South Dakota Educational Technology Standards

Adopted by the South Dakota State Board of Education *TBD*

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South Dakota Educational Technology Standards and Grade-level Outcomes for K-12

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Introduction

Goals

These standards are to be used as a guide for curriculum to integrate technology into classrooms for all content areas, Kindergarten through 12th grade. While standards are the core that all students should learn and master, all teachers will expand upon these standards and introduce related concepts and skills to students in all stages of instruction.

The Educational Technology Standards Committee developed these standards based on several themes that teachers and students of Educational Technology should include throughout the learning process:

1. Access and application of technology supports every subject area. Educational Technology should be available to every South Dakota student K through 12.

2. Technology is a human process and should include a focus on how students learn to communicate and collaborate with different audiences.

3. Students learn, develop, and apply problem-solving skills through problem-based learning opportunities utilizing technology. Technology literacy is a broad concept that includes the abilities to understand, use, manage, think, do, assess and transfer knowledge, skills, and attitudes to the world around us.

4. Technology is closely linked to creativity and innovation. Educational Technology presents boundless opportunities to students to produce creative works in text, images, graphics, and media.

5. Technology should be made relevant to students' course of study. The application of technology to everyday life should be emphasized (or made clear) to students during the teaching and learning process. The importance of technology to career opportunities and the workplace should be communicated as a part of instruction.

6. Technology tools and processes are constantly changing and emerging. For this reason, teachers should strive to be current with the constantly emerging advances in technology and flexible in adapting their teaching to these new advances. In this context, teachers need to take advantage of the teachable moments that evolving technologies and current events provide.

Background

This is a revision of the 2007 South Dakota Educational Technology Standards through the review and adaptation of national ISTE standards and by associating existing Common Core standards. The South Dakota Department of Education selected educators from many school districts across the state to participate in this workgroup.

Strands

The standards and outcomes of each strand broadly and collectively articulate what the students should know and be able to do to become a technologically literate individual. The strands are:

Strand 1: Research and Digital Literacy
Strand 2: Critical Thinking, Problem-Solving and Decision-Making
Strand 3: Digital Citizenship
Strand 4: Technology Operations and Concepts
Strand 5: Creativity and Innovation
Strand 6: Communication and Collaboration

Organization of this Document

The South Dakota Educational Technology Standards document displays each standard and its supporting information as follows:
- by grade spans with each of the education technology standards listed
- grade span vertical progression
- K-12 vertical progress

The Grade Spans

The South Dakota Educational Technology Standards include student outcomes (what students should know and be able to do) for the following grade spans:
- Kindergarten through grade 2
- Grades 3 through 5
- Grades 6 through 8
- Grades 9 through 12

Guide to the Number and Symbol System

The Standards are coded to cross-reference the Grade Level, Education Technology Standards, the Strand, the Standard, and the Outcome.
Example:
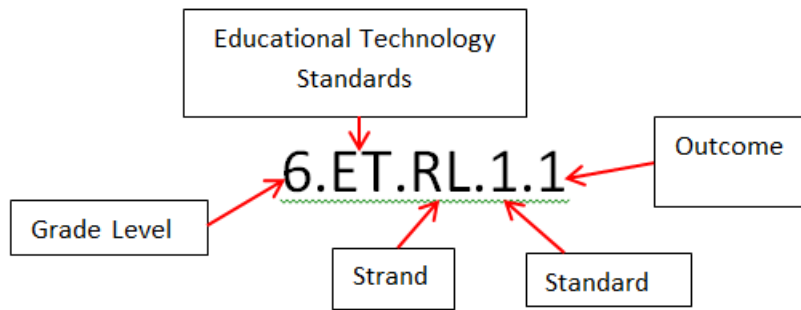
Kindergarten Research and Digital Literacy

Standard	WEBB Level/DOK	Outcomes
ET.RL.1 Students use technology to locate, organize, and analyze information.	1 Recall	**K.ET.RL.1.1** Recognize that information can be represented in a variety of ways.

Standard	WEBB Level/DOK	Outcomes
ET.RL.2 Students determine the reliability and relevancy of information.	2 Skill/Concept	**K.ET.RL.2.1** Distinguish between real and make-believe.

Kindergarten Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcomes
ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	1 Recall	**K.ET.CT.1.1** Identify technologies used in the home.

Standard	WEBB Level/DOK	Outcomes
ET.CT.2 Students demonstrate the design process through problem solving.		*No outcomes at this grade-level.*

Standard	WEBB Level/DOK	Outcomes
ET.CT.3 Students evaluate and select technology tools based on the specific	1 Recall	**K.ET.CT.3.1** Recognize technology as a tool to help complete a task.

Kindergarten Digital Citizenship

Standard	WEBB Level/DOK	Outcomes
ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	2 Skill/Concept	K.ET.DC.1.1 Show respect for the work of others.
	1 Recall	K.ET.DC.1.2 Identify ways to respect equipment.
	1 Recall	K.ET.DC.1.4 Define respect for self and others.

Kindergarten Technology Operations and Concepts

Standard	WEBB Level/DOK	Outcomes
ET.CC.1 Students interpret the history and progression of technology.	1 Recall	K.ET.OC.1.1 Identify three human-made tools.

Standard	WEBB Level/DOK	Outcomes
ET.OC.2 Students analyze the parts of a technological system.	1 Recall	K.ET.OC.2.1 Identify components of a system to make a whole.

Standard	WEBB Level/DOK	Outcomes
ET.OC.3 Students demonstrate skills in utilizing technological systems.	1 Recall	K.ET.OC.3.1 Implement grade-level appropriate vocabulary.
	1 Recall	K.ET.OC.3.2 Identify and categorize input/output devices to operate various technologies.
	1 Recall	K.ET.OC.3.4 Recognize letters and numbers on a keyboard.

Kindergarten Creativity and Innovation

Standard	WEBB Level/DOK	Outcomes
ET.CI.1 Students use technology to generate ideas and promote creativity.	1 Recall	**K.ET.CI.1.1** Identify a variety of media.

Kindergarten Communication and Collaboration

Standard	WEBB Level/DOK	Outcomes
ET.CC.1 Students use technology to communicate with others.	1 Recall	**K.ET.CC.1.**1 Communicate original ideas through the use of digital tools.

Standard	WEBB Level/DOK	Outcomes
ET.CC.2 Students collaborate to exchange information and ideas for an identified purpose.		*No outcomes at this grade-level.*

First Grade Research and Digital Literacy

Standard	WEBB Level/DOK	Outcomes
ET.RL.1 Students use technology to locate, organize, and analyze information.	1 Recall	**1.ET.RL.1.1** Identify where information can be found.

Standard	WEBB Level/DOK	Outcomes
ET.RL.2 Students determine the reliability and relevancy of information.	2 Skill/Concept	**1.ET.RL.2.1** Distinguish between fact and opinion.

First Grade Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcomes
ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	1 Recall	**1.ET.CT.1.1** Identify technologies used in home and/or school.

Standard	WEBB Level/DOK	Outcomes
ET.CT.2 Students demonstrate the design process through problem solving.	1 Recall	**1.ET.CT.2.1** Use a design process to solve problems.

Standard	WEBB Level/DOK	Outcomes
ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	1 Recall	**1.ET.CT.3.1** Describe technology tools and their uses.

First Grade Digital Citizenship

Standard	WEBB Level/DOK	Outcomes
ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	1 Recall	**1.ET.DC.1.1** Identify ownership rights of student created work.
	1 Recall	**1.ET.DC.1.2** Identify safe technology behaviors.
	2 Skill/Concept	**1.ET.DC.1.4** Demonstrate respect for others.

First Grade Technology Operations and Concepts

Standard	WEBB Level/DOK	Outcomes
ET.OC.1 Students interpret the history and progression of technology.	2 Skill/Concept	**1.ET.OC.1.1** Distinguish between natural and human-made tools.
	1 Recall	**1.ET.OC.1.2** Describe how people use tools.

Standard	WEBB Level/DOK/ DOK	Outcomes
ET.OC.2 Students analyze the parts of a technological system.	1 Recall	**1.ET.OC.2.1** Identify components in technological systems.

Standard	WEBB Level/DOK	Outcomes
ET.OC.3 Students demonstrate skills in utilizing technological systems.	4 Extended Thinking	**1.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	2	**1.ET.OC.3.2** Use input/output devices to operate

	Skill/Concept	various technologies.
	2 Skill/Concept	**1.ET.OC.3.3** Use basic file management. (Open, edit, save, print)
	2 Skill/Concept	**1.ET.OC.3.4** Use proper finger placement on home row keys.

First Grade Creativity and Innovation

Standard	WEBB Level/DOK	Outcomes
ET.CI.1 Students use technology to generate ideas and promote creativity.	1 Recall	**1.ET.CI.1.1** Illustrate original ideas through the use of teacher-selected media.

First Grade Communication and Collaboration

Standard	WEBB Level/DOK	Outcomes
ET.CC.1 Students use technology to communicate with others.	3 Strategic Thinking	**1.ET.CC.1.1** Communicate original ideas through the use of digital tools within groups.

Standard	WEBB Level/DOK	Outcomes
ET.CC.3 Students collaborate to exchange information and ideas for an identified purpose.	3 Strategic Thinking	**1.ET.CC.2.1** Collaborate with others to complete a teacher-directed task.

Second Grade Research and Digital Literacy

Standard

Standard	WEBB Level/DOK	Outcomes
ET.RL.1 Students use technology to locate, organize, and analyze information.	2 Skill/Concept	**2.ET.RL.1.1** Collect information using several teacher-selected sources.
	1 Recall	**2.ET.RL.1.2** Identify author, date, and subject within different sources of information.

Standard	WEBB Level/DOK	Outcomes
ET.RL.2 Students determine the reliability and relevancy of information.	2 Skill/Concept	**2.ET.RL.2.1** Distinguish between fiction and non-fiction.

Second Grade Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcomes
ET.CT.2 Students analyze the relationship of technology in careers, communities, and society.	2 Skill/Concept	**2.ET.CT.1.1** Identify technologies used in the home, school, and/or community.

Standard	WEBB Level/DOK	Outcomes
ET.CT.2 Students demonstrate the design process through problem solving.	3 Strategic Thinking	**2.ET.CT.2.1** Differentiate among given alternatives to solve a problem.

Standard	WEBB Level/DOK	Outcomes
ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	1 Recall	**2.ET.CT.3.1** Identify an appropriate tool for a given task.

Second Grade Digital Citizenship

Standard	WEBB Level/DOK	Outcomes
ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	2 Skill/Concept	**2.ET.DC.1.1** Interpret ownership rights of technology created work.
	4 Extended Thinking	**2.ET.DC.1.2** Apply appropriate and safe technology behaviors.
	2 Skill/Concept	**2.ET.DC.1.4** Demonstrate awareness of proper online behaviors.

Second Grade Technology Operations and Concepts

Standard

Standard	WEBB Level/DOK	Outcomes
ET.OC.1 Students interpret the history and progression of technology.	4 Extended Thinking	**2.ET.OC.1.1** Connect how technology has evolved from natural to human-made tools.
	3 Strategic Thinking	**2.ET.OC.1.2** Investigate which technology tool is most effective to complete a given task.

Standard	WEBB Level/DOK	Outcomes
ET.OC.2 Students analyze the parts of a technological system.	1 Recall	**2.ET.OC.2.1** Define each component in a technological system.

Standard	WEBB Level/DOK	Outcomes
ET.OC.3 Students demonstrate skills in utilizing technological systems.	1 Recall	**2.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	2 Skill/Concept	**2.ET.OC.3.2** Choose the appropriate input/output device to complete a given task.
	2 Skill/Concept	**2.ET.OC.3.3** Show how to retrieve a saved file.
	2 Skill/Concept	**2.ET.OC.3.4** Demonstrate use of proper finger placement on all letters and punctuation.
	2 Skill/Concept	**2.ET.OC.3.5** Construct 2-3 sentences or a paragraph using proper finger placement on all letters and punctuation.

Second Grade Creativity and Innovation

Standard	WEBB Level/DOK	Outcomes
ET.CI.1 Students use technology to generate ideas and promote creativity.	1 Recall	**2.ET.CI.1.1** Illustrate original ideas through the use of a variety of media.

Second Grade Communication and Collaboration

Standard	WEBB Level/DOK	Outcomes
ET.CC.1 Students use technology to communicate with others.	3 Strategic Thinking	**2.ET.CC.1.1** Communicate through the use of digital tools within the classroom.

Standard	WEBB Level/DOK	Outcomes
ET.CC.2 Students collaborate to exchange information and ideas for an identified purpose.	2 Skill/Concept	**2.ET.CC.2.1** Collaborate with others using technology tools.

K-2 Progression: Research and Digital Literacy

Standard	Kindergarten	First Grade	Second Grade
ET.RL.1 Students use technology to locate, organize, evaluate and analyze information.	**K.ET.RL.1.1** Recognize that information can be represented in a variety of ways.	**1.ET.RL.1.1** Identify where information can be found.	**2.ET.RL.1.1** Collect information from several teacher-selected sources.
			2.ET.RL.1.2 Identify author, date, and subject within different digital sources of information.

Standard	Kindergarten	First Grade	Second Grade
ET.RL.2 Students determine the reliability and relevancy of information.	**K.ET.RL.2.1** Distinguish between real and make-believe.	**1.ET.RL.2.1** Distinguish between fact and opinion.	**2.ET.RL.2.1** Distinguish between fiction and non-fiction.

K-2 Progression: Critical Thinking, Problem Solving, and Decision Making

Standard	Kindergarten	First Grade	Second Grade
ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	**K.ET.CT.1.1** Identify technologies used in the home.	**1.ET.CT.1.1** Identify technologies used in home and/or school.	**2.ET.CT.1.1** Identify technologies used in the home, school, and/ or community.

Standard	Kindergarten	First Grade	Second Grade
ET.CT.2 Students demonstrate the design process through problem solving.		**1.ET.CT.2.1** Use a design process to solve problems.	**2.ET.CT.2.1** Differentiate among given alternatives to solve a problem.

Standard	Kindergarten	First Grade	Second Grade
ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	**K.ET.CT.3.1** Recognize technology as a tool to help complete a task.	**1.ET.CT.3.1** Describe technology tools and their uses.	**2.ET.CT.3.1** Identify an appropriate tool for a given task.

K-2 Progression: Digital Citizenship

Standard	Kindergarten	First Grade	Second Grade
ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	**K.ET.DC.1.1** Show respect for the work of others	**1.ET.DC.1.1** Identify ownership rights of student created work	**2.ET.DC.1.1** Interpret ownership rights of technology created work.
	K.ET.DC.1.2 Identify ways to respect equipment.	**1.ET.DC.1.2** Identify safe technology behaviors.	**2.ET.DC.1.2** Apply appropriate and safe technology behaviors.
	K.ET.DC.1.4 Define respect for self and others.	**1.ET.DC.1.4** Demonstrate respect for others.	**2.ET.DC.1.4** Demonstrate awareness of proper online behaviors.

K-2 Progression: Technology Operations and Concepts

Standard	Kindergarten	First Grade	Second Grade
ET.OC.1 Students interpret the history and progression of technology.	**K.ET.OC.1.1** Identify three human-made tools.	**1.ET.OC.1.1** Distinguish between natural and human-made tools.	**2.ET.OC.1.1** Connect how technology has evolved from natural to human-made tools.
		1.ET.OC.1.2 Describe how people use tools.	**2.ET.OC.1.2** Investigate which technology tool is most effective to complete a given task.

Standard	Kindergarten	First Grade	Second Grade
ET.OC.2 Students analyze the parts of a technological system.	**K.ET.OC.2.1** Identify components of a system to make a whole.	**1.ET.OC.2.1** Identify components in technological systems.	**2.ET.OC.2.1** Define each component in a technological system.

Subject	Kindergarten	First Grade	Second Grade
ET.OC.3 Students demonstrate skills in utilizing technological systems.	**K.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**1.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**2.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	K.ET.OC.3.2 Identify and categorize input/output devices to operate various technologies.	**1.ET.OC.3.2** Use input/output devices to operate various technologies.	**2.ET.OC.3.2** Choose the appropriate input/output device to complete a given task.
		1.ET.OC.3.3 Use basic file management. (Open, edit, save, print)	**2.ET.OC.3.3** Show how to retrieve a saved file.
	K.ET.OC.3.4 Recognize letters and numbers on a keyboard.	**1.ET.OC.3.4** Use proper finger placement on home row keys.	**2.ET.OC.3.4** Demonstrate use of proper finger placement on all letters and punctuation.
			2.ET.OC.3.5 Construct 2-3 sentences or a paragraph using proper finger placement on all letters and punctuation.

K-2 Progression: Creativity and Innovation

Standard	Kindergarten	First Grade	Second Grade
ET.CI.1 Students use technology to generate ideas and promote creativity.	**K.ET.CI.1.1** Identify a variety of media.	**1.ET.CI.1.1** Illustrate original ideas through the use of teacher-selected media.	**2.ET.CI.1.1** Illustrate original ideas through the use of a variety of media.

K-2 Progression: Communication and Collaboration

Standard	Kindergarten	First Grade	Second Grade
ET.CC.1 Students use technology to communicate with others.	**K.ET.CC.1.1** Communicate original ideas through the use of digital tools.	**1.ET.CC.1.1** Communicate original ideas through the use of digital tools within groups.	**2.ET.CC.1.1** Communicate through the use of digital tools within the classroom.

Standard	Kindergarten	First Grade	Second Grade
ET.CC.2 Students use technology to collaborate for an identified purpose.		**1.ET.CC.2.1** Collaborate with others to complete a teacher-directed task.	**2.ET.CC.2.1** Collaborate with others using technology tools.

Third Grade Research and Digital Literacy

Standard	WEBB Level/DOK	Outcome
3.ET.RL.1 Students use technology to locate, organize, evaluate, and analyze information.	2 Skill/Concept	**3.ET.RL.1.1** Search an existing database using a keyword or phrase.
	4 Extended Thinking	**3.ET.RL.1.2** Create a citation using author, date and subject within different digital sources of information.

Standard	WEBB Level/DOK	Outcome
3.ET.RL.2 Students determine the reliability and relevancy of information.	1 Recall	**3.ET.RL.2.1** Define reliability and relevancy.

Third Grade Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcome
3.ET.CT.1 Students analyze the relationships of technology in careers, communities and societies.	2 Skill/Concept	**3.ET.CT.1.1** Classify technology used in home, school, and/or community.

Standard	WEBB Level/DOK	Outcome
3.ET.CT.2 Students demonstrate the design process through problem solving.	2 Skill/Concept	**3.ET.CT.2.1** Produce a variety of solutions to a defined problem.

Standard	WEBB Level/DOK	Outcome
3.ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	1 Recall	**3.ET.CT.3.1** Use an appropriate technology tool for a given task.

Third Grade Digital Citizenship

Standard	WEBB Level/DOK	Outcome
3.ET.OC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	3 Strategic Thinking	**3.ET.DC.1.1** Determine the difference between types of illegal and unethical technology usage.
	1 Recall	**3.ET.DC.1.2** Identify issues relating to online safety.
	2 Skill/Concept	**3.ET.DC.1.4** Identify ways that students can be bullied and cyberbullied.

Third Grade Technology Operations and Concepts

Standard	WEBB Level/DOK	Outcome
3.ET.OC.1 Students interpret the history and progression of technology.	3 Strategic Thinking	**3.ET.OC.1.1** Differentiate between current technology tools and future innovations.
	2 Skill/Concept	**3.ET.OC.1.2** Identify ways that creative thinking, economics and culture influence the progression of technology.

Standard	WEBB Level/DOK	Outcome
3.ET.OC.2 Students analyze the parts of a technological system.	3 Strategic Thinking	**3.ET.OC.2.1** Illustrate, using a flow chart, the parts of a technological system.

Standard	WEBB Level/DOK	Outcome
3.ET.OC.3 Students demonstrate skills in utilizing technological systems.	2 Skill/Concept	**3.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	2 Skill/Concept	**3.ET.OC.3.2** Demonstrate proper use of hardware, software, peripherals, and storage media.
	2 Skill/Concept	**3.ET.OC.3.3** Create, save and retrieve folders and files.
	2 Skill/Concept	**3.ET.OC.3.4** Demonstrate the correct use of numbers, symbols, and command keys using proper techniques.
	2 Skill/Concept	**3.ET.OC.3.5** Use device-appropriate techniques to compose 2 paragraphs in a single sitting.

Third Grade Creativity and Innovation

Standard	WEBB Level/DOK	Outcome
3.ET.CI.1 Students use technology to generate ideas and promote creativity.	4 Extended Thinking	**3.ET.CI.1.1** Design a teacher-directed innovative project in word processing, publishing, spreadsheet, or presentation application.

Third Grade Communication and Collaboration

Standard	WEBB Level/DOK	Outcome
3.ET.CC.1 Students use technology to communicate with others.	2 Skill/Concept	**3.ET.CC.1.1** Communicate through the use of digital tools to a variety of audiences.

Standard	WEBB Level/DOK	Outcome
3.ET.CC.2 Students use technology to collaborate for an identified purpose.	2 Skill/Concept	**3.ET.CC.2.1** Collaborate with a variety of groups using technology tools.

Fourth Grade Research and Digital Literacy

Subject	WEBB Level/DOK	Outcome
4.ET.RL.1 Students use technology to locate, organize, evaluate, and analyze information.	1 Recall	**4.ET.RL.1.1** Define key details needed to refine a search in a database.
	2 Skill/Concept	**4.ET.RL.1.2** Determine where and when to cite a source of information

Standard	WEBB Level/DOK	Outcome
4.ET.RL.2 Students determine the reliability and relevancy of information.	2 Skill/Concept	**4.ET.RL.2.1** Identify the reliability and relevancy of a source.

Fourth Grade Critical Thinking, Problem Solving, and Decision Making

Subject	WEBB Level/DOK	Outcome
4.ET.CT.1 Students analyze the relationships of technology in careers, communities and societies.	1 Recall	**4.ET.CT.1.1** Identify the role of technology in a community and society.

Subject	WEBB Level/DOK	Outcome
4.ET.CT.2 Students demonstrate the design process through problem solving.	4 Extended Thinking	**4.ET.CT.2.1** Create solutions to a given problem using the design process.

Subject	WEBB Level/DOK	Outcome
4.ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	3 Strategic Thinking	**4.ET.CT.3.1** Explain how technology tools evolve through innovation (a new method, idea, or product).

Fourth Grade Digital Citizenship

Subject	WEBB Level/DOK	Outcome
4.ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	3 Strategic Thinking	**4.ET.DC.1.1** Compare and contrast consequences of illegal and unethical technology use.
	2 Skill/Concept	**4.ET.DC.1.2** Practice safety precautions while online.
	3 Strategic Thinking	**4.ET.DC.1.4** Identify the emotional impact of bullying and cyberbullying.

Fourth Grade Technology Operations and Concepts

Subject	WEBB Level/DOK	Outcome
4.ET.OC.1 Students interpret the history and progression of technology.	2 Skill/Concept	**4.ET.OC.1.1** Identify how the progression of technology has affected society.
	3 Strategic Thinking	**4.ET.OC.1.2** Demonstrate how the progression of technology affects history.

Subject	WEBB Level/DOK	Outcome
4.ET.OC.2 Students analyze the parts of a technological system.	4 Extended Thinking	**4.ET.OC.2.1** Analyze the effects of feedback with a technological systems model.

Subject	WEBB Level/DOK	Outcome
4.ET.OC.3 Students demonstrate skills in utilizing technological systems.	2 Skill/Concept	**4.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	2 Skill/Concept	**4.ET.OC.3.2** Demonstrate proper use of input and/or output devices and other peripherals.
	2 Skill/Concept	**4.ET.OC.3.3** Demonstrate how to manage and maintain files and folders.
	2 Skill/Concept	**4.ET.OC.3.4** Demonstrate the use of keyboard shortcuts and application menus.
	2 Skill/Concept	**4.ET.OC.3.5** Use device-appropriate techniques (such as touch typing for traditional keyboard; thumb typing on personal device, etc.) to compose 1 page in a single sitting.

Fourth Grade Creativity and Innovation

Subject	WEBB Level/DOK	Outcome
4.ET.CI.1 Students use technology to generate ideas and promote creativity.	4 Extended Thinking	**4.ET.CI.1.1** Design an innovative project in word processing, publishing, spreadsheet, or presentation applications with teacher guidance.

Fourth Grade Communication and Collaboration

Subject	WEBB Level/DOK	Outcome
4.ET.CC.1 Students use technology to communicate with others.	2 Skill/Concept	**4.ET.CC.1.1** Select the best way to deliver information and ideas based on the audience.

Subject	WEBB Level/DOK	Outcome
4.ET.CC.2 Students use technology to collaborate for an identified purpose.	4 Extended Thinking	**4.ET.CC.2.1** Collaborate with others to construct a digital product.

Fifth Grade Research and Digital Literacy

Subject	WEBB Level/DOK	Outcome
5.ET.RL.1 Students use technology to locate, organize evaluate, and analyze information.	4 Extended Thinking	**5.ET.RL.1.1** Produce relevant information using advanced search functions.
	2 Skill/Concept	**5.ET.RL.1.2** Use digital tools to properly cite digital sources with guidance.

Subject	WEBB Level/DOK	Outcome
5.ET.RL.2 Students determine the reliability and relevancy of information.	3 Strategic Thinking	**5.ET.RL.2.1** Determine the reliability and relevancy of a source using a teacher-provided evaluation tool.

Fifth Grade Critical Thinking, Problem Solving, and Decision Making

Subject	WEBB Level/DOK	Outcome
5.ET.CT.1 Students analyze the relationships of technology in careers, communities and societies.	2 Skill/Concept	**5.ET.CT.1.1** Identify how technology is used in a variety of careers.

Subject	WEBB Level/DOK	Outcome
5.ET.CT.2 Students demonstrate the design process through problem solving.	3 Strategic Thinking	**5.ET.CT.2.1** Evaluate what changes need to be made within a system to accomplish a goal.

Subject	WEBB Level/DOK	Outcome
5.ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	4 Extended Thinking	**5.ET.CT.3.1** Determine how changes in a technology tool affect the outcome of a task.

Fifth Grade Digital Citizenship

Subject	WEBB Level/DOK	Outcome
5.ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	3 Strategic Thinking	**5.ET.DC.1.1** Describe the impact of unethical and illegal technology usage on the individual and society as a system.
	2 Skill/Concept	**5.ET.DC.1.2** Integrate personal safety precautions and etiquette while online.
	4 Extended Thinking	**5.ET.DC.1.4** Construct social rules for behavior based upon previously learned concepts of bullying and cyberbullying.

Fifth Grade Technology Operations and Concepts

Subject	WEBB Level/DOK	Outcome
5.ET.OC.1 Students interpret the history and progression of technology.	3 Strategic Thinking	**5.ET.OC.1.1** Connect the relationship between technological inventions and society changes.
	4 Extended Thinking	**5.ET.OC.1.2** Analyze how the progression of technology has affected a culture's heritage.

Subject	WEBB Level/DOK	Outcome
5.ET.OC.2 Students analyze the parts of a technological system.	3 Strategic Thinking	**5.ET.OC.2.1** Compare the difference between input/output devices and other peripherals.

Subject	WEBB Level/DOK	Outcome
5.ET.OC.3 Students demonstrate skills in utilizing technological systems.	2 Skill/Concept	**5.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	3 Strategic Thinking	**5.ET.OC.3.2** Compare and contrast the functions and capabilities of input and/or output devices and other peripherals.
	2 Skill/Concept	**5.ET.OC.3.3** Demonstrate the ability to transfer data between devices.
	2 Skill/Concept	**5.ET.OC.3.4** Personalize application menus and toolbars for greater productivity.
	2 Skill/Concept	**5.ET.OC.3.5** Use device-appropriate techniques to compose 2 pages in a single sitting.

Fifth Grade Creativity and Innovation

Subject	WEBB Level/DOK	Outcome
5.ET.CI.1 Students use technology to generate ideas and promote creativity.	4 Extended Thinking	**5.ET.CI.1.1** Design an innovative project in word processing, publishing, spreadsheet, and presentation applications independently.

Fifth Grade Communication and Collaboration

Subject	WEBB Level/DOK	Outcome
5.ET.CC.1 Students use technology to communicate with others.	2 Skill/Concept	**5.ET.CC.1.1** Select the most effective tools to communicate with others.

Subject	WEBB Level/DOK	Outcome
5.ET.CC.2 Students use technology to collaborate for an identified purpose.	4 Extended Thinking	**5.ET.CC.2.1** Collaborate with a variety of groups to design a digital product using online tools.

3-5 Progression: Research and Digital Literacy

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.RL.1 Students use technology to locate, organize, evaluate and analyze information.	**3.ET.RL.1.1** Search an existing database using a keyword or phrase.	**4.ET.RL.1.1** Define key details needed to refine a search in a database.	**5.ET.RL.1.1** Produce relevant information using advanced search functions.
	3.ET.RL.1.2 Create a citation using author, date, and subject within different digital sources of information.	**4.ET.RL.1.2** Determine where and when to cite a digital source of information.	**5.ET.RL.1.2** Use digital tools to properly cite digital sources with guidance.

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.RL.1 Students determine the reliability and relevancy of information.	**3.ET.RL.2.1** Define reliability and relevancy.	**4.ET.RL.2.1** Identify the reliability and relevancy of a source.	**5.ET.RL.2.1** Determine the reliability and relevancy of a source using a teacher-provided evaluation tool.

3-5 Progression: Critical Thinking, Problem Solving, and Decision Making

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	**3.ET.CT.1.1** Classify technologies used in the home, school, and/or community.	**4.ET.CT.1.1** Identify the role of technology in a community and society.	**5.ET.CT.1.1** Identify how technology is used in a variety of careers.

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.CT.2 Students demonstrate the design process in problem solving.	**3.ET.CT.2.1** Produce a variety of solutions to a defined problem.	**4.ET.CT.2.1** Create solutions to a given problem using the design process.	**5.ET.CT.2.1** Evaluate what changes need to be made within a system to accomplish a goal.

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	**3.ET.CT.3.1** Use an appropriate technology tool for a given task.	**4.ET.CT.3.1** Explain how technology tools evolve through innovation (a new method, idea, or product).	**5.ET.CT.3.1** Determine how changes in a technology tool affect the outcome of a task.

3-5 Progression: Digital Citizenship

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	**3.ET.DC.1.1** Determine the difference between types of illegal and unethical technology usage.	**4.ET.DC.1.1** Compare and contrast consequences of illegal and unethical technology use.	**5.ET.DC.1.1** Describe the impact of unethical and illegal technology usage on the individual and society as a system.
	3.ET.DC.1.2 Identify issues relating to online safety.	**4.ET.DC.1.2** Practice safety precautions while online.	**5.ET.DC.1.2** Integrate personal safety precautions and etiquette while online.
	3.ET.DC.1.4 Identify ways that students can be bullied and cyberbullied.	**4.ET.DC.1.4** Identify the emotional impact of bullying and cyberbullying.	**5.ET.DC.1.4** Construct social rules for behavior based upon previously learned concepts of bullying and cyberbullying.

3-5 Progression: Technology Operations and Concepts

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.OC.1 Students interpret the history and progression of technology.	**3.ET.OC.1.1** Differentiate between current technology tools and future innovations.	**4.ET.OC.1.1** Identify how the progression of technology has affected society.	**5.ET.OC.1.1** Connect the relationship between technological inventions and society changes.
	3.ET.OC.1.2 Identify ways that creative thinking, economics and culture influence the progression of technology.	**4.ET.OC.1.2** Demonstrate how the progression of technology affects history.	**5.ET.OC.1.2** Analyze how the progression of technology has affected a culture's heritage.

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.OC.2 Students analyze the parts of a technological system.	**3.ET.OC.2.1** Illustrate, using a flow chart, the parts of a technological system.	**4.ET.OC.2.1** Analyze the effects of feedback with a technological systems model.	**5.ET.OC.2.1** Compare the difference between input/output devices and other peripherals.

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.OC.3 Students demonstrate skills in utilizing technological systems.	**3.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**4.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**5.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	3.ET.OC.3.2 Demonstrate proper use of hardware, software, peripherals, and storage media.	**4.ET.OC.3.2** Demonstrate proper use of input and/or output devices and other peripherals.	**5.ET.OC.3.2** Compare and contrast the functions and capabilities of input and/or output devices and other peripherals.
	3.ET.OC.3.3 Create, save, and retrieve folders and files.	**4.ET.OC.3.3** Demonstrate how to manage and maintain files and folders.	**5.ET.OC.3.3** Demonstrate the ability to transfer data between devices.
	3.ET.OC.3.4 Demonstrate the correct use of numbers, symbols, and command	**4.ET.OC.3.4** Demonstrate the use of keyboard shortcuts and application menus.	**5.ET.OC.3.4** Personalize application menus and toolbars for greater productivity.

	keys using proper techniques.		
	3.ET.OC.3.5 Use device-appropriate techniques to compose 2 paragraphs in a single sitting.	**4.ET.OC.3.5** Use device-appropriate techniques (such as touch typing for traditional keyboard; thumb typing on personal device, etc.) to compose 1 page in a single sitting.device, etc.) to compose 1 page in a single sitting.	**5.ET.OC.3.5** Use device-appropriate techniques to compose 2 pages in a single sitting.

3-5 Progression: Creativity and Innovation

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.CI.1 Students use technology to generate ideas and promote creativity.	**3.ET.CI.1.1** Design a teacher-directed innovative project in word processing, publishing, spreadsheet, or presentation applications.	**4.ET.CI.1.1** Design an innovative project in word processing, publishing, spreadsheet, or presentation applications with teacher guidance.	**5.ET.CI.1.1** Design an innovative project in word processing, publishing, spreadsheet, and presentation applications independently.

3-5 Progression: Communication and Collaboration

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.CC.1 Students use technology to communicate with others.	**3.ET.CC.1.1** Communicate through the use of digital tools to a variety of audiences.	**4.ET.CC.1.1** Select the best way to deliver information and ideas based on the audience.	**5.ET.CC.1.1** Select the most effective tools to communicate with others.

Standard	Third Grade	Fourth Grade	Fifth Grade
ET.CC.2 Students use technology to collaborate for an identified purpose.	**3.ET.CC.2.1** Collaborate with a variety of groups using technology tools.	**4.ET.CC.2.1** Collaborate with others to construct a digital product.	**5.ET.CC.2.1** Collaborate with a variety of groups to design a digital product using online tools.

Sixth Grade Research and Digital Literacy

Standard	WEBB Level/DOK	Outcomes
6.ET.RL.1.1 Students use technology to locate, organize, evaluate and analyze information.	1 Recall	**6.ET.RL.1.1** Use a variety of organizational tools in preparation for research inquiries.
	3 Strategic Thinking	**6.ET.RL.1.2** Use digital tools to properly cite digital sources with guidance.

Standard	WEBB Level/DOK	Outcomes
6.ET.RL.2 Students determine the reliability and relevancy of information.	2 Skill/Concept	**6.ET.RL.2.1** Determine the reliability and relevancy of a source using a teacher-guided evaluation tool.

Sixth Grade Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcomes
6.ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	2 Skill/Concept	**6.ET.CT.1.1** Summarize the role of technology in a community, society, and careers.

Standard	WEBB Level/DOK	Outcomes
6.ET.CT.2 Students demonstrate the design process through problem solving.	3 Strategic Thinking	**6.ET.CT.2.1** Apply a selected design process as guided by the teacher.

Standard	WEBB Level/DOK	Outcomes
6.ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	1 Recall	**6.ET.CT.3.1** Identify the appropriate digital application to complete a task.

Sixth Grade Digital Citizenship

Standard	WEBB Level/DOK	Outcomes
6.ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	2 Skill/Recall	**6.ET.DC.1.1** Implement basic precautions to protect themselves and others when using Information and Communications Technologies.
	2 Skill/Concept	**6.ET.DC.1.2** Identify the risks of sharing information online.
	2 Skill/Concept	**6.ET.DC.1.3** Define and assess the importance of a positive digital footprint.
	2 Skill/Concept	**6.ET.DC.1.4** Assess the ramifications of online bullying behaviors related to individuals and society.
	2 Skill/Concept	**6.ET.DC.1.5** Define security vulnerabilities to protect personal privacy.

Sixth Grade Technology Operations and Concepts

Standard	WEBB Level/DOK	Outcomes
6.ET.OC.1 Students interpret the history and progression of technology.	3 Strategic Thinking	**6.ET.OC.1.1** Compare technology from the past to the present as a progression of information.
	2 Skill/Concept	**6.ET.OC.1.2** Investigate the advantages and disadvantages of technology.

Standard	WEBB Level/DOK	Outcomes
6.ET.OC.2 Students analyze the parts of a technological system.	3 Strategic Thinking	**6.ET.OC.2.1** Analyze the information processing cycle which includes input, process, output, and storage.

Standard	WEBB Level/DOK	Outcomes
6.ET.OC.3 Students demonstrate skills in utilizing technological systems.	2 Skill/Concept	**6.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	2 Skill/Concept	**6.ET.OC.3.4** Incorporate a variety of technology applications to create a product with teacher guidance.
	3 Strategic Thinking	**6.ET.OC.3.5** Demonstrate touch-type of a three page document.
	2 Skill/Concept	**6.ET.OC.3.6** Incorporate the use of tutorial materials to guide self-directed learning.

Sixth Grade Creativity and Innovation

Standard	WEBB Level/DOK	Outcomes
6.ET.CI.1 Students use technology to generate ideas and promote creativity.	3 Strategic Thinking	**6.ET.CI.1.1** Demonstrate ways to present and publish information using a variety of applications.

Sixth Grade Communication and Collaboration

Standard	WEBB Level/DOK	Outcomes
6.ET.CC.1 Students use technology to communicate with others.	2 Skill/Concept	**6.ET.CC.1.1** Compare the use of communication tools in interpersonal interactions.

Standard	WEBB Level/DOK	Outcomes
6.ET.CC.2 Students collaborate to exchange information and ideas for an identified purpose.	3 Strategic Thinking	**6.ET.CC.2.1** Compare and contrast the use of different forms of collaborative technology for different audiences.

Seventh Grade Research and Digital Literacy

Standard	WEBB Level/DOK	Outcomes
7.ET.RL.1 Students use technology to locate, organize, evaluate and analyze information.	3 Strategic Thinking	**7.ET.RL.1.1** Design a plan for conducting a search of electronic resources for a given task.
	2 Skill/Concept	**7.ET.RL.1.2** Select and cite digital sources based on the appropriateness to specific tasks.

Standard	WEBB Level/DOK	Outcomes
7.ET.RL.2 Students determine the reliability and relevancy of information.	3 Strategic Thinking	**7.ET.RL.2.1** Select and evaluate online resources independently based on a list of criteria.

Seventh Grade Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcomes
7.ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	3 Strategic Thinking	**7.ET.CT.1.1** Summarize technology skills required to pursue a variety of career paths.

Standard	WEBB Level/DOK	Outcomes
7.ET.CT.2 Students demonstrate the design process through problem solving.	4 Extended Thinking	**7.ET.CT.2.1** Apply a selected design process as directed by the teacher.

Standard	WEBB Level/DOK	Outcomes
7.ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	3 Strategic Thinking	**7.ET.CT.3.1** Differentiate and integrate digital applications using an array of devices to complete a task.

Seventh Grade Digital Citizenship

Standard	WEBB Level/DOK	Outcomes
7.ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	3 Strategic Thinking	**7.ET.DC.1.1** Correlate the illegal and unethical use of technology and the consequences to individuals and societies.
	3 Strategic Thinking	**7.ET.DC.1.2** Evaluate the risks of sharing information online.
	3 Strategic Thinking	**7.ET.DC.1.3** Identify strategies and create a plan to promote a positive digital footprint.
	3 Strategic Thinking	**7.ET.DC.1.4** Advocate social rules of anti-bullying and cyberbullying.
	3 Strategic Thinking	**7.ET.DC.1.5** Assess security vulnerabilities to protect personal privacy.

Seventh Grade Technology Operations and Concepts

Standard	WEBB Level/DOK	Outcomes
7.ET.OC.1 Students interpret the history and progression of technology.	2 Skill/Concept	**7.ET.OC.1.1** Summarize the implications of increasing technology potential over time.
	3 Strategic Thinking	**7.ET.OC.1.2** Determine which innovations in technology have produced the greatest impact on society.

Standard	WEBB Level/DOK	Outcomes
7.ET.OC.2 Students analyze the parts of a technological system.	1 Recall	**7.ET.OC.2.1** Define how subsystems work within a larger system.

Standard	WEBB Level/DOK	Outcomes
7.ET.OC.3 Students demonstrate skills in utilizing technological systems.	1 Recall	**7.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	2 Skill/Concept	**7.ET.OC.3.4** Apply technology systems and resources using a variety of technology interfaces to complete a variety of learning activities.
	2 Skill/Concept	**7.ET.OC.3.5** Incorporate the use of keyed technology into any learning environment.
	1 Recall	**7.ET.OC.3.6** Categorize the causes of routine hardware or software problems.

Seventh Grade Creativity and Innovation

Standard	WEBB Level/DOK	Outcomes
7.ET.CI.1 Students use technology to generate ideas and promote creativity.	3 Strategic Thinking	**7.ET.CI.1.1** Create new products to demonstrate curriculum related knowledge to provide innovative solutions to real-world problems.

Seventh Grade Communication and Collaboration

Standard	WEBB Level/DOK	Outcomes
7.ET.CC.1 Students use technology to communicate with others.	3 Strategic Thinking	**7.ET.CC.1.1** Demonstrate ways that communication technologies interrelate.

Standard	WEBB Level/DOK	Outcomes
7.ET.CC.2 Students collaborate to exchange information and ideas for an identified purpose.	3 Strategic Thinking	**7.ET.CC.2.1** Apply digital environments to collaborate, present, and publish information.

Eighth Grade Research and Digital Literacy

Standard	WEBB Level/DOK	Outcomes
8.ET.RL.1 Students use technology to locate, organize, evaluate and analyze information.	3 Strategic Thinking	**8.ET.RL.1.1** Implement a plan for conducting a search of electronic resources for a given task.
	3 Strategic Thinking	**8.ET.RL.1.2** Evaluate and cite digital sources based on the appropriateness to specific tasks.

Standard	WEBB Level/DOK	Outcomes
8.ET.RL.2 Students determine the reliability and relevancy of information.	4 Extended Thinking	**8.ET.RL.2.1** Analyze online sources for accuracy, authority, comprehensiveness, and currency.

Eighth Grade Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcomes
8.ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	3 Strategic Thinking	**8.ET.CT.1.1** Analyze how careers have changed due to the progression of technology.

Standard	WEBB Level/DOK	Outcomes
8.ET.CT.2 Students demonstrate the design process through problem solving.	4 Extended Thinking	**8.ET.CT.2.1** Apply a selected design process to a student-identified problem.

Standard	WEBB Level/DOK	Outcomes
8.ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	4 Extended Thinking	**8.ET.CT.3.1** Develop, analyze, and integrate a repertoire of strategies to apply new technologies to tasks.

Eighth Grade Digital Citizenship

Standard	WEBB Level/DOK	Outcomes
8.ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	3 Strategic Thinking	**8.ET.DC.1.1** Outline the components and purpose of acceptable use and other technology policies.
	4 Strategic Thinking	**8.ET.DC.1.2** Analyze risks and consequences of sharing information online.
	4 Strategic Thinking	**8.ET.DC.1.3** Advocate for the importance of positive digital footprint.
	3 Strategic Thinking	**8.ET.DC.1.4** Apply concepts of positive digital relations to online relationships.
	4 Strategic Thinking	**8.ET.DC.1.5** Analyze security vulnerabilities to protect personal privacy.

Eighth Grade Technology Operations and Concepts

Standard	WEBB Level/DOK	Outcomes
8.ET.OC.1 Students interpret the history and progression of technology.	3 Strategic Thinking	**8.ET.OC.1.1** Critique the progression of technology systems and peripherals to improve the user experience.
	3 Strategic Thinking	**8.ET.OC.1.2** Predict the effects that may result from society's increasing reliance on technology.

Standard	WEBB Level/DOK	Outcomes
8.ET.OC.2 Students analyze the parts of a technological system.	3 Strategic Thinking	**8.ET.OC.2.1** Compare the effect one system has on another system.

Standard	WEBB Level/DOK	Outcomes
8.ET.OC.3 Students demonstrate skills in utilizing technological systems.	1 Recall	**8.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	3 Strategic Thinking	**8.ET.OC.3.4** Demonstrate ways to present and publish information using a variety of applications.
	1 Recall	**8.ET.OC.3.5** Practice the use of keyed technology into any learning environment.
	3 Strategic Thinking	**8.ET.OC.3.6** Demonstrate the ability to locate and use documentation and online resources to help solve hardware/software problems.

Eighth Grade Creativity and Innovation

Standard	WEBB Level/DOK	Outcomes
8.ET.CI.1 Students use technology to generate ideas and promote creativity.	3 Strategic Thinking	**8.ET.CI.1.1** Recommend and integrate applications that could be extended to other situations.
	3 Strategic Thinking	**8.ET.CI.1.2** Demonstrate the ability to utilize virtual learning environments to generate ideas and promote creativity.

Eighth Grade Communication and Collaboration

Standard	WEBB Level/DOK	Outcomes
8.ET.CC.1 Students use technology to communicate with others.	4 Strategic Thinking	**8.ET.CC.1.1** Evaluate a variety of communication tools to effectively and efficiently publish information.

Standard	WEBB Level/DOK	Outcomes
8.ET.CC.2 Students collaborate to exchange information and ideas for an identified purpose.	4 Strategic Thinking	**8.ET.CC.2.1** Evaluate effective collaborative technology to manage interpersonal communication and information.

6 - 8 Progression: Research and Digital Literacy

Standard	6th Grade	7th Grade	8th Grade
ET.RL.1 Students use technology to locate, organize, evaluate and analyze information.	**6.ET.RL.1.1** Use a variety of organizational tools in preparation for research inquiries.	**7.ET.RL.1.1** Design a plan for conducting a search of electronic resources for a given task.	**8.ET.RL.1.1** Implement a plan for conducting a search of electronic resources for a given task.
	6.ET.RL.1.2 Use digital tools to properly cite digital sources independently.	**7.ET.RL.1.2** Select and cite digital sources based on the appropriateness to specific tasks.	**8.ET.RL.1.2** Evaluate and cite digital sources based on the appropriateness to specific tasks.

Standard	6th Grade	7th Grade	8th Grade
ET.RL.2 Students determine the reliability and relevancy of information.	**6.ET.RL.2.1** Determine the reliability and relevancy of a source using a teacher-guided evaluation tool.	**7.ET.RL.2.1** Select and evaluate online resources independently based on a list of criteria.	**8.ET.RL.2.1** Analyze online sources for accuracy, authority, comprehensiveness, and currency.

6 - 8 Progression: Critical Thinking, Problem Solving, and Decision Making

Standard	6th Grade	7th Grade	8th Grade
ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	**6.ET.CT.1.1** Summarize the role of technology in a community, society and careers.	**7.ET.CT.1.1** Summarize technology skills required to pursue a variety of career paths.	**8.ET.CT.1.1** Analyze how careers have changed due to the progression of technology.

Standard	6th Grade	7th Grade	8th Grade
ET.CT.2 Students demonstrate the design process	**6.ET.CT.2.1** Apply a selected design process as guided by the	**7.ET.CT.2.1** Apply a selected design process as directed by the	**8.ET.CT.2.1** Apply a selected design process to a student-identified

through problem solving.	teacher.	teacher.	problem.

Standard	6th Grade	7th Grade	8th Grade
ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	**6.ET.CT.3.1** Identify the appropriate digital application to complete a task.	**7.ET.CT.3.1** Differentiate and integrate digital applications using an array of devices to complete a task.	**8.ET.CT.3.1** Develop, analyze, and integrate a repertoire of strategies to apply new technologies to tasks.

6 - 8 Progression: Digital Citizenship

Standard	6th Grade	7th Grade	8th Grade
ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	**6.ET.DC.1.1** Implement basic precautions to protect themselves and others when using Information and Communications Technologies.	**7.ET.DC.1.1** Correlate the illegal and unethical use of technology and the consequences to individuals and societies.	**8.ET.DC.1.1** Outline the components and purpose of acceptable use and other technology policies.
	6.ET.DC.1.2 Identify the risks of sharing information online.	**7.ET.DC.1.2** Evaluate the risks of sharing information online.	**8.ET.DC.1.2** Analyze risks and consequences of sharing information online.
	6.ET.DC.1.3 Define and assess the importance of a positive digital footprint.	**7.ET.DC.1.3** Identify strategies and create a plan to promote a positive digital footprint.	**8.ET.DC.1.3** Advocate for the importance of a positive digital footprint.
	6.ET.DC.1.4 Assess the ramifications of online bullying behaviors related to individuals and society.	**7.ET.DC.1.4** Advocate social rules of anti-bullying and cyberbullying.	**8.ET.DC.1.4** Apply concepts of positive digital relations to online relationships.
	6.ET.DC.1.5 Define security vulnerabilities to protect personal privacy.	**7.ET.DC.1.5** Assess security vulnerabilities to protect personal privacy.	**8.ET.DC.1.5** Analyze security vulnerabilities to protect personal privacy.

6 - 8 Progression: Technology Operations and Concepts

Standard	6th Grade	7th Grade	8th Grade
ET.OC.1 Students interpret the history and progression of technology.	**6.ET.OC.1.1** Compare technology from the past to the present as a progression of technology.	**7.ET.OC.1.1** Summarize the implications of increasing technology potential over time.	**8.ET.OC.1.1** Critique the progression of technology systems and peripherals to improve the user experience.
	6.ET.OC.1.2 Investigate the advantages and disadvantages of technology.	**7.ET.OC.1.2** Determine which innovations in technology have produced the greatest impact on society.	**8.ET.OC.1.2** Predict the effects that may result from society's increasing reliance on technology.

Standard	6th Grade	7th Grade	8th Grade
ET.OC.2 Students analyze the parts of a technological system.	**6.ET.OC.2.1** Analyze the information processing cycle which includes input, process, output, and storage.	**7.ET.OC.2.1** Define how subsystems work within a larger system.	**8.ET.OC.2.1** Compare the effect one system has on another system.

Standard	6th Grade	7th Grade	8th Grade
ET.OC.3 Students demonstrate skills in utilizing technological systems.	**6.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**7.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**8.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	6.ET.OC.3.4 Incorporate a variety of technology applications to create a product with teacher guidance.	**7.ET.OC.3.4** Apply technology systems and resources using a variety of technology interfaces to complete a variety of learning activities.	**8.ET.OC.3.4** Demonstrate ways to present and publish information using a variety of applications.
	6.ET.OC.3.5 Demonstrate touch-type of a three page document.	**7.ET.OC.3.5** Incorporate the use of keyed technology into any learning environment.	**8.ET.OC.3.5** Practice the use of keyed technology into any learning environment.
	6.ET.OC.3.6 Incorporate the use of tutorial materials to guide self-directed learning.	**7.ET.OC.3.6** Categorize the causes of routine hardware or software problems.	**8.ET.OC.3.6** Demonstrate the ability to locate and use documentation and online resources to help solve hardware/software problems.

6 - 8 Progression: Creativity and Innovation

Standard	6th Grade	7th Grade	8th Grade
ET.CI.1 Students use technology to generate ideas and promote creativity.	**6.ET.CI.1.1** Demonstrate ways to present and publish information using a variety of applications.	**7.ET.CI.1.1** Create new products to demonstrate curriculum related knowledge to provide innovative solutions to real-world problems.	**8.ET.CI.1.1** Recommend and integrate applications that could be extended to other situations.
			8.ET.CI.1.2 Demonstrate the ability to utilize virtual learning environments to generate ideas and

			promote creativity.

6 - 8 Progression: Communication and Collaboration

Standard	6th Grade	7th Grade	8th Grade
ET.CC.1 Students use technology to communicate with others.	**6.ET.CC.1.1** Compare the use of communication tools in interpersonal interactions.	**7.ET.CC.1.1** Demonstrate ways that communication technologies interrelate.	**8.ET.CC.1.1** Evaluate a variety of communication tools to effectively and efficiently publish information.

Standard	6th Grade	7th Grade	8th Grade
ET.CC.2 Students use technology to collaborate for an identified purpose.	**6.ET.CC.2.1** Compare and contrast the use of different forms of collaborative technology for different audiences.	**7.ET.CC.2.1** Apply digital environments to collaborate, present, and publish information.	**8.ET.CC.2.1** Evaluate effective collaborative technology to manage interpersonal communication and information.

9-12 Grade Research and Digital Literacy

Standard	WEBB Level/DOK	Outcome
ET.RL.1 Students use technology to locate, organize, evaluate and analyze information.	4 Extended Thinking	**9-12.ET.RL.1.1** Design a problem-based research project using technology to find and report information with properly cited sources.

Standard	WEBB Level/DOK	Outcome
ET.RL.2 Students determine the reliability and relevancy of information.	3 Strategic Thinking	**9-12.ET.RL.2.1** Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic resources.

9-12 Grade Critical Thinking, Problem Solving, and Decision Making

Standard	WEBB Level/DOK	Outcome
ET.CT.1 Students analyze the relationship of technology in careers, communities, and society.	3 Strategic Thinking	**9-12.ET.CT.1.1** Analyze intended and unintended impacts of technology on careers, communities, and society.

Standard	WEBB Level/DOK	Outcome
ET.CT.2 Students demonstrate the design process through problem solving.	2 Skill/Concept	**9-12.ET.CT.2.1** Compare and contrast methods for problem-solving and decision-making.
	4 Extended Thinking	**9-12.ET.CT.2.2** Formulate a technological solution using data-driven decision making.

Standard	WEBB Level/DOK	Outcome
Standard ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	2 Skill/Concept	**9-12.ET.CT.3.1** Organize and manage personal/professional information using technology tools.
	3 Strategic Thinking	**9-12.ET.CT.3.2.** Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.

9-12 Grade Digital Citizenship

Standard	WEBB Level/DOK	Outcome
ET.DC.1 Students analyze the safe, ethical, legal, and societal issues related to technology.	3 Strategic Thinking	**9-12.ET.DC.1.1** Evaluate the need for technology policies on a local, national, and global level.
	3 Strategic Thinking	**9-12.ET.DC.1.2** Investigate cyber-security issues in technological society.
	4 Extended Thinking	**9-12.ET.DC.1.3** Critique personal digital footprint.
	4 Extended Thinking	**9-12.ET.DC.1.4** Create strategies to manage online relations and communications.
	3 Strategic Thinking	**9-12.ET.DC.1.5** Evaluate immediate and long-range effects of ethical and unethical uses of technology.

9-12 Grade Technology Operations and Concepts

Standard	WEBB Level/DOK	Outcome
ET.OC.1 Students interpret the history and progression of technology.	2 Skill/Concept	**9-12.ET.OC.1.1** Compare and contrast how societal and economic changes reflect innovations and emerging technologies.
	4 Extended Thinking	**9-12.ET.OC.1.2** Predict how the evolution of technology will shape the design and development of future technology.

Standard	WEBB Level/DOK	Outcome
ET.OC.2 Students analyze the parts of a technological system.	4 Extended Thinking	**9-12.ET.OC.2.1** Critique technology systems and peripherals to improve the user experience.

Standard	WEBB Level/DOK	Outcome
ET.OC.3 Students demonstrate skills in utilizing technological systems.	1 Recall	**9-12.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	4 Extended Thinking	**9-12.ET.OC.3.4** Create a product by incorporating prior knowledge and advanced skills.
	4 Extended Thinking	**9-12.ET.OC.3.5** Apply the use of keyed technology into a variety of projects.
	4 Extended Thinking	**9-12.ET.OC.3.6** Apply strategies for identifying and solving routine hardware and software issues.

9-12 Grade Creativity and Innovation

Standard	WEBB Level/DOK	Outcome
ET.CI.1 Students use technology to generate ideas and promote creativity.	3 Strategic Thinking	**9-12.ET.CI.1.1** Investigate and apply simulations with real-world situations.
	2 Skill/Concept	**9-12.ET.CI.1.2** Utilize a virtual learning environment as a strategy to build technology literacy skills.
	4 Extended Thinking	**9-12.ET.CI.1.3** Utilize technology for collaboration, research, publication, communication and productivity.

9-12 Grade Communication and Collaboration

Standard	WEBB Level/DOK	Outcome
ET.CC.1 Students use technology to communicate with others.	3 Strategic Thinking	**9-12.ET.CC.1.1** Critique a variety of communication tools to effectively and efficiently communicate with a targeted audience and purpose.

Standard	WEBB Level/DOK	Outcome
ET.CC.2 Students use technology to collaborate for an identified purpose.	4 Extended Thinking	**9-12.ET.CC.2.1** Collaborate with peers, experts, and others by using technology to compile, synthesize, produce, and disseminate creative works.

K-12 Research and Digital Literacy	K	1	2	3	4	5	6	7	8	9-12
ET.RL.1 Standard 1: Students use technology to locate, organize, evaluate and analyze information.	**K.ET.RL.1.1** Recognize that information can be represented in a variety of ways.	**1.ET.RL.1.1** Identify where information can be found.	**2.ET.RL.1.1** Collect information from several teacher-selected sources	**3.ET.RL.1.1** Search an existing database using a keyword or phrase.	**4.ET.RL.1.1** Define key details needed to refine a search in a database.	**5.ET.RL.1.1** Produce relevant information using advanced search functions.	**5.ET.RL.1.1** Produce relevant information using advanced search functions.	**7.ET.RL.1.1** Design a plan for conducting a search of electronic resources for a given task.	**8.ET.RL.1.1** Implement a plan for conducting a search of electronic resources for a given task.	**9-12.ET.RL.1.1** Design a problem-based research project using technology to find and report information with properly cited
			2.ET.RL.1.2 Identify author, date, and subject within different digital sources of information.	**3.ET.RL.1.2** Create a citation using author, date, and subject within different digital sources of information.	**4.ET.RL.1.2** Determine where and when to cite a digital source of information.	**5.ET.RL.1.2** Use digital tools to properly cite digital sources with guidance.	**6.ET.RL.1.2** Use digital tools to properly cite digital sources independently.	**7.ET.RL.1.2** Select and cite digital sources based on the appropriateness to specific tasks.	**8.ET.RL.1.2** Evaluate and cite digital based on the appropriateness to specific tasks.	
ET.RL.2 Standard 2: Students determine the reliability and relevancy of information.	**K.ET.RL.2.1** Distinguish between real and make-believe.	**1.ET.RL.2.1** Distinguish between fact and opinion.	**2.ET.RL.2.1** Distinguish between fiction and non-fiction.	**3.ET.RL.2.1** Define reliability and relevancy.	**4.ET.RL.2.1** Identify the reliability and relevancy of a source.	**5.ET.RL.2.1** Determine the reliability and relevancy of a source using a teacher-provided evaluation tool.	**6.ET.RL.2.1** Determine the reliability and relevancy of a source using a teacher guided evaluation tool.	**7.ET.RL.2.1** Select and evaluate online resources independently based on a list of criteria.	**8.ET.RL.2.1** Analyze online sources for accuracy, authority, comprehensiveness, and currency.	**9-12.ET.RL.2.1** Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic

K-12 Critical Thinking, Problem-Solving and Decision Making	K	1	2	3	4	5	6	7	8	9-12
										resources.
ET.CT.1 Standard 1: Students analyze the relationship of technology in careers, communities, and society.	**K.ET.CT.1.1** Identify technologies used in the home.	**1.ET.CT.1.1** Identify technologies used in home and/or school.	**2.ET.CT.1.1** Identify technologies used in the home, school, and/or community.	**3.ET.CT.1.1** Classify technologies used in the home, school, and/or community.	**4.ET.CT.1.1** Identify the role of technology in a community and society.	**5.ET.CT.1.1** Identify how technology is used in a variety of careers.	**6.ET.CT.1.1** Summarize the role of technology in a community, society and careers.	**7.ET.CT.1.1** Summarize technology skills required to pursue a variety of career paths.	**8.ET.CT.1.1** Analyze how careers have changed due to the progression of technology	**9-12.ET.CT.1.1** Analyze intended and unintended impacts of technology on careers, communities, and society
ET.CT.2 Use a design process to solve problems.		**1.ET.CT.2.1** Use a design process to solve problems.	**2.ET.CT.2.1** Differentiate among given alternatives to solve a problem.	**3.ET.CT.2.1** Produce a variety of solutions to a defined problem.	**4.ET.CT.2.1** Create solutions to a given problem using a design process .	**5.ET.CT.2.1** Evaluate what changes need to be made within a system to accomplish a goal.	**6.ET.CT.2.1** Apply a selected design process as guided by the teacher.	**7.ET.CT.2.1** Apply a selected design process as directed by the teacher.	**8.ET.CT.2.1** Apply a selected design process to a student-identified problem.	**9-12.ET.CT.2.1** Compare and contrast methods for problem-solving and decision-making.
										9-12.ET.CT.2.2 Formulate a technological solution using data-driven decision making.
ET.CT.3 Standard 3: Students evaluate and select	**K.ET.CT.3.1** Recognize technology as a tool to help	**1.ET.CT.3.1** Describe technology tools and their uses.	**2.ET.CT.3.1** Identify an appropriate tool for a given task.	**3.ET.CT.3.1** Use an appropriate technology tool for a	**4.ET.CT.3.1** Explain how technology tools evolve through	**5.ET.CT.3.1** Determine how changes in a technology	**6.ET.CT.3.1** Identify the appropriate digital application	**7.ET.CT.3.1** Differentiate and integrate digital	**8.ET.CT.3.1** Develop, analyze, and integrate a repertoire of	**9-12.ET.CT.3.1** Organize and manage personal/pro

technology tools based on the specific tasks.	complete a task.			given task.	innovation (a new method, idea, or product).	tool affect the outcome of a task.	to complete a task.	applications using an array of devices to complete a task.	strategies to apply new technologies to tasks.	fessional information using technology tools.
										9-12.ET.CT.3.2 Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.
K-12 Digital Citizenship	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
ET.OC.1 Standard 1: Students interpret the history and progression of technology.	**K.ET.DC.1.1** Show respect for the work of others	**1.ET.DC.1.1** Identify ownership rights of student created work	**2.ET.DC.1.1** Interpret ownership rights of technology created work.	**3.ET.DC.1.1** Determine the difference between types of illegal and unethical technology usage.	**4.ET.DC.1.1** Compare and contrast consequences of illegal and unethical technology use.	**5.ET.DC.1.1** Describe the impact of unethical and illegal technology usage on the individual and society as a system.	**6.ET.DC.1.1** Implement basic precautions to protect themselves and others when using Information and Communications Technologies.	**7.ET.DC.1.1** Correlate the illegal and unethical use of technology and the consequences to individuals and societies.	**8.ET.DC.1.1** Outline the components and purpose of acceptable use and other technology policies.	**9-12.ET.DC.1.1** Evaluate the need for technology policies on a local, national, and global level.
	K.ET.DC.1.2 Identify ways to respect equipment.	**1.ET.DC.1.2** Identify safe technology behaviors.	**2.ET.DC.1.2** Apply appropriate and safe technology	**3.ET.DC.1.2** Identify issues relating to online	**4.ET.DC.1.2** Practice safety precautions while online.	**5.ET.DC.1.2** Integrate personal safety precautions	**6.ET.DC.1.2** Identify the risks of sharing information	**7.ET.DC.1.2** Evaluate the risks of sharing information	**8.ET.DC.1.2** Analyze risks and consequences of sharing	**9-12.ET.DC.1.2** Investigate cyber-

	K	1	2	3	4	5	6	7	8	9-12
			behaviors.	safety.		and etiquette while online.	online.	online.	information online.	security issues in a technological society.
							6.ET.DC.1.3 Define and assess the importance of a positive digital footprint.	7.ET.DC.1.3 Identify strategies and create a plan to promote a positive digital footprint.	8.ET.DC.1.3 Advocate for the importance of a positive digital footprint.	9-12.ET.DC.1.3 Critique personal digital footprint.
	K.ET.DC.1.4 Define respect for self and others.	1.ET.DC.1.4 Demonstrate respect for others.	2.ET.DC.1.4 Demonstrate awareness of proper online behaviors.	3.ET.DC.1.4 Identify various ways that students can be bullied and cyberbullied.	4.ET.DC.1.4 Identify the emotional impact of bullying and cyberbullying.	5.ET.DC.1.4 Construct social rules for behavior based upon previously learned concepts of bullying and cyberbullying.	6.ET.DC.1.4 Assess the ramifications of online bullying behaviors related to individuals and society.	7.ET.DC.1.4 Advocate social rules of anti-bullying and cyberbullying.	8.ET.DC.1.4 Apply concepts of positive digital relations to online relationships.	9-12.ET.DC.1.4 Create strategies to manage online relations and communications.
							6.ET.DC.1.5 Define security vulnerabilities to protect personal privacy.	7.ET.DC.1.5 Assess security vulnerabilities to protect personal privacy.	8.ET.DC.1.5 Analyze security vulnerabilities to protect personal privacy.	9-12.ET.DC.1.5 Evaluate immediate and long-range effects of ethical and unethical uses of technology.
K-12 Technology Operations and Concepts	K	1	2	3	4	5	6	7	8	9-12
ET.OC.1 Standard 1: Students interpret the	K.ET.OC.1.1 Identify three	1.ET.OC.1.1 Distinguish between natural and	2.ET.OC.1.1 Connect how technology	3.ET.OC.1.1 Differentiate between current	4.ET.OC.1.1 Identify how the progression	5.ET.OC.1.1 Connect the relationship between	6.ET.OC.1.1 Compare technology from the	7.ET.OC.1.1 Summarize the implications	8.ET.OC.1.1 Critique the progression of	9-12.ET.OC.1.1 Compare

history and progression of technology.	human-made tools.	human-made tools.	has evolved from natural to human-made tools.	technology tools and future innovations.	of technology has affected society.	technologica l inventions and society changes.	past to the present as a progression of technology.	of increasing technology potential over time.	technology systems and peripherals to improve the user experience.	and contrast how societal and economic changes reflect innovations and emerging technologies .
		1.ET.OC.1.2 Describe how people use tools.	**2.ET.OC.1.2** Investigate which technology tool is most effective to complete a given task.	**3.ET.OC.1.2** Identify ways that creative thinking, economics and culture influence the progression of technology.	**4.ET.OC.1.2** Demonstrate how the progression of technology affects history.	**5.ET.OC.1.2** Analyze how the progression of technology has affected a culture's heritage.	**6.ET.OC.1.2** Investigate the advantages and disadvantag es of technology.	**7.ET.OC.1.2** Determine which innovations in technology have produced the greatest impact on society.	**8.ET.OC.1.2** Predict the effects that may result from society's increasing reliance on technology.	**9-12.ET.OC.1.2** Predict how the evolution of technology will shape the design and development of future technology.
ET.OC.2 Standard 2: Students analyze the parts of a technological system.	**K.ET.OC.2.1** Identify components of a system to make a whole.	**1.ET.OC.2.1** Identify components in technologica l systems.	**2.ET.OC.2.1** Define each component in a technologica l system.	**3.ET.OC.2.1** Illustrate, using a flow chart, the parts of the technologica l system.	**4.ET.OC.2.1** Analyze the effects of feedback with the technologica l systems model.	**5.ET.OC.2.1** Compare the difference between input/output devices and other peripherals.	**6.ET.OC.2.1** Analyze the information processing cycle which includes input, process, output, and storage.	**7.ET.OC.2.1** Define how subsystems work within a larger system.	**8.ET.OC.2.1** Compare the effect one system has on another system.	**9-12.ET.OC.2.1** Critique technology systems and peripherals to improve the user experience.
ET.OC.3 Standard 3: Students demonstrate skills in utilizing technological systems.	**K.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**1.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**2.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**3.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**4.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**5.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**6.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**7.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**8.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.	**9-12.ET.OC.3.1** Implement grade-level appropriate technology vocabulary.
	K.ET.OC.3.2	**1.ET.OC.3.2** Use	**2.ET.OC.3.2** Choose the	**3.ET.OC.3.2** Demonstrate	**4.ET.OC.3.2** Demonstrate	**5.ET.OC.3.2** Compare				

	K	1	2	3	4	5	6	7	8	9-12
	Identify and categorize input/output devices to operate various technologies.	input/output devices to operate various technologies.	appropriate input/output device to complete a given task.	proper use of hardware, software, peripherals, and storage media.	proper use of input and/or output devices and other peripherals.	and contrast the functions and capabilities of input and/or output devices and other peripherals				
		1.ET.OC.3.3 Use basic file management. (Open, edit, save, print)	**2.ET.OC.3.3** Show how to retrieve a saved file.	**3.ET.OC.3.3** Create, save and retrieve folders and files.	**4.ET.OC.3.3** Demonstrate how to manage and maintain files and folders.	**5.ET.OC.3.3** Demonstrate the ability to transfer data between devices.				
	K.ET.OC.3.4 Recognize letters and numbers on a keyboard.	**1.ET.OC.3.4** Use proper finger placement on home row keys.	**2.ET.OC.3.4** Demonstrate use of proper finger placement on all letters and punctuation.	**3.ET.OC.3.4** Demonstrate the correct use of numbers, symbols, and command keys using proper techniques.	**4.ET.OC.3.4** Demonstrate the use of keyboard shortcuts and application menus.	**5.ET.OC.3.4** Personalize application menus and toolbars for greater productivity.	**6.ET.OC.3.4** Incorporate a variety of technology applications to create a product with teacher guidance.	**7.ET.OC.3.4** Apply technology systems and resources using a variety of technology interfaces to complete a variety of learning activities.	**8.ET.OC.3.4** Demonstrate ways to present and publish information using a variety of applications.	**9-12.ET.OC.3.4** Create a product by incorporating prior knowledge and advanced skills.
			2.ET.OC.3.5 Construct 2-3 sentences or a paragraph in one sitting.	**3.ET.OC.3.5** Use device-appropriate techniques to compose 2 paragraphs in a single sitting.	**4.ET.OC.3.5** Use device-appropriate techniques (such as touch typing for traditional keyboard; thumb typing on personal device, etc.) to compose 1 page in a	**5.ET.OC.3.5** Use device-appropriate techniques to compose 2 pages in a single sitting.	**6.ET.OC.3.5** Demonstrate touch-type of a three page document	**7.ET.OC.3.5** Incorporate the use of keyed technology into any learning environment.	**8.ET.OC.3.5** Practice the use of keyed technology into any learning environment.	**9-12.ET.OC.3.5** Apply the use of keyed technology into a variety of projects.

										single sitting.	

							6.ET.OC.3.6 Incorporate the use of tutorial materials to guide self-directed learning.	**7.ET.OC.3.6** Categorize the causes of routine hardware or software problems.	**8.ET.OC.3.6** Demonstrate the ability to locate and use documentation and online resources to help solve hardware/software problems.	**9-12.ET.OC.3.6** Apply strategies for identifying and solving routine hardware and software issues.

K-12 Creativity and Innovation	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
ET.CI.1 Standard 1: Students use technology to generate ideas and promote creativity.	**K.ET.CI.1.1** Identify a variety of media.	**1.ET.CI.1.1** Illustrate original ideas through the use of teacher-selected media.	**2.ET.CI.1.1** Illustrate original ideas through the use of a variety of media.	**3.ET.CI.1.1** Design a teacher-directed innovative project in word processing, publishing, spreadsheet, or presentation applications.	**4.ET.CI.1.1** Design an innovative project in word processing, publishing, spreadsheet, or presentation applications with teacher guidance.	**5.ET.CI.1.1** Design an innovative project in word processing, publishing, spreadsheet, and presentation applications independently.	**6.ET.CI.1.1** Demonstrate ways to present and publish information using a variety of applications.	**7.ET.CI.1.1** Create new products to demonstrate curriculum related knowledge to provide innovative solutions to real-world problems.	**8.ET.CI.1.1** Recommend and integrate applications that could be extended to other situations.	**9-12.ET.CI.1.1** Investigate and apply simulations with real-world situations.
									8.ET.CI.1.2 Demonstrate the ability to utilize virtual learning environments to generate	**9-12.ET.CI.1.2** Utilize a virtual learning environment as a strategy to build

	K	1	2	3	4	5	6	7	8	9-12
									ideas and promote creativity.	technology literacy skills.
										9-12.ET.CI.1.3 Utilize technology for collaboration, research, publication, communication and productivity.
K-12 Communication and Collaboration	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
ET.CC.1 Standard 1: Students use technology to communicate with others.	**K.ET.CC.1.1** Communicate original ideas through the use of digital tools.	**1.ET.CC.1.1** Communicate original ideas through the use of digital tools within groups.	**2.ET.CC.1.1** Communicate through the use of digital tools within the classroom.	**3.ET.CC.1.1** Communicate through the use of digital tools to a variety of audiences.	**4.ET.CC.1.1** Select the best way to deliver information and ideas based on the audience.	**5.ET.CC.1.1** Select the most effective tools to communicate with others.	**6.ET.CC.1.1** Compare the use of communication tools in interpersonal interactions.	**7.ET.CC.1.1** Demonstrate ways that communication technologies interrelate.	**8.ET.CC.1.1** Evaluate a variety of communication tools to effectively and efficiently publish information.	**9-12.ET.CC.1.1** Critique a variety of communication tools to effectively and efficiently communicate with a targeted audience and purpose.
ET.CC.2 Standard 2: Students use technology to collaborate for an identified purpose.		**1.ET.CC.2.1** Collaborate with others to complete a teacher-directed task.	**2.ET.CC.2.1** Collaborate with others using technology tools.	**3.ET.CC.2.1** Collaborate with a variety of groups using technology tools.	**4.ET.CC.2.1** Collaborate with others to construct a digital product.	**5.ET.CC.2.1** Collaborate with a variety of groups to design a digital product using online tools.	**6.ET.CC.2.1** Compare and contrast the use of different forms of collaborative technology for different audiences.	**7.ET.CC.2.1** Apply digital environments to collaborate, present, and publish information.	**8.ET.CC.2.1** Evaluate effective collaborative technology to manage interpersonal communication and	**9-12.ET.CC.2.1** Collaborate with peers, experts, and others by using technology to compile,

								information.	synthesize, produce, and disseminate creative works.

Glossary

Acceptable Use Policy	a set of rules that defines what is and what is not permitted for use on information communication technologies
Appropriate	suitable or fitting for a particular purpose, person, occasion, etc.
Availability	the reliable and timely access to data and resources one is authorized to use
Bias	in favor of or against one view or another
Coding Approaches	where perceived events activates an action that is associated with the event, applied to a variety of subject areas
Collaboration	to work together with individuals and cooperate on a project
Communication Technology	a process to store or deliver information using electronic and graphic means; Processes include encoding, transmitting, receiving, storing, retrieving and decoding
Community	(home, school, work, global) - a social, religious occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists
Components	a part or element of a whole that can be separated from or attached to a system
Confidentiality	the concept of keeping private information safe from individuals who should not have access
Control Keys	these keys are used alone or in combination with other keys to perform certain actions. The most frequently used control keys are CTRL, ALT, the windows logo key, and ESC
Cyber-Bullying	improper behavior using technology that is designed to harm another person
Cyber-Security	cyber-security is the collection of tools, policies, security concepts, security safeguards, guidelines, risk management approaches, actions, training, best practices, assurance and technologies that can be used to protect the cyber environment and organization and user's assets. security involving anything located in a networked environment
Data-Driven	activities where results are derived from data
Design	as an idea: An interactive decision-making process that produces plans by which resources are converted into products or systems that meet human needs and wants to solve problems. As a process: Plan: make or work out a plan for; create something for a specific role, purpose or effect; create the idea for; create or execute in an artistic or highly skilled manner.
Digital Citizenship	the norms of behavior with regard to technology use
Digital Device	hardware
Digital Footprint	a trail of data that is left behind by users on digital services, passive and active

Digital Literacy	a person's ability to perform tasks effectively in a technological environment
Digital Tools	software used to complete a task
Electronic Resources	information resource provided in an electronic format
Feedback	using all or a portion of the information from the output of a system to regulate or control the processes or inputs in order to modify output
Files	a computer file is a block of arbitrary information, or resource for storing information, that is available to a computer program and is usually based on some kind of durable storage. Computer files can be considered as the modern counterpart of the files of printed documents that traditionally existed in offices and libraries, which are the source of the term
Function Keys	these keys are used to perform specific tasks. They are labeled as F1, F2, F3, and so on
Hardware	the mechanical, magnetic, and electronic, and electrical devices comprising a computer system, as the CPU, disk drives, keyboard, or monitor
Home Row	starting standard keyboard finger placements (a-s-d-f-g-h-j-k-l-;)
Identify	to recognize or establish as being a particular person or thing
Information and Communication Technology (ICT)	a range of technologies for gathering, storing, retrieving, processing, analyzing, and transmitting information
Information Systems	a system, whether automated or manual, that comprises people machines, and/or methods organized to collect, process, transmit, and disseminate data that represent user information
Input	anything that enters a system process such as resources or data
Integrity	the concept that data is consistent and hasn't been modified
Interface	a device or program enabling a user to communicate with an electronic device
Media	"media" are generally materials that hold data in any form or that allow data to pass through them, including paper; transparencies; multipart forms; hard, floppy and optical disks; magnetic tape; wire cable and fiber. Media is the plural of "medium." Any form of information including music and movies; may also refer to CDs, DVDs, videotapes and other prerecorded material
Online	a general term for when one computer is interacting directly and simultaneously with another computer
Output	the results of the operation of any system
Ownership Rights	a legal right to publish a work for a specified number of years
Peripherals	a device or unit that operates separately from the digital device but is connected to it, as a digital camera, flash drive, keyboard, printer, and etc.
Presentation	the sharing of information with an audience
Problem-Based	learner-centered approach where learners conduct research, integrate theory and practice, and apply knowledge and skills to develop a plausible solution to a defined problem
Process	a systematic sequence of actions that combines inputs to produce an

	output
Software	the programs that enable a computer to perform a specific task
Spreadsheet	a grid of information within a program that displays mathematical or logical functions
Storage/Storage Device	a collective term for disks, tapes, disk array, and any other mechanism capable of non-volatile data storage
Subsystems	a part of a larger system or whole
Symbol Keys	Ex: $, ?, &
System	a group of independent, but interrelated elements comprising a unified whole
Systems-Thinking Model	a graphic that displays the parts of a system (Input, Process, Output, Feedback)
Technological Systems	a system is unique to the study of technology
Technological Method	a specific problem-solving method for doing technology (define the problem, research solutions, generate alternative solutions, generate alternative solutions, select the best solutions, develop and produce a result, test and evaluate a result, report results)
Technology	the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment
Technology Literacy	the ability to responsibly and effectively use technology to communicate, develop solutions, evaluate options, manipulate data, and prepare for future challenges
Tool	a device is used to complete a task
Virtual Learning Environment	an electronic system designed to communicate content
Word Processing	a computer application used for the production (including composition, editing, formatting, and possibly printing) of any sort of printable material