TECHNOLOGY SKILLS SCOPE & SEQUENCE

FOR GRADES TK-12

Fresno Unified School District

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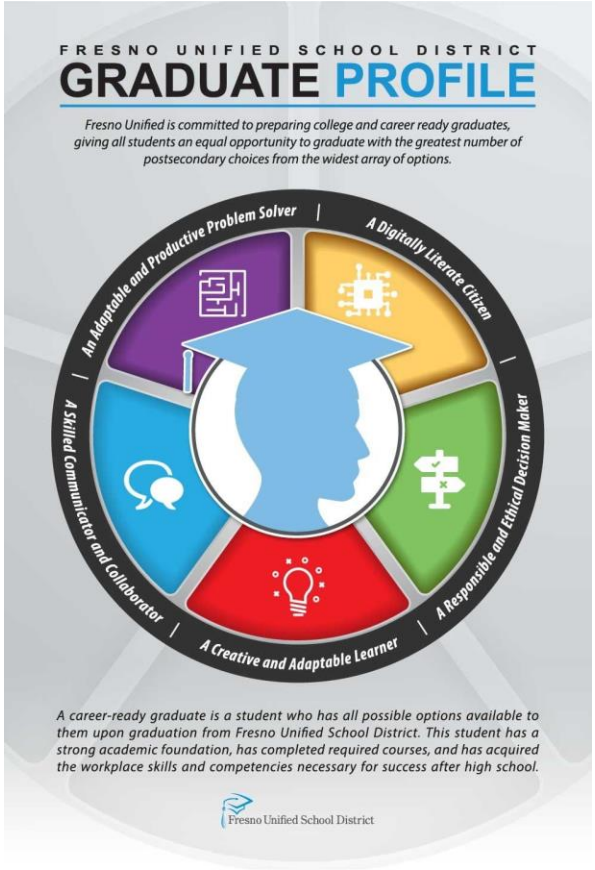
Digital Literacy in the Fresno Unified School District

In today's rapidly evolving digital landscape, equipping K-12 students with robust technology skills is not just beneficial, but essential for their future success. Mastery of technology extends beyond the ability to use a word processor or conduct online research; it encompasses critical thinking, problem-solving, and the ability to adapt to new tools and platforms. As the job market increasingly favors candidates with strong digital competencies, students who are proficient in technology will find themselves at a significant advantage. Moreover, technology literacy fosters innovation and creativity, enabling the next generation to not only participate in the digital world, but also to shape it. The Fresno Unified School District is committed to integrating technology education throughout K-12 curricula to prepare our students for the workforce of tomorrow and the future of our society.



This commitment is aligned with the vision of our Graduate Profile, which was created by our College and Career-Readiness office. The profile includes “Digitally Literate Citizen”, which is defined as having the ability to effectively utilize digital tools and technology, practice appropriate digital etiquette, and demonstrate proficiency in technology standards. In addition to digital literacy, the FUSD Technology Scope and Sequence supports the other competencies outlined in the graduate profile through application of the technology skills within independent and collaborative tasks.

Personalizing Learning Through Technology Integration

Technology integration involves utilizing various technological resources such as computers, mobile devices, applications (cloud and desktop), and networked resources to enhance teaching and learning across all subjects and grade levels. Educators transition into learning facilitators, using diagnostic tools to assess student needs and offer personalized support.

When integrated into the classroom, technology serves as a multi-modal tool for expanding learning opportunities. It serves as a platform to explore the world, enabling students to demonstrate their knowledge and skills through various means. Additionally, technology facilitates exposure to diverse perspectives through mediums like videoconferencing, email, and online discussions. Collaborative discussions among learners and experts from various locations enrich the learning experience, shedding light on creative pathways that foster expert knowledge.

These integrated learning experiences foster relevance by bridging the gap between theoretical concepts and practical application for young learners, thereby enhancing their problem-solving capabilities.

Technology integration is achieved when:

- It is a seamless part of the learning process.
- Technology is accessible and readily available for the task at hand.
- Technology tools support Common Core State Standards.
- It helps students reach their learning goals.

Intentional integration of technology can:

- Motivate students to delve deeper into a subject area.
- Provide opportunity for students to create, manipulate and individualize their learning artifacts.
- Increase teachers' ability to meet the individual needs of all learners and supports students with different learning styles.

2024 Technology Skills Scope and Sequence Update

The rapid evolution of technology since 2014 necessitates a thorough update of our K-12 technology standards for students. In the past decade, we have witnessed significant advancements in artificial intelligence, machine learning, and data analytics, which have transformed the way we interact with technology and process information. Moreover, the expansion of internet access and the shift to a 1:1 student to device ratio have made technology an integral part of daily learning. Updating the K-12 technology standards will ensure that students are not only proficient in the use of contemporary technologies but are also equipped with the critical thinking and problem-solving skills necessary to navigate and innovate within an increasingly digital world. This update will align educational practices with the realities of the 21st-century landscape, fostering a generation of learners who are ready to meet the challenges and opportunities of the digital age.

Three goals framed the development work that led to these updated standards:

- Determine what students should know and be able to accomplish in today's digital world and beyond
- Integrate digital student tasks across the curricula
- Provide resources, including tutorials and lesson examples to support implementation

Development Process, Alignment, and Inspiration

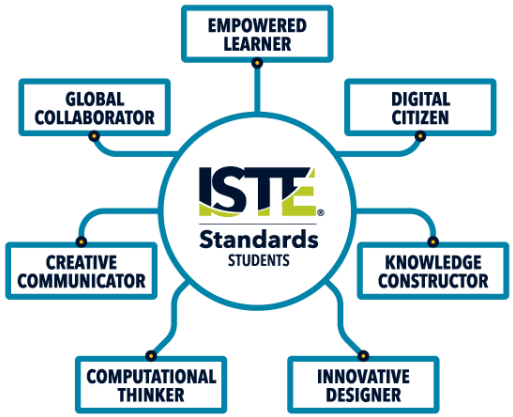
After extensive review and discussion, the development team, consisting of CIPL and IT staff, recommended that Fresno Unified School District should align with the 2016 Technology Standards for Students released by the International Society for Technology in Education (ISTE). These standards emphasize the ways that technology can be used to amplify and even transform learning and teaching, and align with our aspiration to empower connected learners in a connected world.

Additionally, the development team was inspired by the work of Washington State and recommended to adapt many of their standards, as well their document design.

In an effort to include multiple voices in the process, the development team collected feedback from district leaders, instructional coaches, teachers, teacher librarians, and students. This feedback came in the form of ideas for what to keep, remove, and/or add to our existing technology skills.

Many of the existing skills were preserved and sometimes revised, as they were deemed to still be relevant by the development team and the feedback participants.

This technology skills scope and sequence remains aligned with the Common Core State Standards for Mathematics and English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.



1. Empowered Learner (foundational computer skills)
2. Digital Citizen (digital citizenship and cyber safety)
3. Knowledge Constructor (research and organization)
4. Innovative Designer (presentation and multimedia skills)
5. Computational Thinker (spreadsheet and analysis skills)
6. Creative Communicator (digital communication skills)
7. Global Collaborator (digital collaboration skills)

The Technology Skills

Updated: 10/10/24

Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. build networks and customize their learning environments in ways that support the learning process.
c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Power on, login/logout, restart and shut down.	I	I	D	P										
Use desktop icons, windows and menus to open applications and documents	I	I	D	P										
Properly use a touchpad and/or mouse: single- and double-click, drag-and-drop, scroll, multi-touch gestures.	I	D	P											
Interact with touch screen technology, including tap, swipe, drag, ink, erase, etc.	I	D	P											
Have a foundational understanding of the following components: computer, screen, mouse/touchpad, speakers, keyboard, headphones/earbuds, microphone	I	D	P											
Use peripheral hardware effectively, such as: document cameras, web cameras, microphones, headphones, microscopes, pedometers, interactive panels, calculators, etc.	I	I	D	D	P									
Locate, identify and use: Enter, Escape, Spacebar, Shift, Arrows, and Backspace		I	D	P										
Locate, identify, and use letter, number, and punctuation keys.		I	D	P										
Turn on speakers, mute, and adjust volume using speaker icon in system tray.		I	D	P										
Use correct hand-finger, home row, and pairing of fingers. • Use proper posture and ergonomics • Locate and use correct finger, hand for space bar, return/enter and shift key • Gain proficiency and speed in key striking and touch typing			I	D	P									

Ask for help and/or search for solutions to common technology-related problems. (Example: disconnected cables, caps lock, microphone, etc.)			I	I	D	P									
Locate, identify and use Tab Key				I	D	P									
Identify and assess the capabilities and limitations of emerging technologies							I	D	P						
Establish and maintain a file structure for saving information on a computer, online or on external devices							I	D	P						
Explain how to correctly and safely connect to wireless networks.									I	D	P				
Use assistive reading features like zoom, read aloud, etc.		I	D	P											
Add and resize graphics and text boxes in a project.		I	D	P											
Use menu/tool bar functions to open, format, edit, save, and print a document.			I	D	P										
Highlight text, copy and paste text			I	D	P										
Select text and change font type, color, and size.			I	D	P										
Use the touchpad to right-click for contextual menus			I	D	P										
Insert media (pictures, web links, hyperlinks, etc) into documents				I	D	P									
Apply appropriate design and layout in common applications.				I	D	P									
Add slides, pages, and tabs in common applications.				I	D	P									
Use cut, copy, and paste using menus.				I	D	P									
Proofread and edit writing using appropriate resources (e.g., dictionary, spell checker, grammar, thesaurus, A.I.).				I	D	P									
Justify margins: right, left, center.					I	D	P								
Use toolbars in common applications.					I	D	P								
Use common applications to create tables, outlines.						I	D	P							
Insert a hyperlink on text or images.						I	D	P							
Use common keyboard shortcuts. (Example: CTRL+C, CTRL+V, CTRL+P, etc.)							I	D	P						
Demonstrate use of intermediate features in word processing application (e.g., tabs, indents, headers and footers, end notes, bullets and numbering, tables)								I	D	P					
Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.								I	D	P					
Use basic web-navigation skills. (Example: open browser, use favorites, use back button, click links, etc.)				I	D	P									
Select an appropriate online application for a given task.				I	D	P									
Comment, link, and post information online. (Example: blog, discussion forum, insert comment, etc.)					I	I	D	P							

Design, upload and share multimedia projects.						I	I	D	P					
Identify and use proper file formats (Example: docx, pdf, jpeg, xlsx, etc.)						I	D	P						
Understand artificial intelligence, including the data it sources and where it lives within digital learning tools.						I	D	P						
Understand Generative AI and how to use it appropriately; ethical considerations (co-pilot vs. auto-pilot; citing AI)						I	D	P						
Connect a laptop to other devices through Bluetooth and other wireless networks (e.g., wireless audio, wireless display)						I	D	P						
Demonstrate automaticity in keyboarding skills by increasing accuracy and speed. (For students with disabilities, demonstrate alternate input techniques as appropriate.)							I	D	P					
Select and adapt technology to fit personal needs and style. (Example: Use video as another option for presenting, use online discussions, graphic design, etc.)								I	D	P				
Understand file management (e.g., Compress and expand large files, understand computer file sizes, use storage cleanup.)								I	D	P				
Understand the difference between local and online storage (e.g., flash drives, online storage spaces)								I	D	P				
Use the "version history" features for peer editing of documents								I	D	P				
Explain how digital resources can support communication and collaboration, personal and professional productivity, and lifelong learning								I	D	P				
Explain the dangers inherent in these powerful tools, as well as their potentially negative mental health effects.								I	D	P				

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Understand and comply with the District Acceptable Use / Responsible Use Policy.		I	P											
Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks		I	D	P										
Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use		I	D	P										
Identify cyberbullying and describe strategies to deal with such a situation		I	D	P										
Show respect for opinions and work of others posted electronically		I	I	D	P									
Demonstrate and define digital citizenship.		I	I	D	D	P								
Identify and report cyberbullying.		I	I	I	D	P								
Recognize and describe the potential risks and dangers associated with various forms of online communications			I	D	P									
Explain Fair Use Guidelines for the use of copyrighted materials, (e.g. text, images, music, video in student projects) and giving credit to media creators			I	D	P									
Identify and explain the strategies for the safe and efficient use of computers (e.g. passwords, virus protection software, spam filters, popup blockers)			I	D	P									
Discuss and recognize danger in sharing private or inappropriate information online and understand the indelible nature of digital information.				I	I	D	D	P						
Meet expectations for district email.				I	I	D	D	P						
Demonstrate safe email practices, recognition of the potentially public exposure of email and appropriate email etiquette					I	D	P							

Clearly explain the rules about using someone else's work, keep track of where I find information online, and give credit to the people who create things, including stuff shared with Creative Commons.						I	D	P						
Explain copyrights, document and cite online resources, authors and content creators including Creative Commons.						I	D	P						
Gather and cite sources using digital bibliography tools.						I	D	P						
Create and store strong individual passwords. (Example: Strong password checker found at www.howsecureismypassword.net)						I	D	P						
Comply with the district's Acceptable Use Policy related to ethical use, cyberbullying, privacy, plagiarism, spam, viruses, hacking, and file sharing.							I	D	P					
Explain the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information							I	D	P					
Monitor personal content (online and offline) for digital safety.								I	I	I	D	D	P	
Explain issues involved with using copyrighted materials.								I	D	P				
Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.								I	D	P				
Understand accessibility tools that enable people with disabilities to use technology.								I	D	P				
Use AI ethically as a copilot for learning, planning and research								I	D	P				

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Access digital content (audio, vIdeo) to build background knowledge and Investigate topics.		I	D	P										
Use age-appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources		I	D	P										
Evaluate teacher-selected or self-selected Internet resources in terms of their usefulness for research			I	D	P									
Use digital templates, graphic organizers and/or storyboards to record questions and analyze information.				I	D	P								
Use digital tools to gather, analyze, graph and/or report results of Investigation.				I	D	P								
Access, analyze and evaluate electronic content-related audio and/or video to make Informed decisions.				I	D	P								
Identify and analyze the purpose of a media message (to inform, persuade and entertain)				I	D	P								
Use content specific technology tools (e.g. environmental probes, sensors, and measuring devices, simulations) to gather and analyze data					I	D	P							
Use online tools to gather and share information (e.g. online discussions, blogs, video, etc.)					I	D	P							
Explore and use content-related websites to build background knowledge, investigate topics and plan projects.					I	D	D	P						
Use digital search tools to locate and retrieve information. (Example: search engine, database, content library, etc.					I	D	D	D	P					
Gather and organize online references for a project. (Example: personal bookmarks, stored shortcuts or hyperlinks, etc.						I	D	D	P					

Use effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).							I	D	P						
Use age appropriate digital resources to locate, collect, and organize content for specific purposes.							I	D	P						
Select and research current Issues using databases and digital resources to organize a project or solve a problem.								I	D	P					
Evaluate digital and online sources for appropriateness and bias.								I	D	P					
Use technology to explore and brainstorm solutions for real-world problems.								I	D	P					
Identify probable types and locations of Web sites by examining their domain names (e.g., edu, com, org, gov, au)								I	D	P					
Use search engines and online directories. Explain the differences among various search engines and how they rank results.								I	D	P					
Use appropriate academic language in online learning environments (e.g., post, thread, intranet, discussion forum, drop box, account, and password)								I	D	P					
Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.								I	D	P					
Write correct in-text citations and reference lists for text and images gathered from electronic sources.								I	D	P					
Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages)								I	D	P					
Use and modify databases and spreadsheets to analyze data and propose solutions.								I	D	P					
Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects								I	D	P					
Explore digital-resources to investigate topics, record questions, and build my background knowledge while being mindful of potential source bias and generative AI errors.									I	D	P				
Write complex AI prompts to deepen research and investigation on academic topics, and cite AI as a source.									I	D	P				
Use advanced search functIons of search engInes and databases (e.g., Boolean Operators, filters, etc.)											I	D	P		
Focus on bibliographies, references and works cited to determine relevance of sources.											I	D	P		

Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems
b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. develop, test and refine prototypes as part of a cyclical design process.
d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Add, edit and format text on a slide			I	D	P									
Create a series of slides and organize them to present research or convey an idea				I	D	D	P							
Copy and paste or import graphics; change their size and position on a slide (Succinct: Handle Graphics (Copy, Paste, Import, Resize)				I	D	D	P							
Use graphic design tools/ applications to create and edit work				I	D	D	P							
Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations to add interest				I	D	D	P							
Apply review tools (e.g., spelling, thesaurus, grammar checker, calculator/graphing calculator) to maximize the accuracy and impact of work.					I	D	P							
Produce images/graphics with AI to express ideas or use in projects					I	D	P							
Use AI tools to enhance and expedite the look and feel of design projects					I	D	P							
Make strategic use of digital media to enhance understanding						I	D	P						
Select appropriate programs for a multimedia product. (Example: presentation, graphic design, video)						I	D	P						
Incorporate hyperlinks, multimedia, and apply transitions/animations in presentation software.						I	D	P						
Use note-taking skills while viewing online videos and using the play, pause, rewind and stop buttons.							I	D	P					
Use presentation software for presenting to an audience: create presentation notes, adjust timing.							I	D	P					
Independently use appropriate technology tools (e.g., graphic organizer, audio, visual) to define problems and propose hypotheses								I	D	P				

Select digital resources to organize a project or solve a problem								I	D	P					
Modify or create a new technology to solve a problem or meet a need. (Example: build an app, customize font size for reading, etc.) - (Succintct: Modify or Create New Technology to Solve Problems)									I	D	D	D	P		
Find, understand, select and compare virtual simulations.											I	D	P		
Explore cause & effect of a virtual simulation.											I	D	P		

Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
b. 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.
c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Explore and describe patterns from data in spreadsheets or tables.			I	D	P									
Collect and analyze data in a spreadsheet or table.				I	D	D	D	D	P					
Use digital tools to gather, analyze, graph and/or report results of Investigation.				I	I	D	D	D	P					
Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, formula, chart graph)					I	D	P							
Enter/edit data in spreadsheets and perform calculations using formulas					I	D	P							
Use mathematical symbols e.g. + add, - minus, *multiply, /divide, ^ exponents					I	D	P							
Use spreadsheets and other applications to make predictions, solve problems and draw conclusions.					I	D	P							
Use interactive resources. (Example: digital/online virtual field trips, math manipulatives, electronic maps and other simulations and models, etc.)					I	D	D	D	P					
Create online surveys/polls to collect data and analyze summary results						I	D	P						
Find, use, and compare online data, and/or digital models/simulations to collect evidence and forecast trends						I	D	D	P					
Use spreadsheets to calculate, graph, organize, and present data in a variety of real-word settings and choose the most appropriate type to represent given data							I	D	P					
Select the proper technology tools to input, select, analyze and interpret data							I	D	D	P				
Enter formulas and functions; use the auto-fill feature in a spreadsheet application.								I	D	P				
Use functions of a spreadsheet application (e.g., sort, filter, find).								I	D	P				

Use various number formats (e.g. scientific notations, percentages, exponents) as appropriate								I	D	P					
Use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets).								I	D	P					
Draw two and three dimensional geometric shapes using a variety of technology tools.								I	D	P					
Explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity in all subject areas (e.g., simulation software, environmental probes, computer aided design, geographic information systems, dynamic geometric software, graphing calculators)								I	D	P					
Understand the basic concepts of coding, including variables, control structures, and functions.									I	D	P				
Use a programming language to run a basic program.									I	D	P				
Use and interpret scientific notations using a variety of technology applications.									I	D	P	P			
Differentiate between formulas with absolute and relative cell references.										I	D	P			
Use multiple sheets within a workbook, and create links among worksheets to solve problems.										I	D	P			
Import and export data between spreadsheets and other applications.										I	D	P			

Creative Communicator

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. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
b. create original works or responsibly repurpose or remix digital resources into new creations.
c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. publish or present content that customizes the message and medium for their intended audiences.

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Organize objects and ideas using a document camera.		I	D	P										
Organize objects and ideas using: digital drawing tools, digital templates and graphic organizers, brainstorming/mind mapping software. (Example: drawing apps, spreadsheet, etc.)		I	D	P										
Use digital drawing tools and presentation software collaboratively to express ideas.		I	D	P										
Create digital audio recordings using technology			I	D	P									
Modify teacher-created slides using presentation software.			I	D	P									
Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas			I	D	P									
Videoconference to communicate and learn with other classrooms.				I	I	I	I	D	P					
Use district approved cloud/online tools for communication				I	D	P								
Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.				I	D	P								
Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations					I	D	P							
Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas					I	D	P							
Collaborate and communicate virtually using shared documents and online discussions.						I	I	D	P					

Create original multimedia products to present solutions and ideas. I will be able to include text, images, sound, audio and/or video. (Example: infographics, documentary film, music video, etc.)						I	D	D	P					
Publish or present content that customizes the message and medium for their intended audiences.						I	D	P						
Use online discussion forums to express ideas. (Example: backchannel apps)							I	D	D	P				
Use a variety of district approved cloud/online tools (e.g., e- mail, chat, discussion forums, etc.) to communicate with peers, experts, and other audiences using appropriate academic language.							I	D	P					
Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations.							I	D	P					
Use email to send messages and attachments							I	D	P					
Students use graphic design tools to create products for social media communication.							I	D	P					
Demonstrate how the use of various techniques and effect (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media.								I	D	P				
Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.								I	D	P				
Combine multiple technologies to create and share products from multiple content areas.											I	D	P	P
Create digital products for culminating projects or inclusion in portfolios.											I	D	P	P
Select and create an appropriate online forum for communicating and collaborating with a chosen audience.											I	D	P	

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. 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.
b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Technology Targets: I = Introduce | D = Develop | P = Proficient

Technology Skills	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Access content-related digital images, digital stories, audio and video to broaden my global knowledge.	I	I	D	P										
Participate in virtual field trips to broaden my global knowledge.	I	I	D	D	P									
Use digital drawing tools and presentation software collaboratively to express ideas			I	D	P									
Work collaboratively online with other students under teacher supervision				I	D	P								
Use district approved cloud/online tools for collaboration (discussions forums, shared files, etc.)				I	D	D	P							
Videoconference to communicate and learn with other classrooms.				I	I	D	P							
Use digital communication tools to broaden my global knowledge.				I	I	D	P							
Use digital maps to broaden my global knowledge.					I	I	D	P						
Participate in online projects by uploading content, photo, audio, or video.						I	D	P						
Research and identify global problems via websites.								I	D	P				
Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools (e.g., e-mail, discussion forums, video-conferencing, etc.).								I	D	P				
Effectively collaborate with peers in a digital environment, managing shared responsibilities, and contributing to a collective research outcome, ensuring an equitable process and product.								I	D	P				
Choose global digital content to identify a local or global issue.									I	D	P			
Participate in an online community to solve a local or global issue											I	D	P	P

Select and create an appropriate online forum for communicating and collaborating with a chosen audience.											I	D	P	