Regional Occupational Program

Introduction to Computers 2026-2027

COURSE DESCRIPTION

This course introduces students to basic computer operation and foundational Information and Communication Technologies (ICT) skills. Students learn how computers process information, identify common hardware, software, operating-system, and peripheral components, and practice appropriate setup, care, file-management, and basic software-use procedures. Students use productivity, internet, communication, presentation, and software-integration tools to create, manage, share, and present information for school and workplace purposes.

Students develop basic word processing, internet research, digital communication, presentation, software-integration, and promotional-material skills while applying safe, legal, ethical, and responsible technology practices. Topics include computer security, password security, privacy, copyright, digital citizenship, evaluating and citing online information, anti-malware tools, and firewalls. English Language Arts skills are reinforced through reading, writing, editing, proofreading, and presentation activities throughout the course.

Course Information

Course Length:	1 Semester
Prerequisite:	Keyboarding (Recommended)
Course Level:	Introductory
UC:	No
Articulated:	No
Industry Cert.:	No
Industry Sector:	Information and Communication Technologies
Pathway:	Information and Support Services
CALPADS:	8110

O*Net SOC Codes

43-9199	Office and Administrative Support Work, All Other
15-1232	Computer User Support Specialists
43-6014	Secretaries and Administrative Assistants

Legend

CTE - PS	CTE Pathway Standards
CRP	Career Ready Practices
CTE - AS	CTE Anchor Standards
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education

Includes updates from 25/26 ICT & Advisory

Advisory Minutes

Introduction to Computers

Course Orientation

a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
c. Review objectives, competencies, and course syllabus.
d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate effective verbal communication and conflict resolution skills. **b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.** c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.		1 2 11	2 3 4 5 7 8 9 10 11	**LS** 9-10 11-12.6 **SLS** 11-12.2 9-10 11-12.1 11-12.1d **WS** 11-12.7 11-12.6	1b,c 2c 3b,c 5c 6b,c,d

2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate critical thinking skills for a variety of purposes and in different settings. **b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.** c. Discuss the importance of the critical thinking process to real-world applications.		2 4 5 7 9	2 3 4 5 7	**LS** 9-10 11- 12.6 **SLS** 9-10	1c 3c,d 4a-d 5c,d 6c

d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.		10 11	8 9 11	11-12.1 11-12.1d 11-12.2 **WS** 11-12.7 11-12.6	7b,c,d
3. Leaders and Teams: Roles and Responsibilities	**CTE – PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Determine the individual and team members' roles and responsibilities. **b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).** c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work.		7 8 9	3 7 8 9 11	**SLS** 11-12.2 9-10 11-12.1 11-12.1d **WS** 11-12.6	7a,c
4. Legal, Ethical, and Environmental Considerations	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate industry specific ethical and legal practices. **b. Identify eco-friendly industry specific practices and resources.** c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.		5 7 8	3 5 7	**WS** 11-12.6 11-12.7	2a,b 3a,b 5c

d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment.		12	8 9 11	**SLS** 9-10 11-12.1 11-12.1d 11-12.2	6c
5. Personal Growth and Career Planning	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate continued personal development and growth. **b. Develop and manage a personal growth and career plan.** c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills.		1 2 3 4 6	2 3 4 7 8 11	**LS** 9-10 11-12.6 **SLS** 9-10 11-12.1 11-12.1d 11-12.2 **WS** 11-12.6	1a 3a,c 4d 6a,d 7b
6. Workplace Safety and Personal Wellness	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate proper industry specific safe work practices to prevent injury or illness. **b. Assess the potential impact of goal setting on personal and professional success.** c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.		2 5 6 8 12	2 5 6 7 8 10 11	**LS** 9-10 11-12.6 **WS** 11-12.7 11-12.6 **SLS** 9-10 11-12.1 11-12.1d	1a,d 2a,d 5b

n. Demonstrate cyber ethics, cyber safety, and cybersecurity. o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
Introduction to Computers Units of Instruction					
7. Computers and Technology	**CTE-PS**	**CRP**	**CTE- AS**	**CCSS**	**ISTE**
a. Describe the history of technology in the workplace. **b. Explain the functions and purposes of computers.** c. Describe major developments in computer and information technology, including personal computers, networks, mobile devices, internet-based tools, and emerging technologies. d. Identify and describe various classifications of computers. e. Describe how technology is integrated into business processes.	A1.0 A1.1	1 2 4 5 10 11	1 2 4 5 10 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	
8. Hardware	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Identify the names, purpose, and characteristics of key components and system modules common to a PC. **b. Demonstrate how to set up basic computer hardware.** c. Identify computer hardware components and peripherals. d. Compare and contrast input from output devices. e. Discuss how computers, printers, network devices, and internet-connected peripherals are connected and work together. f. Explain the functions of the keyboard and mouse. g. Demonstrate setup of a computer workstation, including the computer, monitor, keyboard, mouse, power connections, and basic peripheral connections.	A2.3	1 2 4 5 10 11	1 2 4 5 10 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	
9. Ethics and Computer Security	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Differentiate between ethical and unethical use of the computer, software applications, and the Internet. **b. Explain the importance of following computer safety procedures.** **c. Understand legal and ethical issues, including copyright, intellectual property, privacy, and responsible use of digital resources.** d. Demonstrate standard business practices for the use of the computer, software, data, and the Internet. e. Explain security issues related to electronic information and privacy. f. Demonstrate business etiquette related to computer use. g. Summarize ethical and unethical use of the computer, email, software applications, and the Internet. h. Explain common federal, state, and international laws related to computer use and security.	A5.1 A5.3 A5.4	1 2 4 5 10 11 12	1 2 4 5 10 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	

i. Demonstrate how to set up a secure password. j. Identify Windows operating system security features. k. Use security software, system settings, anti-malware tools, firewalls, and safe-use practices to help protect devices and information from common threats. l. Understand basic cybersecurity protections, including malware prevention, firewalls, software updates, password security, and safe browsing practices.					
10. Windows Basics	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate the features of the Windows operating system. **b. Define and use appropriate naming conventions and file management strategies.** c. Define and use basic computer terminology. d. Demonstrate the process for opening a program, using the taskbar, and creating shortcuts. e. Customize the desktop display. f. Demonstrate the use of menus, toolbars, icons, and dialog boxes. g. Create a new folder and demonstrate naming, saving, deleting, and editing files. h. Demonstrate common operating-system features, including menus, icons, windows, settings, search tools, file navigation, and basic system controls. i. Identify the elements of the desktop and start button. j. Demonstrate the steps for installing software.	A2.3 A2.4	1 2 4 5 10 11	1 2 4 5 10 11	**LS** 9-10, 11-12.6 **WS** 11-12.6 11-12.7	
11. Internet	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate a variety of uses for the internet. **b. Use multiple online search techniques and resources to acquire information.** **c. Explain precautions that should be used when using the internet.** d. Compare and contrast a variety of browsers and search engines. e. Validate and cite internet resources. f. Summarize appropriate uses of social media and online platforms for communication, learning, career exploration, and professional purposes. g. Demonstrate how to send and receive emails. h. Explain how to conduct an online video conference and chat. i. Employ the internet to share, upload, download, and transfer files and documents using appropriate tools and safe file-management practices. j. Identify ways to apply for jobs using the internet. k. Explain the precautions that should be applied when shopping on the internet. l. Name ways the internet is used in education, business, and other industry sectors.	A3.0 A3.2 A3.5	1 2 4 5 10 11 12	1 2 4 5 10 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	
12. Word Processing	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate word processing skills.	A2.0	1	1	**LS**	

b. Demonstrate how to create letters, reports, and correspondence utilizing advanced word processing functions. **c.** Demonstrate word processing skills to create business and form letters, correspondence, and mailing labels. d. Demonstrate appropriate English Language Arts skills, including punctuation, capitalization, spelling, and proofreading. e. Use dictionary, grammar checker, spell check, and thesaurus to properly edit documents. f. Correctly use common word processing interface tools, menus, ribbons, and commands. g. Correctly set up a page using margins, tabs, fonts, and font sizes. h. Demonstrate input of text with special enhancements, such as bolding and italics. i. Demonstrate the use of tabs, tables, and graphics. j. Demonstrate report and table format styles. k. Show how to control text flow using page and/or section breaks. l. Demonstrate the use of headers and footers. m. Demonstrate basic print setup, print preview, and document output options. n. Perform output tasks, such as retrieving, saving, and printing. o. Demonstrate mail merge, headers/footers, footnotes, and page numbering.	A2.3	2 4 5 10 11	2 4 5 10 11	9-10 11-12.6 **WS** 11-12.6 11-12.7	
13. Presentations	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Use presentation software to create a business-related slide presentation. **b. Demonstrate effective public speaking skills while presenting a slide presentation.** c. Correctly use common presentation software interface tools, menus, ribbons, and commands. d. Plan and design a business-related presentation. e. Enhance a presentation by adding graphics, charts, audio, tables, video, transitions, effects, and backgrounds. f. Design a presentation using transitions and animations. g. Design and run a slide show presentation manually and automatically using timings. h. Identify common mistakes made when designing slide shows and presentations. i. Prepare and present a slide-show presentation.	A3.1	1 2 3 4 5 10 11	1 2 3 4 5 10 11	**LS** 9-10 11-12.6 **SLS** 11-12.2 **WS** 11-12.6 11-12.7	
14. Software Integration	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**

a. Demonstrate the integration of software applications. **b. Identify and apply multiple ways to transfer information and resources (e.g., text, data, audio, video, still images) between software programs and systems.** c. List the steps in the integration process. d. Integrate word processing content, internet resources, graphics, and presentation data between software applications.	A3.1	1 2 4 5 10 11	1 2 4 5 10 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	
15. Promotional Materials	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Use word processing or publication software to create promotional materials. **b. Enhance promotional materials by adding graphics, importing files, and utilizing editing and formatting techniques.** c. Create several types of promotional materials, such as newsletters, brochures, flyers and business cards. d. Use appropriate digital media resources, such as images, icons, graphics, and other media files, while respecting copyright and usage rights. e. Proofread and edit documents. f. Save documents in different formats.	A2.4 A3.1	1 2 4 5 10 11	1 2 4 5 10 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7	

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-2.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

ICT: Information and Communication Technologies

A. Information Support and Services Pathway

A1.0 Describe the role of information and communication technologies in organizations.

A1.1 Describe how technology is integrated into business processes.

A2.0 Acquire, install, and implement software and systems.

A2.3 Install software and setup hardware.

A2.4 Define and use appropriate naming conventions and file management strategies.

A3.0 Access and transmit information in a networked environment.

A3.1 Identify and apply multiple ways to transfer information and resources (e.g., text, data, audio, video, still images) between software programs and systems.

A3.2 Validate and cite Internet resources.

A3.5 Use multiple online search techniques and resources to acquire information.

A5.1 Follow laws, regulatory guidelines, policies, and procedures to ensure the security and integrity of information systems.

A5.3 Take preventative measures to reduce security risks (e.g., strong passwords, avoid social engineering ploys, limit account permissions).

A5.4 Use security software and hardware to protect systems from attack and alert of potential threats, anti-malware software, and firewalls.

ISTE Standards for Students

1. 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.

a) Students 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) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students 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.

2. 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.

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3.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) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. 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.

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students 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) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. 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.

a) Students 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) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.