish and present content.

CC2.a.1.e:
Identify audiences and appropriate communication strategies.

CC2.a.2.i:
Recognize the impact of the audience, purpose, and task when publishing and presenting content.

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.1.e:
Use digital tools and resources to understand similarities and differences of others in the classroom and beyond.

GC1.a.2.i:
Use digital tools to create connections with an authentic audience from diverse backgrounds or cultures.

GC1.b: Contribute constructively on project teams.

GC1.b.1.e:
Learn a variety of roles within a team to cooperate.

GC1.b.2.i:
Explore and participate in a variety of roles within a team using age-appropriate digital tools to complete a project or solve a problem.

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

GC1.c.1.e:
Share interests and experiences with one result being an understanding of different perspectives, with educator guidance

GC1.c.2.i:
Use appropriate digital tools, to gain an understanding of different perspectives and experiences from others, with educator support.

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.a.1.e:
Use pre-selected digital tools to communicate with others and to look at problems from diverse local and global perspectives.

GC2.a.2.i:
Select and utilize collaborative digital tools to connect with others - including peers, experts and community members - to explore diverse local and global perspectives.

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

GC2.b.1.e:
Use pre-selected digital tools to work together to understand issues and recommend solutions.

GC2.b.2.i:
Collaborate with others using digital tools to explore local and global issues and solutions.