

Grades Pre-K, K, 1, 2

Adopted 2009

Creativity and Innovation

1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts [PK-2.CI.1](#)

Communication and Collaboration

1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project [PK-2.CC.1](#)
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others [PK-2.CC.2](#)

Research and Information Fluency

1. interact with Internet based resources [PK-2.RI.1](#)
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners [PK-2.RI.2](#)

Critical Thinking, Problem Solving, and Decision Making

1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units) [PK-2.CT.1](#)
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners [PK-2.CT.2](#)

Digital Citizenship

1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses [PK-2.DC.1](#)
2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling) [PK-2.DC.2](#)
3. identify personal information that should not be shared on the Internet (e.g. [PK-2.DC.3](#))

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4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information [PK-2.DC.4](#)
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Technology Operations and Concepts

1. discuss advantages and disadvantages of using technology [PK-2.TC.1](#)
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print) [PK-2.TC.2](#)
3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer) [PK-2.TC.3](#)
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs) [PK-2.TC.4](#)
5. use developmentally appropriate and accurate terminology when talking about technology [PK-2.TC.5](#)
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment [PK-2.TC.6](#)
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites) [PK-2.TC.7](#)