2018 Archdiocese of Denver Catholic Schools Student Technology Benchmarks		Standards	"I can…" These "I can…" statements are possible student-friendly statements for students to understand the relevancy of the benchmark.	Student Skills: These student skills are suggested objectives that could be used to meet the standards, but the skills are suggestions only and not an all-inclusive list of skills needed to meet the standards.	PreK	K	1	2	3	4	5
Benchmarks used with permission from: ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.					Legend: O = Optional, I = Introduce, R = Reinforce, M = Master						
1. Empowered Learner	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	I can set goals for my learning, choose technology to assist me in that goal, and reflect on my learning.	SWBAT to create goals for keyboarding lessons (ex. increase five words per minute times their grade level, i.e. 5th grade should type 25 wpm). SWBAT plan a short project and explain how technology could assist them in completing the project. SWBAT to explain how their choice in technology helped them complete their learning objective.	O	O	I	R	R	R	M
		b. Students build networks and customize their learning environments in ways that support the learning process.	I can connect with people online or resources online that can help me with my learning goals. I can critically assess whether the technology I chose to help me complete my work is effective or not.	SWBAT use digital tools (such as email, Google Drive, One Drive, etc) to share information. SWBAT choose from a variety of technological options to support a learning outcome. SWBAT use search engines to search efficiently and find what they are looking for.	O	O	O	O	O	I	R
		c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	I can use technology to share my work with others to get feedback. I can use technology to demonstrate what I have learned.	SWBAT use digital tools (such as email, Google Drive, One Drive, etc) to communicate or exchange information. SWBAT present their learning goals through digital portfolios or presentations of learning.	O	I	R	R	M	M	M
		d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	I can define different types of files and documents and explain their purpose. I can choose between different softwares for various presentations and reports. I can fix problems on different types of technology.	SWBAT log in to appropriate student accounts (Desktop, Google, 365, STAR, Lexia, etc). SWBAT use word processing software (Google Docs, Word, etc) for appropriate activiites. SWBAT use presentation software (Google Slides, Prezi, Powerpoint, etc) for appropriate activities. SWBAT use technology to supplement interdisciplinary activities.	O	I	R	R	R	R	R
2. Catholic Digital Citizen (Check Resource Guide for Common Sense Media information).		a. Students cultivate and manage their Catholic digital identity and reputation and are aware of the permanence of their actions in the digital world.	I can represent myself online, and understand the reputation I'm building when I put information about myself online.	SWBAT identify the impact of a digital footprint and apply a Catholic perspective to online relationships. (Example lessons available on Common Sense Media. Also see Vatican document *Message of the Holy Father Benedict XVI "New Technologies, New Relationships.. ."*).			O	O	I	R	R
		b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	I can choose safe, legal, and ethical behavior when online.	SWBAT explain how the Church understands evangelization in a digital world. SWBAT apply teachings of the Church and the Ten Commandments while navigating an online world. SWBAT recognize cyberbullying and understand how to combat it appropriately. SWBAT recognize inappropriate content and behavior online based on Catholic teachings. SWBAT report inappropriate content to an adult. SWBAT understand and follow school's Acceptable Use Policy (AUP).	I	R	R	R	M	M	M
		c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	I can ask others if I can share their ideas. I can research copyrighted information to determine what I can share.	SWBAT to understand the consequence of plagiarism regarding copyright.					O	I	R
		d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online, and make choices that reflect Church teachings.	I can evaluate when to share and not share information online. I can check for security on a website. I can make responsible and moral choices about what information to share online.	SWBAT create strong passwords and keep their private information safe online (examples of private information include addresses, full name, birthday, gender, etc). SWBAT have a technique to avoid scams and schemes. SWBAT recognize the importance of online privacy and security at school and at home.		O	I	R	R	R	M
		a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	I can locate information to support my school work. I can locate information to support my creative work.	SWBAT perform searches to locate information using a variety of digital sources.					I	R	R

Standard	Description	Sub-standard	"I can" statement	SWBAT							
3. Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	I can decide if a site online contains true or honest information.	SWBAT perform searches and interpret what information is reputable and why (Example: see the resource guide for Common Sense Media).					I	R	R
		c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	I can use a variety of sources and tools to make connections or conclusions.	SWBAT create artifacts that answer research questions that clearly communicate thoughts and ideas.					O	O	I
		d. Students build knowledge by actively exploring problems facing our world, developing ideas and theories and pursuing answers and solutions through a Catholic lens.	I can learn about problems the world faces and use a Catholic perspective to propose solutions to those problems.	SWBAT articulate the main ideas and messages in a variety of World Days of Communication messages. SWBAT explain how the Church understands evangelization in a digital world. SWBAT present the ideas of Catholic teachings and apply it to research in regards to world problems (example lessons for 9-12 may identify ways to demonstrate concern and solutions for problems involving the hungry, the poor, immigrants, those treated unjustly, victims of violence, the unborn, the elderly, and less abled).				O	O	I	R
4. Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	I can use a design process to find solutions to problems.	SWBAT be introduced to a variety of design processes (storyboard, graphic organizers, etc) to help create projects. SWBAT implement troubleshooting techniques (may be hardware or software problems in everyday use). SWBAT use different devices such as Chromebook, desktop, iPad, and different interactive technologies. SWBAT create a presentable artifact to portray an answer to a problem (ex. Google Slides, Powerpoint, Prezi, etc).			O	I	R	R	R
		b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	I can evaluate the problem-solving process I've created to solve a problem.							O	I
		c. Students develop, test and refine prototypes as part of a cyclical design process.	I can use a design process to evaluate prototypes and make changes to my ideas.							O	O
		d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	I can persevere through a design process to work to solve problems that do not always have a simple solution.								
5. Computational Thinker	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	I can identify school, community, or world problems and topics, and use technology to research the problem and explore solutions.	SWBAT use coding to solve a problem (ex. Scratch, Code.org, etc.) SWBAT present collected data using a spreadsheet (Google Sheets, Excel, etc.)	O	I	R	R	R	R	R
		b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	I can use timelines, charts, or graphs to represent data. I can explain how the presentation of data supports a solution to a problem.	SWBAT create information visualizations (ex. infographics, charts and graphs). SWBAT use keyboard shortcuts. SWBAT create a digital survey to gather data (ex. SurveyMonkey, Google Forms, etc.).		O	O	O	I	R	R
		c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	I can use technological presentations to present a problem with a solution to that problem.								O
		d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	I can explain how technology, machines, and formulas can assist people in solving problems.								O
6. Creative Communicator	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	I can choose a factual site for information. I can evaluate the best tool to communicate a message.	SWBAT create new works by choosing the appropriate program (for examples, see resource guide). SWBAT use others' work by citing original creator.					O	O	I
		b. Students create original works or responsibly repurpose or remix digital resources into new creations.	I can use digital tools and applications to create a digital work. I can cite digital sources to give credit to original authors or designers.	SWBAT use multiple forms of media within one artifact. (ex. insert videos, images, formatting, etc). SWBAT share and present visualizations digitally and in person.	O	I	R	R	R	R	M
		c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	I can use digital tools and applications to create a digital work.	SWBAT understand the audience for a particular project.						O	I
											O
		d. Students publish or present content that customizes the message and medium for their intended audiences.	I can change my digital work according to audiences' needs.					O	I	R	R
		a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	I can use digtal tools to work with others online and share with others online.	SWBAT use a variety of digital tools to exchange information and feedback with teachers (ex. Google Classroom, Email, Skype, wikis, blogs, etc.) SWBAT understand how the internet connects cultures				O	O	I	R

7. Global Collaborator	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	I can use technology to learn another person's perspective on an issue.	globally (ex. PenPalSchools or other Pen Pal activities).							O	I
		c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	I can connect with others online to work collaboratively on a project.		O	I	R	R	R	R	M
		d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	I can work on a team to solve a problem and create a solution.							O	I