



**Catholic Schools**  
A Faith-Based Education  
that Lasts a Lifetime

## ISTE Standards Crosswalk Alignment to ADW Curriculum

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

ISTE Standard		
Performance Indicator		
ADW Standard Code	ADW Learning Standard	Instruction Recommendations
<b>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.</b>		
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"> <li>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.</li> <li>Students record videos to share accomplishments and state goals.</li> </ul>
1.b. Students build networks and customize their learning environments in ways that support the learning process.		
		<ul style="list-style-type: none"> <li>With guidance and support from adults, students use tools such as highlighting, video, text-to-speech, and audio, to make content accessible.</li> <li>Students can identify main ideas and details while reading online digital resources.</li> </ul>
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"> <li>Students work in pairs to create a story using a writing process.</li> <li>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.</li> </ul>
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"> <li>Students learn how to choose and transfer information from one digital platform to another (e.g., maps, images, etc.)</li> </ul>

		<ul style="list-style-type: none"> <li>• After reading an online resource or viewing a video, student records a review of the material using a rubric.</li> </ul>
<b>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.</b>		
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"> <li>• Students identify both positive and negative impacts technology can have on them.</li> </ul>
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"> <li>• Student practice using positive language with peers.</li> <li>• Student identify information that is private and information that can be shared with peers.</li> </ul>
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"> <li>• Students discuss the consequences of taking things that belong to others.</li> </ul>
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"> <li>• Students discuss the importance of adult supervision when using technology.</li> </ul>
<b>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>		
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"> <li>• Students use photos to illustrate how families are different and the same.</li> <li>• 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.</li> <li>• With the help of an adult, students can use basic search tools in an age-appropriate digital resource</li> </ul>
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		
		<ul style="list-style-type: none"> <li>• Students discuss the differences between real things and imaginary things.</li> <li>• Students discuss the harm that comes from telling stories that are not true about others.</li> </ul>
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"> <li>• With the help of an adult, students suggest search terms to create a classroom collage based on a theme.</li> </ul>
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"> <li>• Students discuss topics of Catholic charity and solutions to help others.</li> </ul>
<b>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.</b>		
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"> <li>Students use a recording device to discuss the design elements of a simple structure – a sandwich, a block tower, Lego house, etc.</li> </ul>
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"> <li>Students use a recording device the planning, progress, completion and analysis of a simple structure – a sandwich, a block tower, Lego house, etc.</li> <li>Students participate in makerspace activities.</li> </ul>
4.c. Develop, test and refine prototypes as part of a cyclical design process.		
		<ul style="list-style-type: none"> <li>Students discuss, design, create and refine paper airplanes.</li> <li>Students participate in makerspace activities.</li> </ul>
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.		
		<ul style="list-style-type: none"> <li>Students discuss growth mindset statements and how they affect performance.</li> </ul>
<b>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.</b>		
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"> <li>Students participate in makerspace activities.</li> <li>Students discuss the difference between a model and a real object – cars, airplane, space shuttle, house, etc.</li> </ul>
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"> <li>Students can collect data (e.g., survey responses) and create charts/graphs, either individually or collectively as a class.</li> <li>Students use an interactive whiteboard or other interactive tool to sort and categorize various items or objects to support classroom learning.</li> </ul>
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"> <li>Students discuss the steps to complete everyday activities – making a PBJ sandwich, getting dressed, making a cake, making a bed, tying a shoe, etc.</li> <li>Students create a pictograph of the steps for a classroom procedure – start of the day, lunch, end of the day.</li> </ul>
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"> <li>Students can explain that systems have parts or components that work together to accomplish a goal.</li> </ul>
<b>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.</b>		
6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.		

		<ul style="list-style-type: none"> <li>• Students create how-to videos for drawing shapes, letters, numbers, and other simple objects.</li> <li>• Students participate in makerspace activities.</li> </ul>
6.b. Create original works or responsibly repurpose or remix digital resources into new creations		
		<ul style="list-style-type: none"> <li>• With the help of an adult, students dictate a story and design a book or storyboard.</li> <li>• Students create a new ending to a familiar story and act it out.</li> <li>• Students participate in makerspace activities.</li> </ul>
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"> <li>• Students create a “story book” and record telling the story and showing the pictures or take pictures of their illustration and narrate the images.</li> <li>• Students create a slide show of their art work.</li> </ul>
6.d. Publish or present content that customizes the message and medium for their intended audiences.		
		<ul style="list-style-type: none"> <li>• Students present their work in a gallery for other students and/or parents.</li> <li>• With the help of an adult, create a portfolio of digital artifacts stored on the cloud or flashdrive.</li> </ul>
<b>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>		
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"> <li>• Students utilize video/voice conferencing to connect for learning (e.g., author presentations that teach the writing process, outside experts/consultants)</li> <li>• Students use digital resources to take “field trips” to other countries to learn about students around the world.</li> </ul>
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"> <li>• Students record and share their perspectives with supporting reasoning using digital tools.</li> </ul>
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"> <li>• 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.</li> </ul>
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.		
		<ul style="list-style-type: none"> <li>• Students view global images and record reactions and solutions using digital tools.</li> </ul>