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**: 5

ISTE Standard		
ADW Technology Performance Indicator		
ADW Standard Code	**ADW Learning Standard**	**Instruction Recommendations**
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.		
T.PK8.EL.1 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 lead teacher-parent conferences using technology tools. • Students create digital portfolios. • Students identify types of technology tools and resources best able to assist them in their learning and justify the rationale for their selection. • Students set personal learning goals and use online tools to share and reflect on their learning. • 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.
T.PK8.EL.2 Students build networks and customize their learning environments in ways that support the learning process.		
		• Students participate in school-approved online groups to support learning (e.g., online discussion boards through a Learning Management System). • Students use school-approved collaborative and file sharing groups to network and get assistance from teachers and peers. • Students demonstrate awareness that online groups and discussion boards may have biases which should be considered.
T.PK8.EL.3 Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.		

MU.5.3.6	Create musical answers in various styles to imitate the style of the questions demonstrated by the teacher.	• Students use interactive digital tools to create online polls or surveys to gather data to help guide and assess information during the learning process. • Students comment on writing projects using online tools (e.g. blogs, online discussions, comments on live documents, etc.). • Using knowledge about target audiences, students create digital presentations that provide opportunities for audience participation and feedback. • Students solicit feedback for their ideas using digital tools.

T.PK8.EL.4 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 use a variety of devices (e.g., mobile devices and computers) to support planning, implementing, and reflecting upon a defined task. • Students apply their knowledge and skills from existing technologies and devices to successfully use new technologies. • Students develop criteria for selecting digital learning tools and resources to accomplish a defined task. • Students identify a product and describe how people from different disciplines combined their skills in the design and production of the product. • Students from a variety of backgrounds are able to use digital technologies with fluency and ease.

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.

T.PK8.DC.1 Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

		• Students participate in class discussions about media literacy and online safety. • Students demonstrate knowledge of core concepts and key questions of media literacy. • Students demonstrate knowledge of when to share personal information. • Students identify the differences between ethical and unethical online and digital use behavior. • Students identify the consequences of unethical uses of technology. • Students are aware that what goes online is never completely erased and can be easily replicated and reused for unintended purposes.

T.PK8.DC.2 Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

		• Students lead or participate in class discussions about media literacy and online safety. • Students identify the differences between ethical and unethical online and digital use behavior. • Students identify the consequences of unethical uses of technology. • Students explain the positive and negative impact the use of technology can have on personal, professional and community relationships.

T.PK8.DC.3 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

		• Students identify the differences between ethical and unethical online and digital use behavior.

		• Students comply with copyright law when reusing content or resources from websites. • Students are able to correctly cite copyrighted works in their digital portfolios and online work. • Students describe the impact of unethical and illegal use of technology on individuals and society.
T.PK8.DC.4 Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.		
		• Students use secure passwords to protect the privacy of information. • Students participate in class discussions about online safety. • Students understand when and when not to click on "pop-ups" and advertisements while using the Internet. • Students understand that ads pop up on certain sites in an attempt to reach and influence a pre-determined target audience. • Students understand and can identify online phishing, spam and malicious emails. • Students demonstrate knowledge of when to share personal information. • Students identify what type of storage (local, cloud, or other) is the appropriate option dependent on data size, sharing needs, etc. • Students can evaluate online tools (e.g., extensions, apps, software, etc.) to determine their safety, privacy policy, and appropriate use.
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.		
T.PK8.KC.1 Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.		
MU.5.8.1	Based on musical elements and lyrics of a selected song like "Johnny Has Gone for a Soldier," discover and apply interdisciplinary connections such as locating a related work of art, planning a simple dance to communicate the mood of the song, improvising a brief dramatization, or writing a letter from Johnny including references to a particular conflict in history and his point of view.	• Students use online library databases to complete a research project of their choice. • Students make effective keyword choices when searching online and are able to explain what terms they used to find their information. • Students are able to use their lived-experiences and work to enhance their learning and research strategies, and to incorporate content from non-traditional media and resources.
T.PK8.KC.2 Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		

		• Students create and publish digital stories online for peer review.
		• Students use their knowledge of media literacy and multiple criteria to evaluate the validity of information found with digital learning tools and resources.
		• Students understand that media present value messages and have an inherent bias, and question who produced material and what they may have left out.
		• Students can cite relevant evidence and resources to support or validate accuracy and perspective.

T.PK8.KC.3 Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

VA.5.1.3	Identify themes and symbols used in works of art and artifacts throughout history that portray universal ideas and beliefs.	• Students create a digital collection of resources on an interactive platform to share with others. • Students create multimedia presentations proposing their solution to a current issue with links or references to supporting resources. • Students create media and digital campaigns for specific purposes. • Students use several resources to find information not usually found in standard texts to confirm or refute statements made in the text.

T.PK8.KC.4 Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

MU.5.9.4	Explore and contrast music of contemporary American and various world cultures through live or recorded authentic performances.	• Students research a current issue using online resources. • Students develop digital materials to promote personal or community-related points of view. • Students demonstrate knowledge that not all online sources are credible.

Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

T.PK8.ID.1 Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

VA.5.9.2	Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:	• Students investigate and illustrate complex ideas or processes using a digital tool to develop their own thinking. • Students create a digital space to collaborate, innovate, and share ideas. • Students use digital tools to brainstorm and develop collaborative and collective solutions to a shared problem.

T.PK8.ID.2 Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

		• Students identify stages in their design process and match one or more tools to each stage. • Students use design tools to illustrate a thought or process. • Students estimate time needed for different phases of a project, and check the accuracy of their predictions at the project's end.

		• Students study a design-process framework (e.g., Design Thinking) and articulate tools appropriate to each stage with respect to an assigned project..

T.PK8.ID.3 Develop, test and refine prototypes as part of a cyclical design process.

| VA.5.8.2 | Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, mid-ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others. | • Students use criteria developed with guidance to evaluate a new or improved product for its functional, aesthetic and creative elements.
• Students create design prototypes to address personal and/or community challenges.
• Students are able to use online feedback/comments to evaluate feasibility and practicality of prototypes.
• Students are able to use data collected online to test and evaluate designs.
• Students understand the design process and are able to digitally illustrate design criteria and constraints. |

T.PK8.ID.4 Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

| VA.5.10.2 | Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment. | • Students use digital tools to develop thinking, and identify and select information to help make decisions.
• Students present solutions to an official group using digital tools to review options and possibly determine best solutions.
• Students examine a familiar product or process and suggest improvements to its design. |

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.

T.PK8.CT.1 Formulate problem definitions suited for technology assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

| VA.5.14.2 | Create products or performances (debates, critiques, papers, artwork) that communicate in-depth knowledge gained through | • Students use a variety of tools to model a process.
• Students practice breaking down complex tasks to make a process manageable and easily communicated. |

	integrated study of a theme, historical period, or event.	• Students utilize software and hardware to solve personal and community problems. • Students create simple computational codes to respond to simple commands. • Students create software that guides system input and output.
T.PK8.CT.2 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.		
MU.5.9.1	Investigate and perform music associated with historical periods, individuals, events, and movements in the United States such as songs of the railroad, American heroes, the American Revolution, or a specific decade.	• Students gather data, examine patterns, and apply information for decision-making using digital tools and resources. • Students analyze data collected or retrieved from a variety of digital learning tools and resources to determine if patterns or trends are present. • Students use computational thinking (e.g., step-by-step thinking or directions) to solve problems and make decisions.
T.PK8.CT.3 Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.		
VA.5.13.1	Compare characteristics of a theme, historical period, or event through the multiple perspectives of different disciplines.	• Students break down a problem into a logical flow. • Students create a project plan timeline and role descriptions for an upcoming group project. • Students design a solution, articulate the biggest challenges to implementation, and reflect on their process.
T.PK8.CT.4 Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		
		• Students create algorithms, or a list of ordered steps, to solve a problem or communicate an idea. • Students demonstrate an understanding of logical processes and use reasoning (e.g., IF-THEN statements) to infer and compare solutions, and draw conclusions in a variety of content areas.
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.		
T.PK8.CC.1 Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.		
MU.5.1.3	Sing a varied repertoire of songs with sensitivity to diverse cultures, accurate use of languages, and appropriate movement.	• Students use a variety of tools to communicate their learning effectively. • Students evaluate the appropriateness of their chosen platform or tools before, during, and after completion, and are able to justify their choice in light of their audience.
T.PK8.CC.2 Create original works or responsibly repurpose or remix digital resources into new creations		
MU.5.3.4	Independently and cooperatively improvise successive melodic phrases to create a song.	• Students create an audio or visual project from resources found online, and are able to correctly cite and give credit to the original creator. • Students reflect on their sources of inspiration for original work, even if not quoted directly.

		• Students work with librarians and educators in media literacy to understand how to attribute material in a digital product.
VA.5.7.3	Generate symbols and subject matter and borrow ideas from an artist's work in order to communicate ideas.	•

T.PK8.CC.3 Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

MU.5.2.4	Play melodies, accompaniments, and ensemble parts of various styles and cultures expressively with correct rhythms, tempos, and dynamics.	• Students integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Students use metaphorical thinking to communicate complex processes, and illustrate their thinking using digital tools. • Students analyze and present data tables and charts to their peers, explaining the significance of each element. • Students use tools to create data visualization that are easily understood by their peers and others.
VA.5.5.2	Identify and analyze a variety of well reasoned points of view on aesthetic issues (censorship, plagiarism) and develop a personal point of view.	

T.PK8.CC.4 Publish or present content that customizes the message and medium for their intended audiences.

MU.5.3.1	Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and nonpitched classroom instruments and electronic sound sources.	• Students evaluate the effectiveness of a digital tool to communicate information with multiple audiences. • Students share what is learned about a topic, problem, or question with multiple audiences. • Students use digital tools to document personal learning experience and receive feedback from peers.

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.

T.PK8.GC.1 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.

MU.5.1.1	Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.	• Students utilize online databases to search for information on cultures other than their own, and consider the biases of each source. • Students interview local elders or other community members, and edit interviews into media presentations to be shared with the community. • Students post book reviews, highlighting the circumstance of the main characters.

T.PK8.GC.2 Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

VA.5.7.2	Utilize new interests, current events, or personal experiences as subject matter in the work.	• Students collaborate in an online platform with a variety of peers, experts, and community members. • Students participate in online discussions moderated and assessed by their teacher.
T.PK8.GC.3 Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.		
MU.5.4.4	Collaboratively plan and perform a vocal or instrumental melody and accompaniment within established guidelines.	• Students serve different roles in collaborative projects to determine strengths and weaknesses and allow them to better choose their roles. • Students use a digital project management tool to track team performance on assigned tasks. • Students plan a project using online tools (e.g. assign group roles and establish timelines using an online calendar).
T.PK8.GC.4 Explore local and global issues and use collaborative technologies to work with others to investigate solutions.		
VA.5.12.3	Identify ways in which the arts are supported in the community.	• Students digitally collect and analyze survey data from their communities. • Students create digital products to demonstrate understanding and analysis of global issues. • Students initiate online shared documents and lay ground rules for how to develop them. • Students collaborate together digitally to present their learning and solutions.