



Catholic Schools
A Faith-Based Education
that Lasts a Lifetime

ISTE Standards Crosswalk Alignment to ADW Curriculum

Discipline: Visual Arts/Music **Grade:** 3

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.		
		<ul style="list-style-type: none"> Students record each other doing a specific task in P.E., then review the video and rate themselves on a rubric before making a goal to improve Students seek information about appropriate technology to use in a cultural setting and abide by the cultural norms established.
1.b. Students build networks and customize their learning environments in ways that support the learning process.		
		<ul style="list-style-type: none"> Students use tools such as highlighting, video, text-to-speech, and audio, to make content accessible. Students create a list of classmates to ask for help based on skills, and keeps this list to use later
1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.		
		<ul style="list-style-type: none"> Students evaluate the various features of digital learning tools and select tools based on the characteristics of a specific audience.
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.		
		<ul style="list-style-type: none"> Students collect and evaluate data, and create graphical displays using the technology tool of their choice.

		<ul style="list-style-type: none"> • 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.		
		<ul style="list-style-type: none"> • Students can identify the components of digital identities and digital footprints.
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		
		<ul style="list-style-type: none"> • Students demonstrate appropriate use of technology and explain the importance of responsible and ethical technology use. • Students exercise digital etiquette when communicating and collaborating.
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		
		<ul style="list-style-type: none"> • Students explain basic concepts of plagiarism and copyright. • 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.		
		<ul style="list-style-type: none"> • Students demonstrate understanding of different levels of security when using personal information and passwords. • 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.		
		<ul style="list-style-type: none"> • Students use digital tools to identify questions related to a topic of interest to broaden or narrow the topic as needed. • 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.		
		<ul style="list-style-type: none"> • With guidance, students use multiple criteria to differentiate between relevant and irrelevant information found with digital learning tools and resources.
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.		
		<ul style="list-style-type: none"> • Students interpret and analyze images, diagrams, maps, graphs, infographics, videos, animations, etc. in digital learning tools and resources to clarify and add to knowledge.
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.		
		<ul style="list-style-type: none"> • Students work collaboratively using technology to identify and analyze a solution to a problem.

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.		
		<ul style="list-style-type: none"> • Students demonstrate how applying human knowledge using tools and machines extends human capabilities to meet our needs and wants. • Students give examples of how requirements for a product can limit the design possibilities for that product.
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.		
		<ul style="list-style-type: none"> • Students generate ideas for a variety of projects (e.g., book talks, informational video, narrative story) using digital storyboard tools.
4.c. Develop, test and refine prototypes as part of a cyclical design process.		
		<ul style="list-style-type: none"> • Students generate, develop and communicate design ideas and decisions using appropriate terms and graphical representations.
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.		
		<ul style="list-style-type: none"> • 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.		
		<ul style="list-style-type: none"> • Using digital tools, students compare data to create visually appropriate graphical representation of the data (e.g., line graphs, circle graphs, bar graphs, 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.		
		<ul style="list-style-type: none"> • Students can collect data (e.g., survey responses) and create charts/graphs, either individually or collectively as a class. • With guidance, students select media formats appropriate to content and audience.
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.		
		<ul style="list-style-type: none"> • Students write instructions for a complex activity such as riding a bike, writing a computer program, playing a board or video game.
5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		
		<ul style="list-style-type: none"> • Students can explain that systems have parts or components that work together to accomplish a goal. • Students discuss the relationship between cause and effect in any system.

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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.		
		<ul style="list-style-type: none"> • Students choose from a variety of digital tools to create a digital "storybook" featuring a narrative, expository, or other piece of writing.
6.b. Create original works or responsibly repurpose or remix digital resources into new creations		
		<ul style="list-style-type: none"> • Students create artifacts using digital learning tools and resources to demonstrate knowledge.
6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.		
		<ul style="list-style-type: none"> • Students use digital tools to create an infographic, flowchart, timeline, or digital museum. • Students create digital presentations that explain the causes(s) and effect(s) of a historical event.
6.d. Publish or present content that customizes the message and medium for their intended audiences.		
		<ul style="list-style-type: none"> • With guidance, students discuss and identify digital communication needs considering goals, audience and content.
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.		
		<ul style="list-style-type: none"> • Students create a plan and select collaboration and/or communication tools to complete a given task. • Students identify the positive and negative impact the use of technology can have on relationships, communities and self.
7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		
		<ul style="list-style-type: none"> • Students post, compare and discuss data related to an environmental issue to share with another group, class or community to broaden their awareness of the issue.
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.		
		<ul style="list-style-type: none"> • Students create a documentary about a historical topic using a range of digital tools and resources (e.g., mock interviews, archived photos, etc.). • 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.		

		<ul style="list-style-type: none">• Students identify positive and negative impacts their use of personal technology and technology systems (e.g., agriculture, transportation, energy generation, water treatment) can have on their community.
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