Instructional Technology
Kindergarten
Essential Curriculum

Standard 1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

    a. Apply existing knowledge to generate new ideas, products, or processes using the Engineering Design Process (EDP).

    b. Create original works as a means of personal or group expression using various software applications.

    c. Use digital models and simulations to explore.

    d. Identify trends and forecast possibilities.

Standard 2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

    a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

        i. Collaborate in pairs using age-appropriate digital media to learn about and share information and works with fellow students, teachers, parents,and family members (e.g., collaborate with a partner to illustrate and present a nursery rhyme or story using concept mapping).

    b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

        i. Share curriculum-related (grade or content level specific) concepts with their classmates, families, and others using developmentally appropriate online curriculum-based resources (e.g., online songs, stories, artifacts, and information about their lives, communities, and cultures).

    c. Develop cultural understanding and global awareness by engaging with learners of other cultures.

        i. Use technology tools to exchange- classroom to classroom- stories, artifacts, and information about their lives, communities, and cultures (varying levels of complexity).

    d. Contribute to project teams to produce original works or solve problems.

        i. Share steps for using age-appropriate technology tools to create a product.

Standard 3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   i. Select relevant information from teacher-selected technology resources (such as picture interface databases and bookmarked files).
   ii. Understand that electronic resources can be evaluated using the same strategies as print resources (such as fact vs. fiction, author, ease of use).
   iii. Describe how technology tools are used to organize information/collect data.
d. Process data and report results.
   i. Collect data using technology.

Standard 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation.
   i. With the guidance of the teacher, students understand that there are different types of problems and that technology can help identify the type of problem and the data needed to answer that type of problem.
b. Plan and manage activities to develop a solution or complete a project.
   i. With the guidance of the teacher, use technology to record questions.
   ii. Participate in a class lesson to identify sources of information, including technology, to answer questions.
c. Collect and analyze data to identify solutions and/or make informed decisions.
   i. Participate in a class lesson using technology to explore collecting data.
   ii. Select relevant information from teacher-selected technology resources.
   iii. Describe how technology tools are used to collect data.
   iv. Describe how technology tools are used to organize data.
   v. Participate in a class lesson using technology tools to display data.
   vi. Recognize that various media formats are used to communicate conclusions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.
   i. Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task.
   ii. Reflect and discuss the advantages of using technology tools to gather, analyze, and communicate conclusions.

Standard 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology.

      i.   Demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (eg: online safety and privacy, amount of daily screen use, safe searching, online etiquette).

Standard 6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.*

    a.   Understand and use technology systems.
    b.   Select and use applications effectively and productively.
    c.   Use the keyboard to type letters and numbers and know how to use special key functions.

*Refer to [Technology Literacy Checklist](#) for Kindergarten.