KINDERGARTEN - SECOND GRADE

Information & Technology Literacy Standards

Podcast

Content Area: Empowered Learner

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 educator guidance. EL1.a.2.e: Utilize appropriate digital tools to reflect on the learning process with educator guidance.
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 educator guidance.
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 educator guidance.
EL1.d: Seek and utilize feedback.	EL1.d.1.e: Receive performance feedback and make adjustments based on that feedback with educator guidance.
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 and select a tool that will support learning with educator guidance.
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.

Content Area: Digital Citizen

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.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 a trusted adult if a website asks for any personal information and begin to identify inappropriate content.
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.b: Respect intellectual property rights.	DC2.b.1.e: Recognize intellectual property must be cited.

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

Content Area: Knowledge Constructor	
Standard KC1: Students critically curate a variety 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.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 educator guidance. KC1.b.2.e: Recognize websites can influence decision making
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.
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.b: Build knowledge by actively exploring realworld issues and problems.	KC2.b.1.e: Build knowledge to connect ideas to your own interests, previous knowledge, and experience. KC2.b.2.e: Explore real-world issues and problems and share their ideas about them with others with educator guidance.

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.b: Exhibit tolerance for ambiguity, perseverance, and the capacity to work with authentic, openended problems.	ID1.b.1.e: Demonstrate perseverance when working to complete a challenging task.
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.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.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 prototypes, if necessary.

Content Area: Computational Thinker

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.b: Collect data, then identify and use digital tools to analyze and represent the data to find	CT1.b.1.e: Utilize age-appropriate digital tools to collect, organize, and represent data.
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.

Content Area: Creative Communicator

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

Content Area: Global Collaborator

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.b: Contribute constructively on project teams.	GC1.b.1.e: Learn a variety of roles within a team to cooperate.
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.

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.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.

THIRD - FIFTH GRADE

Information & Technology Literacy Standards

Podcast

Content Area: Empowered Learner	
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.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.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.2.i: Explore and select digital tools to customize personalized learning environments with educator support.
EL1.d: Seek and utilize feedback.	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.2.i: Explore and select appropriate digital tools based on the necessary concepts of technology operations, including troubleshooting with educator support.
Standard EL3: Students are able to transfer knowledge to explore emerging technologies.	
EL3.a: Transfer knowledge to emerging technology.	EL3.a.2.i: Transfer learning between digital tools and learning environments.

Content Area: Digital Citizen	
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.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.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.2.i: Recognize differences among content consumption, creation, and remixing.
DC2.b: Respect intellectual property rights.	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.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	
Standard KC1: Students critically curate a variety of digital tools and diverse resources.	
KC1.a: Plan and employ effective research strategies.	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.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.2.i: Organize information from a variety of educatorselected, 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.2.i: Explore, select, and utilize sources of curated information to produce creative artifacts to make meaningful learningexperiences.
KC2.b: Build knowledge by actively exploring realworld issues and problems.	KC2.b.3.i: Utilize prior and background knowledge as context for inquiry. KC2.b.4.i: Connect learning to ageappropriate 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.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, openended problems.	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.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.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.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 Thinker

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.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	CT1.b.2.i: Utilize 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.2.i: Separate problems into smaller parts, identify patterns and key information, and brainstorm ways to solve problems.

Content Area: Creative Communicator

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

Content Area: Global Collaborator

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

beyond the learning community.	
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.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.2.i: Collaborate with others using digital tools to explore local and global issues and solutions.

SIXTH - EIGHTH

Information & Technology Literacy Standards

Podcast

Content Area: Empowered Learner

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.5.m: Create personal learning goals and select and manage appropriate digital tools to achieve them.
	EL1.a.6.m: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals.
EL1.b: Build network to support learning.	
	EL1.b.3.m: Identify and pursue online networks of experts and peers to support learning processes and outcomes.
EL1.c: Create personalized learning environment.	
	EL1.c.3.m: Manage digital tools to customize learning by making adjustments to their personalized learning environments to maximize the learning process.
EL1.d: Seek and utilize feedback.	EL1.d.3.m: Collect performance feedback and further data from features embedded in digital tools to analyze data and make learning adjustments.
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.3.m: Navigate a variety of digital tools to choose, use, and troubleshoot technologies to create new knowledge.
Standard EL3: Students are able to transfer knowledge to explore emerging technologies.	
EL3.a: Transfer knowledge to emerging technology.	EL3.a.3.m: Transfer and apply skills to begin troubleshooting and exploring emerging technologies.

Content Area: Digital Citizen

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.7.m: Demonstrate safe digital actions and understand information shared digitally is public and can be searched, copied, and potentially seen by public audiences. DC1.a.8.m: Analyze personal online information to distinguish whether it is helpful or harmful to reputation and image, explain why, and reflect on the risks and benefits of presenting their identities in different ways online. DC1.a.9.m: Compare and contrast attitudes toward diverse groups regarding editing, posting, and commenting on personal photos posted on social network sites.
DC1.b: Manage personal data to maintain digital privacy and security.	DC1.b.7.m: Develop strategies to manage secure passwords. DC1.b.8.m: Create and manage strategies to protect personal data and identify and follow online application terms and conditions (such as federal law and common practice relative to terms of service regarding the age 13 requirements) and pos DC1.b.9.m: Recognize strategies that intend harm or to access private information and define the different types of malicious threats, including viruses, phishing, and identity theft.
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.3.m: Demonstrate responsible use of internet, social media, and other materials, and understand consequences of violating school policy and state or federal law.
DC2.b: Respect intellectual property rights.	DC2.b.3.m: Explain the concept of “fair use” as it pertains to copyright law and be able to create citations for print, graphic, audio, and digital media resources.

DC2.c: Recognize the rights and responsibilities of intellectual freedom in a democratic society.	DC2.c.7.m: Identify examples and explain the implications of censorship in the United States and in other countries and recognize that free-flow of information helps make informed citizenry decisions for the common good. DC2.c.8.m: Identify and describe positive aspects of online communication and the importance of acting responsibly when carrying out relationships over digital media. DC2.c.9.m: Discuss the impact that negative comments can have on both their targets and their viewers.

Content Area: Knowledge Constructor	
Standard KC1: Students critically curate a variety of digital tools and diverse resources.	
KC1.a: Plan and employ effective research strategies.	KC1.a.7.m: Demonstrate and practice a variety of search strategies for effective and effficient online searches. KC1.a.8.m: Demonstrate and practice the ability to effectively utilize research strategies to locate and access appropriate print and digital resources in support of learning. KC1.a.9.m: Demonstrate and practice using an inquiry-based process that involves asking questions, investigating the answers, and developing new understandings for personal or academic learning activities.
KC1.b: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.	KC1.b.5.m: Practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance while distinguishing between fact and opinion in the research.
	KC1.b.6.m: Recognize the importance of leveraging multiple viewpoints in decision making and implementation.
KC1.c: Curate information from digital resources.	KC1.c.3.m: Locate and collect resources from a variety of sources and organize assets into curated collections for a wide range of audiences, projects, and purposes.
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.3.m: Explore, select, and utilize multiple sources of curated information to produce creative artifacts for multiple audiences demonstrating meaningful connections or conclusions.
KC2.b: Build knowledge by actively exploring realworld issues and problems.	KC2.b.5.m: Demonstrate initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
	KC2.b.6.m: Explore real-world issues and problems and actively pursue an understanding of them. Begin to develop answers and solutions 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.3.m: Collaborate with others outside of the classroom to identify and describe problems and challenges on a global perspective.
ID1.b: Exhibit tolerance for ambiguity, perseverance, and the capacity to work with authentic, openended problems.	ID1.b.3.m: Demonstrate an ability to persevere through authentic, open-ended problems by applying abstract concepts with greater ambiguity.
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.3.m: Use a deliberate design process to generate ideas, create innovative products, and test theories as possible solutions.

ID2.b: Select and use digital resources to plan and manage a design process that considers design constraints and calculated risks.	ID2.b.3.m: Select and use digital resources to support a formal design process and expand understanding to identify constraints and trade-offs while weighing risks as they apply to authentic problems.
ID2.c: Develop, test, and refine prototypes as part of a cyclical design process.	ID2.c.3.m: Engage in an iterative process to develop and test prototypes; understand and appreciate that failures or setbacks are opportunities for growth and improvement.

Content Area: Computational Thinker

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.3.m: Define and solve an authentic problem using data analysis, modeling, and algorithmic thinking.
CT1.b: Collect data, then identify and use digital tools to analyze and represent the data to find	CT1.b.3.m: Select an effective digital tool to collect data, design, code, test, and verify possible solutions to reflect on the data to solve authentic problems.
CT1.c: Break problems into smaller parts, identify key information, and develop descriptive models.	CT1.c.3.m: Separate authentic problems into component parts, identify patterns and differences, and develop descriptive models to facilitate problem solving.

Content Area: Creative Communicator

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.3.m: Evaluate and utilize the features and functions of a variety of digital tools and platforms to create, share, and communicate content effectively.
CC1.b: Create or remix digital resources.	CC1.b.3.m: Remix digital content responsibly into new, creative work.
CC1.c: Communicate effectively using a variety of digital tools.	CC1.c.3.m: Communicate complex ideas clearly using various digital tools to an authentic audience.
Standard CC2: Students publish and present content customized for their audience(s), purpose, and task.	
CC2.a: Publish and present content.	CC2.a.3.m: Publish and present content that will effectively convey ideas to an authentic audience.

Content Area: Global Collaborator

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.3.m: Use digital tools to interact with others to develop a richer understanding of diverse perspectives and cultures.
GC1.b: Contribute constructively on project teams.	GC1.b.3.m: Contribute and commit to team goals and determine role on the team based on knowledge of digital tools and content, as well as personal preference.

GC1.c: Contribute to the exchange of ideas within and beyond the learning community.	GC1.c.3.m: Select and leverage appropriate digital tools to share interests to gain an understanding of different perspectives and experiences from others.
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.3.m: Leverage collaborative digital tools to connect with others—including peers, experts, and community members—to learn about issues and problems or to gain diverse local and global perspectives.
GC2.b: Explore local and global issues and use collaborative digital resources to investigate and develop solutions.	GC2.b.3.m: Select and use collaborative digital tools to work with others to explore local and global issues and investigate solutions.

GRADES 9 -12

Information & Technology Literacy Standards

Podcast

Content Area: Empowered Learner

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.7.h: Create and articulate personal learning goals and develop strategies leveraging the most effective digital tools to achieve those goals. EL1.a.8.h: Utilize digital tools to reflect on the learning process, including successes, areas of improvement, and then make necessary revisions and adjust goals for future learning
EL1.b: Build network to support learning.	EL1.b.4.h: Build a professional online presence to connect with experts and peers to enhance learning processes and outcomes and prepare for future endeavors.
EL1.c: Create personalized learning environment.	EL1.c.4.h: Prioritize digital tools to customize personalized learning environments in ways that maximize the learning process.
EL1.d: Seek and utilize feedback.	EL1.d.4.h: Evaluate and utilize digital tools to seek feedback from digital and nondigital, then analyze data to make adjustments and justify outcomes.
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.4.h: Assess the fundamental concepts of digital tool operations; demonstrate the ability to choose, use, and troubleshoot current digital tools.
Standard EL3: Students are able to transfer knowledge to explore emerging technologies.	
EL3.a: Transfer knowledge to emerging technology.	EL3.a.4.h: Investigate the creation of new technologies.

Content Area: Digital Citizen

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.10.h: Manage digital identity and practice positive online responsibilities to avoid inappropriate forms of selfdisclosure. DC1.a.11.h: Choose information to post online that positively affects personal image and future college and career opportunities.

	DC1.a.12.h: Analyze broader norms and media messages that may frame the way people use, interpret, and respond to photos on social network sites and discuss the influence on society.
DC1.b: Manage personal data to maintain digital privacy and security.	DC1.b.10.h: Utilize secure password protection practices and management. DC1.b.11.h: Identify situations where data-collection technology is used to track navigation online and decide when it is or is not appropriate. DC1.b.12.h: Develop strategies to guard against malicious threats including viruses, phishing, and identity theft, and recognize the importance of security protocols.
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.4.h: Assess the need for different information policies and user agreements in a variety of settings (i.e. workplace, school, government).
DC2.b: Respect intellectual property rights.	DC2.b.4.h: Describe how to correspond with authors, publishers, or producers to obtain permission to use copyrighted materials while understanding legal consequences of plagiarism.
DC2.c: Recognize the rights and responsibilities of intellectual freedom in a democratic society.	DC2.c.10.h: Understand the importance of equitable access to information and recommend strategies for ensuring others have equitable access to information, media, resources, and technology. DC2.c.11.h: Demonstrate positive and responsible communications in digital communities. DC2.c.12.h: Recognize free speech, along with constitutional exceptions on free speech, and its impact on individuals, groups, and communities, both online and offline.
Content Area: Knowledge Constructor	
Standard KC1: Students critically curate a variety of digital tools and diverse resources.	
KC1.a: Plan and employ effective research strategies.	KC1.a.10.h: Apply safe and effective search strategies across a range of diverse resources. KC1.a.11.h: Plan and employ effective research strategies to locate and access information and other resources for intellectual or creative pursuits. KC1.a.12.h: Utilize an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.
KC1.b: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.	KC1.b.7.h: Assess the quality of evidence and data found in selected sources on basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. Evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data. KC1.b.8.h: Select information that is related to a problem or question while using formats and genre most appropriate to the content. Establish criteria in judging the information in this process.
KC1.c: Curate information from digital resources.	KC1.a.4.h: Locate, collect, and evaluate resources and curated collections from a variety of sources and organize content into themes in ways that are coherent and shareable to multiple audiences.
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.4.h: Explore, select, and utilize multiple sources of curated information to produce creative artifacts for multiple audiences, demonstrating meaningful connections or conclusions and consider the value of crowdsourcing, and how it works both online and offline.
KC2.b: Build knowledge by actively exploring realworld issues and problems.	KC2.b.7.h: Use knowledge, information skills, and digital resources and tools to engage in public conversation and debate around issues of common concern. KC2.b.8.h: Build knowledge by actively exploring real-world issues and problems, independently developing ideas and theories and pursuing answers and solutions.

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.4.h: Collaboratively analyze the community locally and globally to make change socially. Explain the depth and breadth of a problem and analyze conditions for improvement.
ID1.b: Exhibit tolerance for ambiguity, perseverance, and the capacity to work with authentic, openended problems.	ID1.b.4.h: Apply abstract concepts to solve authentic, openended problems for a group of stakeholders.
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.4.h: Select and use a deliberate design process for generating ideas, testing theories, and creating innovative artifacts.
ID2.b: Select and use digital resources to plan and manage a design process that considers design constraints and calculated risks.	D2.b.4.h: Select and use digital resources to plan and manage a design process that considers design constraints and calculated risks as they apply to authentic problems.
ID2.c: Develop, test, and refine prototypes as part of a cyclical design process.	ID2.c.4.h: Engage in an iterative process to develop and test prototypes. Apply this process to marketplaces, determine the metrics for success and progress monitoring, and understand that no product is final or perfect.

Content Area: Computational Thinker

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.4.h: Create and articulate a precise and thorough description of a problem designed to utilize digital tools, data analysis, abstract modeling, or algorithmic thinking to facilitate a solution.

CT1.b: Collect data, then identify and use digital tools to analyze and represent the data to find	CT1.b.4.h: Select an effective digital tool to collect data, design, code, test, and verify possible solutions to reflect on the data to solve authentic problems.
CT1.c: Break problems into smaller parts, identify key information, and develop descriptive models.	CT1.c.4.h: Evaluate the problemsolving process and algorithms of others, and synthesize this information to create the most effective and efficient way to solve an authentic problem.

Content Area: Creative Communicator	
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.4.h: Evaluate and determine appropriate platforms and digital tools to create, communicate, and share content effectively with an authentic audience.
CC1.b: Create or remix digital resources.	CC1.b.4.h: Create works for an authentic audience that reflect responsible remixing of digital and Fair Use content.
CC1.c: Communicate effectively using a variety of digital tools.	CC1.c.4.h: Utilize digital tools to analyze, modify, and communicate complex ideas, data, and solutions to an authentic audience.
Standard CC2: Students publish and present content customized for their audience(s), purpose, and task.	
CC2.a: Publish and present content.	CC2.a.4.h: Intentionally align message with audience, purpose, and task when publishing and presenting content.

Content Area: Global Collaborator	
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.4.h: 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.
GC1.b: Contribute constructively on project teams.	GC1.b.4.h: Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

GC1.c: Contribute to the exchange of ideas within and beyond the learning community.	GC1.c.4.h: Select and leverage appropriate digital tools to contribute to and collect information from the exchange of ideas within and beyond the learning community.
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.4.h: Leverage collaborative digital tools to work with others—including peers, experts, and community members—to learn about issues and problems and to solicit diverse local and global perspectives to discuss solutions for social change.
GC2.b: Explore local and global issues and use collaborative digital resources to investigate and develop solutions.	GC2.b.4.h: Explore and analyze local and global issues and leverage collaborative digital tools to work with others to investigate, develop, and actualize solutions.