Catholic Schools
A Faith-Based Education
that Lasts a Lifetime

The Roman Catholic
Archdiocese of
Washington

ISTE Standards Crosswalk Alignment to ADW Curriculum

Discipline: Visual Arts/Music   Grade: 1

ISTE Standard		
Performance Indicator		
ADW Standard Code	**ADW Learning Standard**	**Instruction Recommendations**
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.		
1.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.		
		• Students collect work samples within a digitized portfolio such as writing, fluency or mathematical computation, and conference with teacher to set a goal for improvement. • Students record videos to share accomplishments and state goals. • Students complete exit tickets (digitally utilizing electronic forms or feedback tools) for quick formative reflection (e.g., gathering exit task information).
1.b. Students build networks and customize their learning environments in ways that support the learning process.		
		• With guidance and support from adults, students use tools such as highlighting, video, text-to-speech, and audio, to make content accessible. • Students can identify main ideas and details while reading online digital resources. • Students participate in teacher-led connections with current events both in and outside the student's community (e.g., videoconference, email, virtual field trips).
1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.		
		• Students work in pairs to create a story using a writing process. • Students work collaboratively with another grade level to produce and publish an e-book within the school's domain, with feedback provided from other grade bands to improve the final product.

1.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.		
		• Students develop basic skills for locating and using information with digital tools and resources, including age-appropriate databases, video clips, or e-books. • Students learn how to choose and transfer information from one digital platform to another (e.g., maps, images, etc.) • After reading an online resource or viewing a video, student records a review of the material using a rubric.

2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.		
		• Students identify both positive and negative impacts technology can have on them. • Students explain how information shared online leaves a digital footprint or "trail."
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		
		• Student practice using positive language with peers. • Student identify information that is private and information that can be shared with peers.
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		
		• Students discuss the consequences of taking things that belong to others. • Students can locate an author and/or title for a digital resource.
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.		
		• Students discuss the importance of adult supervision when using technology. • Students can explain basic steps to follow when choosing a website to use for personal use (e.g., games).

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.

3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.		
		• With the help of an adult, students are able to identify simple search terms to find information in a digital resource or online library catalog. • With the help of an adult, students can use basic search tools in an age-appropriate digital resource
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		
		• Students can apply basic questions to help them evaluate whether a digital resource or e-book is a good fit for them (e.g., the correct reading level). • Students discuss the differences between fiction and non-fiction digital resources. • Students discuss the harm that comes from telling stories that are not true about others. • Students discuss the intended purpose of resource – informational, entertainment, etc. • Students write sample articles that are fact based and not fact based.

3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.		
		• With the help of an adult, students using a provided list of search terms to answer questions. • With the help of an adult, students using provided websites gather information about a specific theme. • Students can use digital organizers as a class or with a partner to support classroom learning.
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.		
		• Students discuss topics of Catholic charity and solutions to help others. • Students utilize diverse media formats (e.g., website, video clip, print, digital/print weekly) to report on a shared topic, then participate in a classroom discussion on the topic using digital tools

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.

4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		
		• Students use journaling or blogging to show progress • Students use a recording device to discuss the design elements of a simple structure – a sandwich, a block tower, Lego house, etc. Students use digital drawing tools or projector/whiteboard to share solutions.
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.		
		• Students use a recording device the planning, progress, completion and analysis of a simple structure – a sandwich, a block tower, Lego house, etc. • Students participate in makerspace activities.
4.c. Develop, test and refine prototypes as part of a cyclical design process.		
		• Students use storyboarding, planning, and revision for stop-motion videos and presentation tools. • Students discuss, design, create and refine paper airplanes given specifications and performance requirements. • Students participate in makerspace activities.
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.		
		• With educator assistance, students use journaling or blogging to record mindset and model growth mindset regarding potential barriers or opportunities. • Students describe how the scientific method compares to the writing process.

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.

5.a. Formulate problem definitions suited for technology assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.		
		• Students participate in makerspace activities.

		• Given a variety of resources (e.g., print, online, digital), students self-select an appropriate resource to solve the identified problem. • Students discuss the difference between a model and a real object – cars, airplane, space shuttle, house, etc.

5.b. 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.

		• Students can collect data (e.g., survey responses) and create charts/graphs, either individually or collectively as a class. • Students can find patterns and explore the meaning of charts, graphs, and tables. • Students use an interactive whiteboard or other interactive tool to sort and categorize various items or objects to support classroom learning.

5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

		• Students write the steps to complete everyday activities – making a PBJ sandwich, getting dressed, making a cake, making a bed, tying a shoe, etc. • Students create a set of instructions for another student to follow to complete a task. • Students create a procedure manual of the steps for a classroom procedure – start of the day, lunch, end of the day – for new students to follow.

5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

		• Students can explain that systems have parts or components that work together to accomplish a goal. • Students can describe and provide examples of how resources such as digital tools and materials are things that help people get a task done.

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.

6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

		• Students select appropriate digital learning tools and resources to produce and publish information.
		• Students create how-to videos for writing procedures, rules and grammar.
		• Students participate in makerspace activities.

6.b. Create original works or responsibly repurpose or remix digital resources into new creations

		• Students create videos, songs, artwork (e.g., using video, music, or various draw or paint applications). • Students create a new ending to a familiar story and act it out. • Students create an animation using digital tools. • Students participate in makerspace activities.

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

		• Students create a list of questions about a text, video, or other resource. • Students use a digital drawing program to develop illustrations that describe key details of a text, then animate these illustrations to show movement. • Students create a slide show of their art work. • Students use different presentation platforms (e.g., slide presentation, movie, book trailer) throughout a unit of study.
6.d. Publish or present content that customizes the message and medium for their intended audiences.		
		• Students record a recitation of their writing. • Students present their work in a gallery for other students and/or parents. • With the help of an adult, create a portfolio of digital artifacts stored on the cloud.

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.

7.a. 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.		
		• Students utilize video/voice conferencing to connect for learning (e.g., author presentations that teach the writing process, outside experts/consultants) • Students use digital resources to take "field trips" to other countries to learn about students around the world.
7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		
		• Students collaborate using online software so that multiple perspectives can be captured. • Students record and share their perspectives with supporting reasoning using digital tools.
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.		
		• Students work collaboratively to create a digital product (e.g., slideshow, concept mapping/webbing, video, poster, text document), and assume roles such as writer, recorder, editor, artist or graphics placer.
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.		
		• Students view global images and record reactions and solutions using digital tools. • Students research a different culture or people and recreate an artifact which represents that culture or people.