SPECIFIC SKILLS NECESSARY FOR COMPLETION OF STANDARDS:	K	1	2	3	4	5
Mouse (point and click, double click, right click, drag and drop)	A/I	I	R	M	M	M
Turning a computer on and off, and sleep mode	A/I	R	R	M	M	M
Starting and closing programs/documents	A/I	R	R	M	M	M
Use and creating folders	A/I	A/I	I	R	M	M
Understanding how technology expands opportunities for learning.	A	A/I	R	R	M	M
Correct posture at the computer	A/I	R	R	R	M	M
Create, name, and saving work	A	A	A/I	R	R	M
Respond to on screen commands	A	A	A/I	A/I	R	M
Use menu options for formatting and drawing, such as arrange, select, format, spelling and grammar tools.	A	A	A/I	R	R	M
Understand the Tacoma School District Acceptable Use Policy for using computers.	A/I	A/I	A/I	R	R	M
Monitor/CPU, Desktop (My computer, My Documents, Recycle Bin/Trash, Start Menu/Task Bar, Application Icons)	A/I	A/I	I	R	R	M
Be able to identify software applications by their icons, and which to use for different types of work.	A/I	A/I	R	R	R	M
Discuss ethical behaviors when using information and technology, including ownership of ideas, respect for the rights of others while using computers, keeping personal information or passwords private, and copyright laws.	A/I	A/I	R	R	R	M
Open, close, minimize, maximize, and restore windows	A/I	I	R	R	R	M
Speaker/headphones	A/I	R	R	R	R	M
Printer: Preview and print documents	A/I	R	R	R	R	M
Proper Keyboarding techniques (Enter/return, Spacebar, Shift, Arrow keys, Esc, Tab, and other keys)	A/I	R	R	R	R	M
Multimedia devices (digital camera, scanner, document camera, etc.)	A/I	A/I	R	R	R	R/M

1. Creativity & Innovation										
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.										
a. apply existing knowledge to generate new ideas, products, or processes.										
b. created original works as a means of personal or group expression.										
c. use models and simulations to explore complex systems and issues.										
d. identify trends and forecast possibilities.	A=Awareness	I=Introduce			R=Reinforce				M=M	
ACTIVITIES for STANDARD 1:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Illustrate and communicate original ideas and stories using digital tools and media-rich resources.	A/I	I/R	R/M	M	M	M	M	M	M	M
Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.	A	A/I	R/M	M	M	M	M	M	M	M
Identify, research, and collect data on an environmental issue using digital resources, and propose a developmentally appropriate solution.	A	R	R/M	M	M	M	M	M	M	M
Produce a media-rich digital story about a significant local event based on first person interviews.	A	I/R	R/M	M	M	M	M	M	M	M
Gather data, examine patterns, and apply information for decision making using digital tools and resources.		A	I	R	R	M	M	M	M	M
Use digital-imaging technology to modify or create works of art for use in a digital presentation.		A	A	I	R	M	M	M	M	M
Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software.		A	A/I	I	I	R	R/M	M	M	M
Integrate a variety of file types to create and illustrate a document or presentation.			A	I	R	R	M	M	M	M
Create original animations or videos documenting school, community, or local events.					I	I	R	R/M	M	M
Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content.							A	A	A	I
Design a website that meets accessibility requirements.										I
Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.							A	A	I	R
Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries.							A	R	R	R
Employ curriculum-specific simulations to practice critical-thinking processes.							A	R	R	R
Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.										I

2. Communication & Collaboration										
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:										
a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.										
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.										
C. develop cultural understanding and global awareness by engaging with learners of other cultures.										
d. contribute to project teams to produce original works or solve problems.	A=Awareness	I=Introduce	R=Reinforce	M=M						
ACTIVITIES FOR STANDARD 2:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Illustrate and communicate original ideas and stories using digital tools and media rich resources.	A/I	R	M	M	M	M	M	M	M	M
Engage in learning activities with learners from multiple cultures through e-mail and other electronic means.	A/I	R	M	M	M	M	M	M	M	M
In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.	A/I	R	M	M	M	M	M	M	M	M
Produce a media-rich digital story about a significant local event based on first person interviews.	A	A	I	I	R	M	M	M	M	M
Use digital-imaging technology to modify or create works of art for use in a digital presentation.		A	A	I	R	M	M	M	M	M
Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software.		A	A/I	I	I	R	R/M	M	M	M
Create original animations or videos documenting school, community, or local events.					I	I	R	R/M	M	M
Participate in a cooperative learning project in an online learning community.						I	R	R	M	M
Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.					I	I/R	R	R	M	M
Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries.							A	R	R	R
Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.										I

3. Research Information Fluency										
Students apply digital tools to gather, evaluate, and use information. Students:										
a. plan strategies to guide inquiry.										
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.										
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.										
d. process data and report results.	A=Awareness		I=Introduce			R=Reinforce			M=M	
ACTIVITIES FOR STANDARD 3:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Illustrate and communicate original ideas and stories using digital tools and media rich resources.	A/I	R	M	M	M	M	M	M	M	M
Employ data collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M	M
Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content.				A	I	I	R	M	M	M
Find and evaluate information related to a current or historical person or event using digital resources.	A	A/I	R/M	M	M	M	M	M	M	M
Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.										I
Identify and investigate a global issue and generate possible solutions using digital tools and resources.			A/I	R	R	M	M	M	M	M
Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.				A	A	I	R	R	M	M
Produce a media-rich digital story about a significant local event based on first person interviews.	A	A	I	I	R	M	M	M	M	M
Recognize bias in digital resources while researching an environmental issue with guidance from the teacher.			A/I	I	R	M	M	M	M	M
Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.	A/I	I	R	M	M	M	M	M	M	M
Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.			A	I	R	R	M	M	M	M
Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.				A	I	I	R	R	M	M
Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.					I	I/R	R	R	M	M
Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.	A	A/I	R/M	M	M	M	M	M	M	M

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and / or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternate solutions.

A=Awareness I=Introduce R=Reinforce M=M

ACTIVITIES FOR STANDARD 4:	K	1	2	3	4	5	6	7	8	9
Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.							I	R	R	R
Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.			A/I	R	M	M	M	M	M	M
Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.				A/I	R	M	M	M	M	M
Conduct science experiments using digital instruments and measurement devices.				I	R	M	M	M	M	M
Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.								I	R	R
Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content.							A	A	A	I
Employ data collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M	M
Gather data, examine patterns, and apply information for decision making using digital tools and resources.		A	I	R	R	M	M	M	M	M
Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.										I
Identify and investigate a global issue and generate possible solutions using digital tools and resources.			A/I	R	R	M	M	M	M	M
Identify, research, and collect data on an environmental issue using digital resources, and propose a developmentally appropriate solution.	A	R	R/M	M	M	M	M	M	M	M
Independently apply digital tools and resources to address a variety of tasks and problems.	I	R	M	M	M	M	M	M	M	M
Independently develop and apply strategies for identifying and solving routine hardware and software problems.				A	I	R	R	M	M	M

Produce a media-rich digital story about a significant local event based on first person interviews.	A	A	I	I	R	M	M	M	M	M
Recognize bias in digital resources while researching an environmental issue with guidance from the teacher.			A/I	I	R	M	M	M	M	M
Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.	A/I	I	R	M	M	M	M	M	M	M
Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.			A	I	R	R	M	M	M	M
Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.					I	I/R	R	R	M	M
Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.	A	A/I	R/M	M	M	M	M	M	M	M

5. DIGITAL CITIZENSHIP										
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:										
a. advocate and practice safe, legal, and responsible use of information and technology.										
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.										
c. demonstrates personal responsibility for lifelong learning.										
d. exhibit leadership for digital citizenship.	A=Awareness		I=Introduce		R=Reinforce		M=M			
ACTIVITIES FOR STANDARD 5:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Demonstrate the safe and cooperative use of technology, including respect or people, equipment, and resources.	R	M	M	M	M	M	M	M	M	M
Practice injury prevention by applying a variety of ergonomic strategies when using technology.	A	A	I	R	R	M	M	M	M	M
Debate the effect of existing and emerging technologies on individuals, society, and the global community.			A	I	R	M	M	M	M	M
Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.					I	I/R	R	R	M	M
Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.							I	R	R	R
Design a website that meets accessibility requirements.										I
Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.							A	A	I	R
Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.				A	A	I	R	R	M	M

6. TECHNOLOGY OPERATIONS AND CONCEPTS										
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:										
a. understand and use technology systems.										
b. select and use applications effectively and productively.										
c. troubleshoot systems and applications.										
d. transfer current knowledge to learning of new technologies.	A= Awareness		I= Introduce		R= Reinforce		M=			
ACTIVITIES FOR STANDARD 6:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Engage in learning activities with learners from multiple cultures through e-mail and other electronic means.	A/I	R	M	M	M	M	M	M	M	M
In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.	A/I	R	M	M	M	M	M	M	M	M
Independently apply digital tools and resources to address a variety of tasks and problems.	I	R	M	M	M	M	M	M	M	M
Communicate about technology using developmentally appropriate and accurate terminology.	A/I	R	M	M	M	M	M	M	M	M
Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites.	A/I	R	M	M	M	M	M	M	M	M
Use digital-imaging technology to modify or create works of art for use in a digital presentation.		A	A	I	R	M	M	M	M	M
Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.	A/I	I	R	M	M	M	M	M	M	M
Conduct science experiments using digital instruments and measurement devices.				I	R	M	M	M	M	M
Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.				A/I	R	M	M	M	M	M
Debate the effect of existing and emerging technologies on individuals, society, and the global community.			A	I	R	M	M	M	M	M
Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.			A/I	R	M	M	M	M	M	M
Create original animations or videos documenting school, community, or local events.					I	I	R	R/M	M	M
Employ data collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M	M
Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.			A	I	R	R	M	M	M	M
Integrate a variety of file types to create and illustrate a document or presentation.			A	I	R	R	M	M	M	M
Independently develop and apply strategies for identifying and solving routine hardware and software problems.				A	I	R	R	M	M	M
Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.				A	I	I	R	R	M	M

Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.								I	R	R