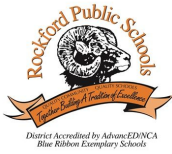


# 3-5



**Vision Statement:** Innovative thinkers effectively use technology and maximize the capacity of teaching and learning.

- Establish adaptive and interactive inquiry based learning
- Give learners a voice and choice in attaining their learning goals
- Provide personalized and authentic learning opportunities
- Redefine collaboration, communication, critical thinking and creativity
- To be a productive, global digital citizen

ISTE Standards	Indicators	Student Expectations	Teacher Practices	Resources
<p><b>Empowered Learner</b></p> <p>I use technology to set goals, work toward achieving them and demonstrate my learning.</p>	<p><b>1.a.</b> Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.</p> <p><b>1.b.</b> With the oversight and support of an educator Students build a network of experts and peers within school policy and customize their environments to enhance their learning.</p> <p><b>1.c.</b> Students seek from feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.</p> <p><b>1.d.</b> Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.</p>	<ul style="list-style-type: none"> <li>• I can develop, reflect and revise a learning goal and determine the technology tool to achieve it.</li> <li>• I can use my knowledge to create a network of resources to support my learning.</li> <li>• I can use technology to share my learning and gain feedback in a digital platform.</li> <li>• I can use what I already know about technology to aid me in learning new tools to progress my learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach innovative technologies and how to set personal goals while developing a plan to reach them.</li> <li>• Provide opportunities for students to evaluate their learning and set personal goals in various areas.</li> </ul>	<p>Spelling City</p> <p>ScootPad</p> <p><a href="#">ISTE Standards</a> (International Society for Technology in Education)</p> <p><a href="#">Tech Integration Site for 3rd Grade</a></p> <p><a href="#">Tech Integration Site for 4th Grade</a></p> <p><a href="#">Tech Integration Site for 5th Grade</a></p>
<p><b>Digital Citizen</b></p> <p>I understand the rights, responsibilities and opportunities of living, learning and working in an</p>	<p><b>2.a.</b> Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.</p>	<ul style="list-style-type: none"> <li>• I can show an understanding of how my online presence and online actions affect myself and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach how online identity plays a role in the digital world and how their decision affect others.</li> </ul>	<p><a href="#">Common Sense Media</a> Choose applicable lessons from the Common Sense curriculum</p> <p><a href="#">Faux Paws</a> adventures</p>

<p>interconnected digital world, and they act in ways that are safe, legal and ethical.</p>	<p><b>2.b.</b> Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator.</p> <p><b>2.c.</b> Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.</p> <p><b>2.d.</b> Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.</p>	<ul style="list-style-type: none"> <li>● I can practice safe, legal, and ethical behavior when using technology and interacting online.</li> <li>● I can demonstrate a respect for others' work by giving credit or citing sources.</li> <li>● I can demonstrate an understanding of what is personal data and how to keep it safe and private.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach and encourage safe, legal, and ethical online behavior and provide a structure for students to encourage each other to do the same.</li> <li>● Teach and encourage respect for intellectual property with both print and digital media and how to cite media sources.</li> <li>● Teach how to keep information shared online private.</li> </ul>	<p>from iKeepSafe Kids Download the videos or stories to view as class or as an extension to classwork</p>
<p><b>Knowledge Constructor</b></p> <p>I critically select, evaluate and synthesize digital resources into a collection that reflects my learning and builds my knowledge.</p>	<p><b>3.a.</b> Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.</p> <p><b>3.b.</b> Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.</p> <p><b>3.c.</b> Using a variety of strategies, students organize information and make meaningful connections between resources.</p> <p><b>3.d.</b> Students explore real-world problems and issues and collaborate with others to find answers or solutions.</p>	<ul style="list-style-type: none"> <li>● I can utilize research techniques to locate digital resources specific to my learning goal.</li> <li>● I can evaluate sources for accuracy, perspective, credibility and relevance.</li> <li>● I can make meaningful connections between resources by organizing my information successfully.</li> <li>● I can collaborate with others to find answers and solutions to problems and issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach research techniques and tools to reflect on learning and building knowledge.</li> <li>● Provide opportunities for students to think critically and reflect on their learning.</li> </ul>	<p>Khan Academy</p> <p>Spelling City</p> <p>ScootPad</p> <p><a href="#">The Pacific Northwest Tree Octopus</a></p>
<p><b>Innovative Designer</b></p> <p>I solve problems by creating new and imaginative solutions</p>	<p><b>4.a.</b> Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a</p>	<ul style="list-style-type: none"> <li>● I can generate ideas, consider solutions, create a plan to solve a problem, and create an innovative product to share with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach students multiple ways for solving problems using various digital tools.</li> <li>● Provide opportunities for students to explore digital</li> </ul>	<p>Current Science curriculum-STEM projects.</p> <p><a href="#">STEM Resources</a></p>

<p>using a variety of digital tools.</p>	<p>problem or create innovative products that are shared with others.</p> <p><b>4.b.</b> Students use digital and nondigital tools to plan and manage a design process.</p> <p><b>4.c.</b> Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error Plays.</p> <p><b>4.d.</b> Students demonstrate perseverance when working with open-ended problems.</p>	<ul style="list-style-type: none"> <li>● I can use a variety of tools to plan and manage a design process.</li> <li>● I can use trial and error to reflect on my design process.</li> <li>● I can demonstrate perseverance when working with open-ended problems.</li> </ul>	<p>tools to solve problems using their imagination.</p>	<p><a href="#">Next Gen Science Classroom Sample Tasks</a></p> <p><a href="#">Kids Think Design</a></p> <p><a href="#">The Engineering Place</a></p> <p><a href="#">Try Engineering</a></p> <p><a href="#">PBS Engineering Games</a></p>
<p><b>Computational Thinker</b></p> <p>I identify authentic problems, work with data and use a step-by-step process to automate solutions.</p>	<p><b>5.a.</b> Students explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator.</p> <p><b>5.b.</b> Students select effective technology to represent data.</p> <p><b>5.c.</b> Students break down problems into smaller parts, identify key information and propose solutions.</p> <p><b>5.d.</b> Students understand and explore basic concepts related to automation, patterns and algorithmic thinking.</p>	<ul style="list-style-type: none"> <li>● I can select a specific technology to assist me in exploring or solving problems.</li> <li>● I can select an effective technology to represent data.</li> <li>● I can identify key information by breaking down problems into smaller parts, and proposing a solution.</li> <li>● I can explore concepts related to automation, patterns, and algorithmic thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach strategies for creating a step-by-step process for solving authentic problems.</li> <li>● Provide opportunities for students to solve authentic problems using a process.</li> </ul>	<p>Khan Academy</p> <p>Time for Kids Online</p> <p>Excel or Sheets</p>
<p><b>Creative Communicator</b></p> <p>I communicate effectively and express myself creatively using different tools, styles, formats and digital media.</p>	<p><b>6.a.</b> Students recognize and utilize the features and functions of a variety of creation or communication tools.</p> <p><b>6.b.</b> Student create original works and learn strategies for remixing or repurposing to create new artifacts.</p> <p><b>6.c.</b> Students create digital artifacts to communicate ideas visually and graphically.</p> <p><b>6.d.</b> Students learn about audience and consider their expected</p>	<ul style="list-style-type: none"> <li>● I can successfully use a variety of creation and communication tools by exploring their features and functions.</li> <li>● I can repurpose or recreate an artifact.</li> <li>● I can create a digital artifact to communicate my ideas visually.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach tools for digital communication through exploring their features and functions.</li> <li>● Provide opportunities for students to share their digital work to various audiences.</li> </ul>	<p>Google Apps</p> <p>Office 365</p> <p>Google Drawing</p> <p><a href="#">Twiddla</a></p>

	audience when creating digital artifacts and presentations.	<ul style="list-style-type: none"> <li>I can create a digital artifact or presentation for a specific audience.</li> </ul>		
<p><b>Global Collaborator</b></p> <p>I strive to broaden my perspective, understanding others and work effectively in teams using digital tools.</p>	<p><b>7.a.</b> Students use digital tools to work with friends and people from different backgrounds or cultures.</p> <p><b>7.b.</b> Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.</p> <p><b>7.c.</b> Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.</p> <p><b>7.d.</b> Students work with others using collaborative technologies to explore local and global issues.</p>	<ul style="list-style-type: none"> <li>I can use digital tools to work with friends and people from different backgrounds and cultures.</li> <li>I can use technology to collaborate with peers, experts, community members, and others, to explore different points of view on various topics.</li> <li>I can work with a team utilizing technology to complete a project or solve a problem.</li> <li>I can work with others using collaborative technologies to explore local and global issues.</li> </ul>	<ul style="list-style-type: none"> <li>Teach strategies for working together with a team in an online environment.</li> <li>Provide opportunities for students to collaborate using digital tools.</li> </ul>	<p><a href="#">Norms of Collaboration</a></p> <p><a href="#">Online Tools for Collaboration</a></p> <p><a href="#">Seesaw</a></p> <p>iMovie</p> <p>Text to Speech</p> <p>Weekly Reader</p> <p>Scholastic News</p> <p><a href="#">Skype in the Classroom</a></p> <p><a href="#">Appear in</a></p> <p>Google Hangouts</p> <p><a href="#">Dogo News</a></p>