

Grades Pre-K, K, 1, 2

Adopted 2010

Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

A. Apply existing knowledge to generate new ideas, products, or processes.

As a class, with teacher guidance, students use digital representations of existing knowledge to extend their understanding and create new ideas, products, or processes.

B. Create original works as a means of personal or group expression.

With teacher guidance, students use digital tools to create original works.

C. Use models and simulations to explore complex systems and issues.

With teacher guidance, students use digital simulations, models, or graphic representations to explore and depict various patterns and processes.

D. Identify trends and forecast possibilities.

With teacher guidance, students use digital tools or resources to gather information, identify patterns and interpret data.

Communication & Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

A. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Students use grade appropriate digital tools to share ideas and resources, collaborate within the classroom environment, and provide feedback to peers.

B. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

With guidance, students consider audience and purpose when creating digital products.

C. Develop cultural understanding and global awareness by engaging with learners of other cultures.

Students examine and interact with digital artifacts illustrating other cultures in order to gain better awareness of differing lifestyles and societal norms.

D. Contribute to project teams to produce original works or solve problems

Using digital tools, students work independently to contribute components to group products.

Research & Information Fluency - Students apply digital tools to gather, evaluate, and use information.

A. Plan strategies to guide inquiry.

With teacher support, students plan an investigation using a digital tool.

B. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

With guidance, students use digital tools to locate and organize information relevant to their investigation, and begin to understand the need to cite their sources.

C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Students explore basic search options and information sources.

D. Process data and report results.

With guidance, students use digital tools to process (organize and synthesize) gathered information and present their findings.

Critical Thinking, Problem-Solving, & Decision-Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

A. Identify and define authentic problems and significant questions for investigation

With teacher support, students use digital tools and resources to identify a school or local issue and generate questions for investigation.

B. Plan and manage activities to develop a solution or complete a project.

With teacher support, students use digital tools to plan and manage individual or group learning projects.

C. Collect and analyze data to identify solutions and/or make informed decisions.

With teacher support, students use digital tools and resources to gather, organize, and discuss information to draw a conclusion or solve a problem.

D. Use multiple processes and diverse perspectives to explore alternative solutions.

With teacher support, students use digital tools and resources to explore problems with multiple solutions by collecting information from peers.

Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

A. Advocate and practice safe, legal, and responsible use of information and technology.

Students respect and use technology equipment in a responsible and safe manner.

Students recognize the difference between using "local" applications and the Internet.

Students identify "personal information" about themselves and recognize the importance of privacy.

Students give credit to content creators.

B. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

With teacher support, students use digital applications and communication tools productively to accomplish academic tasks and collaborate with peers on group projects.

C. Demonstrate personal responsibility for lifelong learning.

With teacher support, students identify how technology allows access to information beyond the classroom.

D. Exhibit leadership for digital citizenship.

Students use digital tools appropriately, assisting peers when possible.

Technology Operations & Concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.

A. Understand and use technology systems.

With guidance, students successfully login and/or navigate digital environments to access local and online resources and input data.

Students keep their systems safe and secure.

B. Select and use applications effectively and productively.

With guidance students effectively use applications to create, present, publish and illustrate information and ideas.

C. Troubleshoot systems and applications.

With teacher guidance, students communicate and problem solve technology issues using basic terminology.

D. Transfer current knowledge to learning of new technologies.

With teacher guidance, students recognize common, similar features and functions in digital environments and apply those to new technology experiences.