



# HAVRE PUBLIC SCHOOLS TECHNOLOGY STANDARDS ALIGNMENT

2021-2022

Committee Members

Craig Mueller, Superintendent

Brad Moore, Assistant Superintendent

Aaron Hanson, Senior Systems Analyst

Tim Scheele, HPS Board of Trustees

Garrit Ophus, HPS Board of Trustees

Holly Bitz, Lincoln McKinley Principal

Pax Haslem, Sunnyside Principal

Hayley Criner, Havre Middle School

Seth Flaten, 3<sup>rd</sup> Grade

Lauren Todd, Kindergarten

Cheree Bekker, Lincoln McKinley Librarian

Carrie Gillen, Sunnyside Librarian

The K-12 Standards (2021) are coded accordingly:

|              |  |
|--------------|--|
| <b>Code</b>  | <b>MONTANA CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR K-12</b>                         |
|              | <i>The content areas covered by the technology integration standards include skills for:</i> |
| <b>TI.EL</b> | empowered learners   |
| <b>TI.DC</b> | digital citizens   |
| <b>TI.KC</b> | knowledge constructors   |
| <b>TI.ID</b> | innovative designers   |
| <b>TI.CT</b> | computational thinkers   |
| <b>TI.CC</b> | creative communicators   |
| <b>TI.GC</b> | global collaborators   |
| <b>TI.RU</b> | reflective users   |

## KINDERGARTEN

| CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR KINDERGARTEN |   |  |                                       |
|---|---|--|---------------------------------------|
| CODE  | STANDARD  | WHERE/WHEN                             | INTRODUCTION<br>FUNCTIONAL<br>MASTERY |
| <b>TI.EL.K</b>  | The empowered learner content standards for kindergarten are that each student will identify a variety of technologies that will help in learning |  |                                       |
| <b>TI.DC.K</b>  | The digital citizen content standards for kindergarten are that each student will:  | Classroom-<br>Daily/Weekly<br>All Year | <b>Introductory</b>                   |
| <b>TI.DC.K.1</b>  | practice appropriate use of devices   | Daily/Weekly<br>All Year               | <b>Introductory</b>                   |
| <b>TI.DC.K.2</b>  | share information and respect the work of others  | Daily/Weekly<br>All Year               | <b>Introductory</b>                   |
| <b>TI.DC.K.3</b>  | recognize the importance of keeping personal information private  | Daily/Weekly<br>All Year               | <b>Introductory</b>                   |
| <b>TI.ID.K</b>  | The innovative designer content standards for kindergarten are that each student will use a design process with digital and non-digital tools.    | Classroom-<br>Daily/Weekly<br>All Year | <b>Introductory</b>                   |
| <b>TI.CT.K</b>  | The computational thinker content standards for kindergarten are that each student will identify how  | Classroom-<br>Daily/Weekly<br>All Year | <b>Introductory</b>                   |

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|  | technology is used to make a task easier. |  |  |
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**NOTES:**

## FIRST GRADE

| CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR FIRST GRADE |   |                    |                                       |
|--|---|--------------------|---------------------------------------|
| CODE   | STANDARD  | WHERE/WHEN         | INTRODUCTION<br>FUNCTIONAL<br>MASTERY |
| <b>TI.EL.1</b>   | The empowered learner content standards for first grade are that each student will identify a variety of technologies that will help in learning. | Classroom/All Year | <b>Introductory</b>                   |
| <b>TI.DC.1</b>   | The digital citizen content standards for first grade are that each student will:   | Classroom/All Year |                                       |
| <b>TI.DC.1.1</b>   | practice responsible use of technology  | Classroom/All Year | <b>Functional</b>                     |
| <b>TI.DC.1.2</b>   | practice appropriate use of devices   | Classroom/All Year | <b>Functional</b>                     |
| <b>TI.DC.1.3</b>   | share information and respect the work of others  | Classroom/All Year | <b>Functional</b>                     |
| <b>TI.DC.1.4</b>   | recognize the importance of keeping personal information private  | Classroom/All Year | <b>Introductory</b>                   |
| <b>TI.ID.1</b>   | The innovative designer content standards for first grade are that each student will  | Classroom          | <b>Introductory</b>                   |
| <b>TI.ID.1.1</b>   | use a design process to develop ideas or creations  | Classroom/Spring   |                                       |
| <b>TI.ID.1.2</b>   | use digital and non-digital tools to design a product   | Classroom/Spring   |                                       |

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|----------------|---|--------------------|---------------------|
| <b>TI.CT.1</b> | The computational thinker content standards for first grade are that each student will break down a problem into parts and identify ways to solve the problem | Classroom/All Year | <b>Introductory</b> |
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**NOTES:**

## SECOND GRADE

| CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR SECOND GRADE |   |                    |                                       |
|---|---|--------------------|---------------------------------------|
| CODE  | STANDARD  | WHERE/WHEN         | INTRODUCTION<br>FUNCTIONAL<br>MASTERY |
| <b>TI.EL.2</b>  | The empowered learner content standards for second grade are that each student will identify a variety of technologies that will help in learning | Classroom/all year | <b>Mastery</b>                        |
| <b>TI.DC.2</b>  | The digital citizen content standards for second grade are that each student will   |                    |                                       |
| <b>TI.DC.2.1</b>  | practice responsible use of technology  | Library / Fall     | <b>Functional</b>                     |
| <b>TI.DC.2.2</b>  | practice appropriate use of devices   | Library / Fall     | <b>Functional</b>                     |
| <b>TI.DC.2.3</b>  | recognize ownership of information  | Library / Spring   | <b>Introduction</b>                   |
| <b>TI.DC.2.4</b>  | explain the importance of keeping personal information private and how to be safe online  | Library / Fall     | <b>Introduction</b>                   |
| <b>TI.KC.2</b>  | The knowledge constructor content standards for second grade are that each student will use a tool to organize information                        | Classroom/all year | <b>Introductory</b>                   |

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| <b>TI.ID.2</b>   | The innovative designer content standards for second grade are that each student will   | Classroom/all year | <b>Functional</b>   |
| <b>TI.ID.2.1</b> | use a design process to develop ideas or creations  | Classroom/all year | <b>Functional</b>   |
| <b>TI.ID.2.2</b> | use digital and non-digital tools to design a product   |                    |                     |
| <b>TI.CT.2</b>   | The computational thinker content standards for second grade are that each student will   |                    |                     |
| <b>TI.CT.2.1</b> | break down a problem into parts and identify ways to solve the problem  | Classroom/all year | <b>Functional</b>   |
| <b>TI.CT.2.2</b> | explain how technology can make a task easier   | Classroom/all year | <b>Introductory</b> |
| <b>TI.CC.2</b>   | The creative communicator content standards for second grade are that each student will use tools to create something that communicates an idea to others | Classroom/all year | <b>Introductory</b> |

**NOTES:**

### THIRD GRADE

| CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR THIRD GRADE |  |                       |                                       |
|--|--|-----------------------|---------------------------------------|
| CODE   | STANDARD   | WHERE/WHEN            | INTRODUCTION<br>FUNCTIONAL<br>MASTERY |
| <b>TI.EL.3</b>   | The empowered learner content standards third grade are that each student will   |                       |                                       |
| <b>TI.EL.3.1</b>   | use appropriate tools to set and support a personal learning goal                | Classroom/All<br>Year | <b>Introduction</b>                   |
| <b>TI.EL.3.2</b>   | recognize how skills can be transferred between tools                            | Classroom/All<br>Year | <b>Introduction</b>                   |
| <b>TI.DC.3</b>   | The digital citizen content standards for third grade are that each student will |                       |                                       |
| <b>TI.DC.3.1</b>   | practice responsible use of technology   | Library / Fall        | <b>Functional</b>                     |
| <b>TI.DC.3.2</b>   | demonstrate appropriate use of devices   | Library / Fall        | <b>Functional</b>                     |
| <b>TI.DC.3.3</b>   | practice how to be safe online   | Library / Fall        | <b>Functional</b>                     |
| <b>TI.DC.3.4</b>   | identify ownership of information and acknowledge the work of others             | Library / Spring      | <b>Introduction</b>                   |
| <b>TI.DC.3.5</b>   | recognize the importance of keeping personal information private                 | Library / Fall        | <b>Functional</b>                     |

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| <b>TI.KC.3</b>   | The knowledge constructor content standards for third grade are that each student will   |                    |                     |
| <b>TI.KC.3.1</b> | identify digital tools and resources to find information on topics of interest           | Classroom/Fall     | <b>Functional</b>   |
| <b>TI.KC.3.2</b> | explore the accuracy, credibility, and relevance of sources                              | Classroom/Fall     | <b>Introduction</b> |
| <b>TI.KC.3.3</b> | use a variety of tools to organize information   | Classroom/All Year | <b>Functional</b>   |
| <b>TI.ID.3</b>   | The innovative designer content standards for third grade are that each student will     |                    |                     |
| <b>TI.ID.3.1</b> | define questions, find solutions, test ideas to solve problems and share learning        | Classroom/All Year | <b>Introduction</b> |
| <b>TI.ID.3.2</b> | use digital and non-digital tools to design a product with a step-by step design process | Classroom/All Year | <b>Introduction</b> |
| <b>TI.CT.3</b>   | The computational thinker content standards for third grade are that each student will   |                    |                     |
| <b>TI.CT.3.1</b> | define a problem and select appropriate technology tools to explore and find solutions   |                    |                     |
| <b>TI.CT.3.2</b> | identify patterns and categories in a data set   | Classroom/All Year | <b>Functional</b>   |

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| <b>TI.CT.3.3</b> | break down problems into smaller parts, identify key information, and propose solutions  |                    |                     |
| <b>TI.CT.3.4</b> | evaluate how technology is used to make a task easier or repeatable  | Classroom/All Year | <b>Functional</b>   |
| <b>TI.CC.3</b>   | The creative communicator content standards for third grade are that each student will   |                    |                     |
| <b>TI.CC.3.1</b> | use strategies for remixing or repurposing resources to create new works   |                    |                     |
| <b>TI.CC.3.2</b> | create digital objects to communicate ideas visually and graphically   | Classroom/Spring   | <b>Introduction</b> |
| <b>TI.GC.3</b>   | The global collaborator content standards for third grade are that each student will practice working with others using collaborative technologies | Classroom/Spring   | <b>Introduction</b> |

**NOTES:**

## FOURTH GRADE

| CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR FOURTH GRADE |  |                     |                                       |
|---|--|---------------------|---------------------------------------|
| CODE  | STANDARD   | WHERE/WHEN          | INTRODUCTION<br>FUNCTIONAL<br>MASTERY |
| <b>TI.EL.4</b>  | The empowered learner content standards fourth grade are that each student will              |                     |                                       |
| <b>TI.EL.4.1</b>  | develop learning goals and choose the appropriate technology tools to achieve them           | Classroom-all year  | <b>Functional to Mastery</b>          |
| <b>TI.EL.4.2</b>  | explore technologies and transfer learned skills to different tools or learning environments | Classroom--all year | <b>Functional to Mastery</b>          |
| <b>TI.DC.4</b>  | The digital citizen content standards for fourth grade are that each student will            |                     |                                       |
| <b>TI.DC.4.1</b>  | recognize the role an online identity plays in the digital world and in real life            | Library/Year Round  | <b>Functional</b>                     |
| <b>TI.DC.4.2</b>  | practice safe, legal and ethical behavior when using technology and interacting online       | Library/Year Round  | <b>Functional</b>                     |
| <b>TI.DC.4.3</b>  | identify ownership of intellectual property and acknowledge the work of others               | Library/Year Round  | <b>Introductory</b>                   |

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| <b>TI.DC.4.4</b> | identify what personal data is, the importance of keeping it private, and how it might be shared online | Library/Year Round             | <b>Functional</b>            |
| <b>TI.KC.4</b>   | The knowledge constructor content standards for fourth grade are that each student will                 |                                |                              |
| <b>TI.KC.4.1</b> | use research techniques to locate digital resources   | Library (year round)           | <b>Functional</b>            |
| <b>TI.KC.4.2</b> | explore the accuracy, perspective, cultural sensitivity, credibility, and relevance of sources          | Library (Spring) and Classroom | <b>Functional</b>            |
| <b>TI.KC.4.3</b> | use a variety of tools to organize information and make meaningful connections between resources        | Library (Spring) and Classroom | <b>Functional to Mastery</b> |
| <b>TI.ID.4</b>   | The innovative designer content standards for fourth grade are that each student will                   |                                |                              |
| <b>TI.ID.4.1</b> | practice using digital and non-digital tools to plan and manage a design process                        | Classroom-all year             | <b>Functional</b>            |
| <b>TI.ID.4.2</b> | use design process to solve a problem   | Classroom-spring               | <b>Functional</b>            |

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|------------------|---|--------------------|------------------------------|
| <b>TI.CT.4</b>   | The computational thinker content standards for fourth grade are that each student will   |                    |                              |
| <b>TI.CT.4.1</b> | solve problems by selecting technology, analyzing data, and creating models   | Classroom-spring   | <b>Functional</b>            |
| <b>TI.CT.4.2</b> | break down problems into smaller parts, identify key information, and propose solutions   | Classroom-all year | <b>Functional to Mastery</b> |
| <b>TI.CC.4</b>   | The creative communicator content standards for fourth grade are that each student will   |                    |                              |
| <b>TI.CC.4.1</b> | identify the features and functions of a variety of creation or communication tools   | Classroom-fall     | Introductory                 |
| <b>TI.CC.4.2</b> | create original works by practicing strategies for remixing or repurposing  | Classroom-all year | Functional                   |
| <b>TI.CC.4.3</b> | create digital objects to communicate ideas visually and graphically  | Classroom-spring   | Functional To Mastery        |
| <b>TI.GC.4</b>   | The global collaborator content standards for fourth grade are that each student will use collaborative technologies to connect with people from different backgrounds or cultures, including peers, experts and community members, to explore different points of view on various topics |                    |                              |

**NOTES:**

## FIFTH GRADE

| CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR FIFTH GRADE |  |  |                                       |
|--|--|--|---------------------------------------|
| CODE   | STANDARD   | WHERE/WHEN                             | INTRODUCTION<br>FUNCTIONAL<br>MASTERY |
| <b>TI.EL.5</b>   | The empowered learner content standards fifth grade are that each student will   |  |                                       |
| <b>TI.EL.5.1</b>   | develop learning goals, select the technology tools to achieve them and reflect on and revise the learning process as needed to achieve goals  | Library (Fall)<br>Classroom (All year) | <b>Introductory/Functional</b>        |
| <b>TI.EL.5.2</b>   | transfer learned skills to different tools or learning environments  | Library/Classroom (all year)           | <b>Introductory/Functional</b>        |
| <b>TI.DC.5</b>   | The digital citizen content standards for fifth grade are that each student will   |  |                                       |
| <b>TI.DC.5.1</b>   | demonstrate an understanding of the role an online identity plays in the digital world and the permanence of decisions when interacting online | Library/Classroom (all year)           | <b>Introductory/Functional</b>        |
| <b>TI.DC.5.2</b>   | engage in safe, legal and ethical behavior when using technology and interacting online  | Library/Classroom (all year)           | <b>Functional</b>                     |

|                  |   |                              |                                |
|------------------|---|------------------------------|--------------------------------|
| <b>TI.DC.5.3</b> | demonstrate respect for intellectual property when using and sharing the work of others         | Library/Classroom (all year) | <b>Functional</b>              |
| <b>TI.DC.5.4</b> | explain what personal data is, how to keep it private, and how it might be shared online        | Library/Classroom (all year) | <b>Functional</b>              |
| <b>TI.KC.5</b>   | The knowledge constructor content standards for fifth grade are that each student will          |                              |                                |
| <b>TI.KC.5.1</b> | employ appropriate research techniques to locate digital resources                              | Library/Classroom (all year) | <b>Functional</b>              |
| <b>TI.KC.5.2</b> | evaluate the accuracy, perspective, cultural sensitivity, credibility, and relevance of sources | Library/Classroom (all year) | <b>Functional</b>              |
| <b>TI.KC.5.3</b> | organize information and make meaningful connections between resources                          | Classroom/Library (all year) | <b>Introductory/Functional</b> |
| <b>TI.ID.5</b>   | The innovative designer content standards for fifth grade are that each student will            |                              |                                |
| <b>TI.ID.5.1</b> | use digital and non-digital tools to plan and manage a design process                           | Classroom (All year)         | <b>Mastery</b>                 |
| <b>TI.ID.5.2</b> | use design process to develop and test prototypes   | Classroom (Winter)           | <b>Introductory/Functional</b> |
| <b>TI.CT.5</b>   | The computational thinker content standards for fifth grade are that each student will          |                              |                                |

|                  |  |                              |                                   |
|------------------|--|------------------------------|-----------------------------------|
| <b>TI.CT.5.1</b> | explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking | Classroom (all year)         | <b>Introductory/Functional</b>    |
| <b>TI.CT.5.2</b> | break down problems into smaller parts, identify key information, and propose solutions                | Classroom (Winter)           | <b>Functional</b>                 |
| <b>TI.CT.5.3</b> | identify basic concepts related to automation, patterns, and algorithmic thinking                      | Classroom (Fall)             | <b>Functional/Mastery</b>         |
| <b>TI.CC.5</b>   | The creative communicator content standards for fifth grade are that each student will                 |                              |                                   |
| <b>TI.CC.5.1</b> | identify and use the features of a variety of creation of communication tools                          | Classroom (all year)         | <b>Functional/Mastery</b>         |
| <b>TI.CC.5.2</b> | use a variety of strategies for remixing or repurposing to create new works                            | Classroom( all year)         | <b>Functional</b>                 |
| <b>TI.CC.5.3</b> | create digital objects to communicate ideas visually and graphically                                   | Classroom(all year)          | <b>Introductory/Functional</b>    |
| <b>TI.GC.5</b>   | The global collaborator content standards for fifth grade are that each student will                   |                              |                                   |
| <b>TI.GC.5.1</b> | use appropriate digital tools to work with people from a variety of different backgrounds or cultures  | Library/Classroom (all year) | <b>Introductory to Functional</b> |

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|------------------|--|------------------------------|-----------------------------------|
| <b>TI.GC.5.2</b> | perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem | Library/Classroom (all year) | <b>Introductory to Functional</b> |
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**NOTES:**

## SIXTH – EIGHTH GRADES

| STANDARDS FOR TECHNOLOGY INTEGRATION FOR SIXTH - EIGHTH GRADES |  |   |  |
|--|--|---|--|
| CODE   | STANDARD   | WHERE/WHEN  | INTRODUCTION<br>FUNCTIONAL<br>MASTERY            |
| <b>TI.EL.6-8</b>   | The empowered learner content standards sixth-eighth grade are that each student will:   |   |  |
| <b>TI.EL.6-8.1</b>   | define personal learning goals, select and manage appropriate technologies to achieve them and reflect on successes and areas of improvement in working toward those goals | Google Classroom, Google Applications, Chrome Music Lab, Flipgrid, conducting research online, transferring research from online platform to student produced work, reflecting on grades in IC. | <b>Introduction,<br/>Functional,<br/>Mastery</b> |
| <b>TI.EL.6-8.2</b>   | navigate a variety of technologies and transfer personal knowledge and skills to learn how to use new technologies   | (Electives ,Science Math, Physical Education, English)  | <b>Introduction,<br/>Functional,<br/>Mastery</b> |
| <b>TI.DC.6-8</b>   | The digital citizen content standards for sixth-eighth grade are that each student will  | Privacy Settings on a variety of platforms.   | <b>Introduction,<br/>Functional</b>              |

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|---------------------------|--|--|---|
| <p><b>TI.DC.6-8.1</b></p> | <p>manage digital identities and demonstrate an understanding of how the digital footprint is permanent and can impact reputation</p>  | <p>Appropriate conversations and usage of dialogue on Google Classroom.</p>  | <p><b>Introduction, Functional, Mastery</b></p> |
| <p><b>TI.DC.6-8.2</b></p> | <p>demonstrate positive, safe, legal and ethical habits when using technology and interacting with others online</p>   | <p>Understanding the permanence of social interactions and the digital footprint.</p>                                | <p><b>Introduction, Functional</b></p>          |
| <p><b>TI.DC.6-8.3</b></p> | <p>demonstrate and model the appropriate use of intellectual property of print and digital media, including copyright, permission and fair use, by creating a variety of media products that include appropriate citation and attribution elements</p> | <p>Discussion of ethical liabilities associated with plagiarism and academic work including Digital Citizenship.</p> | <p><b>Functional</b></p>                        |
| <p><b>TI.DC.6-8.4</b></p> | <p>demonstrate how to keep personal data secure and understand how data-collection technologies work</p>   | <p>Discussions associated with using technology appropriately.</p>   | <p><b>Introductory, Functional</b></p>          |
| <p><b>TI.KC.6-8</b></p>   | <p>The knowledge constructor content standards for sixth-eighth grade are that each student will</p>   | <p>(Electives ,Science Math, Physical Education, English)</p>  |   |
| <p><b>TI.KC.6-8.1</b></p> | <p>use research strategies effectively to locate appropriate digital resources in support of learning</p>  | <p>Using online platforms to conduct research to be used in student produced works.</p>                              | <p><b>Introductory, Functional</b></p>          |

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| <p><b>TI.KC.6-8.2</b></p> | <p>evaluate the accuracy, perspective, cultural sensitivity, credibility, and relevance of resources</p>                         | <p>Review and analyze online sources for credibility.</p>  | <p><b>Introduction, Functional</b></p>          |
| <p><b>TI.KC.6-8.3</b></p> | <p>define and consider potential biases resources</p>  | <p>Analyze resources for bias.</p>   |   |
| <p><b>TI.KC.6-8.4</b></p> | <p>locate and collect resources from a variety of sources and organize into collections for a range of projects and purposes</p> | <p>Use a variety of platforms to gather information digitally for a student produced product.</p>    |   |
| <p><b>TI.ID.6-8</b></p>   | <p>The innovative designer content standards for sixth-eighth grade are that each student will</p>                               | <p>(Science, Math, Social Studies, English)</p>  | <p><b>Introduction, Functional, Mastery</b></p> |
| <p><b>TI.ID.6-8.1</b></p> | <p>select and use digital tools to support design processes, identify constraints and trade-offs and weigh risks</p>             | <p>Selection and review of purpose for use of digital tools based on needs and desired outcomes.</p> |   |
| <p><b>TI.ID.6-8.2</b></p> | <p>engage in design process to develop, test and revise prototypes or create innovative products</p>                             | <p>Revisit designs and review if needs are met making changes as necessary.</p>                      |   |
| <p><b>TI.ID.6-8.3</b></p> | <p>use the process of trial and error and understand problems or setbacks as potential opportunities for improvement</p>         | <p>(Science, Social Studies and Math)</p>  |   |

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| <p><b>TI.CT.6-8</b></p>   | <p>The computational thinker content standards for sixth-eighth grade are that each student will</p>                      |   |   |
| <p><b>TI.CT.6-8.1</b></p> | <p>investigate and practice solving problems by using data analysis, modeling or algorithmic thinking</p>                 | <p>Conducting research and utilizing statistics and data to support claims. Analyzing and organizing data</p> | <p><b>Introduction, Functional, Mastery</b></p> |
| <p><b>TI.CT.6-8.2</b></p> | <p>organize data and use technology to display, analyze, solve problems and make decisions</p>                            | <p>Use online platforms to display and organize data</p>  | <p><b>Introduction, Functional</b></p>          |
| <p><b>TI.CT.6-8.3</b></p> | <p>break down problems into component parts, identify key pieces and use that information to problem solve</p>            |   | <p><b>Introduction, Functional</b></p>          |
| <p><b>TI.CT.6-8.4</b></p> | <p>demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions</p> |   |   |
| <p><b>TI.CC.6-8</b></p>   | <p>The creative communicator content standards for sixth-eighth grade are that each student will</p>                      | <p>(Electives, Math, Science, English)</p>  |   |
| <p><b>TI.CC.6-8.1</b></p> | <p>select appropriate platforms and tools to create, share, and communicate work</p>                                      | <p>Utilization of a variety of websites for research purposes.</p>  | <p><b>Introductory, Functional</b></p>          |

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| <p><b>TI.CC.6-8.2</b></p> | <p>create original works or responsibly remix and repurpose other digital resources into new creative works</p>  | <p>Gather information from a source and utilizing fair use guidelines, rewrite and revamp into an original work.</p>     | <p><b>Introductory, Functional</b></p> |
| <p><b>TI.CC.6-8.3</b></p> | <p>communicate complex ideas clearly using various digital tools to convey the concepts in a variety of accessible formats</p>   | <p></p>  | <p></p>                                |
| <p><b>TI.GC.6-8</b></p>   | <p>The global collaborator content standards for sixth-eighth grade are that each student will</p>   | <p>(English, and Social Studies)</p>   | <p></p>                                |
| <p><b>TI.GC.6-8.1</b></p> | <p>identify and use collaborative technologies to connect with others</p>  | <p>Use a variety of online platforms to interact and engage with others.</p>   | <p><b>Introduction, Functional</b></p> |
| <p><b>TI.GC.6-8.2</b></p> | <p>identify and select a role within a team to meet goals, based on knowledge of technology and content, as well as personal preference</p>  | <p>Identify strengths within team members skills and work collaboratively to meet goals established as a group.</p>      | <p><b>Introduction, Functional</b></p> |
| <p><b>TI.RU.6-8</b></p>   | <p>The reflective user content standards for sixth-eighth grade are that each student will evaluate personal preferences for use of technology tools for different tasks or purposes</p> | <p>Students will choose a platform in which to use which fulfill the requirements and outline the expected outcomes.</p> | <p><b>Introduction, Functional</b></p> |

## NINTH – TWELFTH GRADES

| CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR NINTH – TWELFTH GRADES |  |   |  |
|---|--|---|--|
| CODE  | STANDARD   | WHERE/WHEN  | INTRODUCTION<br>FUNCTIONAL<br>MASTERY            |
| <b>T1.EL.9-12</b>   | The empowered learner content standards ninth-twelfth grade are that each student will   | Math, Science, English, Social Studies, Electives   |  |
| <b>T1.EL.9-12.1</b>   | set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process to improve learning outcomes | Classrooms/All year:<br>Google classroom,<br>Google Applications,<br>conducting online research, Microsoft Office (Word, PowerPoint, Excel, Access) | <b>Introduction,<br/>Functional,<br/>Mastery</b> |
| <b>T1.EL.9-12.2</b>   | build personal learning networks and customize learning environments in ways that support the learning process   | Classrooms(All Subjects),<br>All Year   | Introduction,<br>Functional, Mastery             |
| <b>T1.EL.9-12.3</b>   | use technology to seek feedback that informs and improves practice and to demonstrate learning in a variety of ways                                    | Classrooms(All Subjects),<br>All Year   | <b>Introduction,<br/>Functional,<br/>Mastery</b> |
|   | demonstrate the ability to choose, use, and  | Classrooms(All Subjects),<br>All Year   |  |

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| <b>TI.EL.9-12.4</b> | troubleshoot current technologies, and transfer knowledge to explore emerging technologies  |   | <b>Introduction, Functional, Mastery</b> |
| <b>TI.DC.9-12</b>   | The digital citizen content standards for ninth-twelfth grade are that each student will  | Math, Science, English, Social Studies, Electives Classrooms/All Year   |  |
| <b>TI.DC.9-12.1</b> | cultivate and manage a positive digital identity and demonstrate an understanding of how the digital footprint is permanent and can impact reputation | Definition of digital footprint, use of privacy settings, demonstrate digital citizenship, use of a password keeper,                    | <b>Introduction, Functional</b>          |
| <b>TI.DC.9-12.2</b> | engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices      | Explore appropriate & safe sites for learning & learning when to download, click, & share, be effective, thoughtful, & ethical creators | <b>Introduction, Functional, Mastery</b> |
| <b>TI.DC.9-12.3</b> | respect the rights and obligations of creating, using, and sharing intellectual property  | Understand copyright law, Fair Use act, & Creative Commons matter   | <b>Introduction, Functional</b>          |
| <b>TI.DC.9-12.4</b> | manage personal data to maintain digital privacy and security   | google yourself, how not to overshare   | <b>Functional</b>                        |

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| <b>TI.KC.9-12</b>   | The knowledge constructor content standards for ninth-twelfth grade are that each student will  | <b>Math, Science, English, Social Studies, Electives Classrooms/All Year</b>                       |                                 |
| <b>TI.KC.9-12.1</b> | use research strategies to locate information and resources for intellectual or creative pursuits   | Use of online platforms to conduct research  | <b>Introduction, Functional</b> |
| <b>TI.KC.9-12.2</b> | evaluate the accuracy, perspective, cultural sensitivity, credibility, and relevance of information, media, data, or other resources                                | Know the difference between someone's opinion & peer reviewed sources                              | <b>Functional, Mastery</b>      |
| <b>TI.KC.9-12.3</b> | evaluate potential biases in resources  | Analyze resources for bias   | <b>Introduction</b>             |
| <b>TI.KC.9-12.4</b> | curate information from digital resources using a variety of tools and methods to create collections of artifacts that are connected to a theme or support a thesis | Finding, analyzing, & organizing to make new meaning out of a myriad of materials available online | <b>Functional, Mastery</b>      |

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| <p><b>TI.ID.9-12</b></p>   | <p>The innovative designer content standards for ninth-twelfth grade are that each student will</p>  | <p>English, Math, Science, Social Studies<br/>Classrooms/All Year</p>  |  |
| <p><b>TI.ID.9-12.1</b></p> | <p>initiate a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems</p> | <p>Use of a variety of technologies within the design process to identify &amp; solve problems by creating new, useful, or imaginative solutions</p> | <p><b>Introduce, Functional, Mastery</b></p> |
| <p><b>TI.ID.9-12.2</b></p> | <p>select and use digital tools to plan and manage design process that considers design constraints and calculated risks</p>                     | <p>Review of the purpose for the use and selection of digital tools based on desired outcomes</p>  | <p><b>Introduce, Functional, Mastery</b></p> |
| <p><b>TI.ID.9-12.3</b></p> | <p>develop, test, and refine prototypes as part of cyclical design process</p>   | <p>Explain how to develop, test, and refine prototypes based on desired outcomes</p>   | <p><b>Introduce, Functional, Mastery</b></p> |

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| <p><b>TI.CT.9-12</b></p>   | <p>The computational thinker content standards for ninth-twelfth grade are that each student will</p>   |  |  |
| <p><b>TI.CT.9-12.1</b></p> | <p>identify problems suited for technology-assisted methods for data analysis, abstract models, and algorithmic thinking</p>  | <p>All subject classrooms/All year</p> | <p><b>Introduce, Functional</b></p>          |
| <p><b>TI.CT.9-12.2</b></p> | <p>collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making</p> | <p>All subject classrooms/All year</p> | <p><b>Introduce, Functional, Mastery</b></p> |
| <p><b>TI.CT.9-12.3</b></p> | <p>break down problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving</p>         | <p>All subject classrooms/All year</p> | <p><b>Introduce, Functional, Mastery</b></p> |
| <p><b>TI.CT.9-12.4</b></p> | <p>explain how automation works and use algorithmic thinking to develop a sequence of steps to create and test automate solutions</p>                                       | <p>All subject classrooms/All year</p> | <p><b>Introduce, Functional, Mastery</b></p> |

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| <b>TI.CC.9-12</b>   | The creative communicator content standards for ninth-twelfth grade are that each student will  | English, Tech, Art Classrooms/All Year |                                       |
| <b>TI.CC.9-12.1</b> | choose the appropriate platforms and tools for  |  | <b>Functional, Mastery</b>            |
| <b>TI.CC.9-12.2</b> | create original works or responsibly repurpose or remix digital resources into new creative works   |  | <b>Functional, Mastery</b>            |
| <b>TI.CC.9-12.3</b> | communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations |  | <b>Introduce, Functional, Mastery</b> |
| <b>TI.CC.9-12.4</b> | publish, present, and defend content that customizes the message and medium for the intended audiences  |  | <b>Introduce, Functional, Mastery</b> |

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| <p><b>TI.GC.9-12</b></p> <p><b>TI.GC.9-12.1</b></p> <p><b>TI.GC.9-12.2</b></p> <p><b>TI.GC.9-12.3</b></p> | <p>The global collaborator content standards for ninth-twelfth grade are that each student will</p> <p>identify and use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning of others</p> <p>identify and use collaborative technologies to work with others to examine global and local issues, problems and solutions from multiple viewpoints</p> <p>contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal</p> | <p>Electives, English, Math, Science, Social Studies, All Subjects/All Year</p> | <p><b>Introduce, Functional, Mastery</b></p> <p><b>Introduce, Functional, Mastery</b></p> <p><b>Introduce, Functional, Mastery</b></p> |
| <p><b>TI.RU.9-12</b></p> <p><b>TI.RU.9-12.1</b></p>   | <p>The reflective user content standards for ninth-twelfth grade are that each student will</p> <p>evaluate historical, cultural, and social impacts of technology innovations on individuals and groups, including urban, rural and reservation communities</p>  | <p>Math, Science, Social Studies, Tech</p>                                      | <p><b>Introduce, Functional, Mastery</b></p>   |

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| <b>TI.RU.9-12.2</b> | reflect on and explain how technological innovations influence selection of tools and resources appropriate to a task |  | <b>Introduce,<br/>Functional,<br/>Mastery</b> |
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**NOTES:**