



Library Media & Information Technology Literacy Elementary Curriculum

Reflective of the Wisconsin Standards for Information Technology Literacy
<https://dpi.wi.gov/sites/default/files/imce/imt/pdf/itlstandardsfinaladopted.pdf>

Revised 2019

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School District of Fort Atkinson – Library Media and Information Technology Literacy Curriculum
GRADE 5 CURRICULUM

CURRICULAR INTEGRATION

EMPOWERED LEARNER (EL)

EL2 - Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use and troubleshoot current technology.

- ☐ Explore and select appropriate digital tools based on the necessary concepts of technology operations, including troubleshooting with educator support (EL2.a.2.i)
- ☐ Support for digital applications utilized within Units of Study ELA curriculum and/or technology integration to support other curriculum areas
- ☐ Troubleshoots basic issues and collaborates with peers and/or teacher appropriately (EL2.a.2.i)

EL3 - Students are able to transfer knowledge to explore emerging technologies.

- ☐ Transfer learning between digital tools and learning environments (EL.3.a.2.i)

CREATIVE COMMUNICATOR (CC)

CC1- 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.

- ☐ Evaluate and utilize the features and functions of a variety of digital tools for producing new creations or communications with educator support (CC1.a.2.i)
- ☐ Differentiate between original and remixed digital work. (CC1.b.2.i)
- ☐ Creates / publishes digital product or piece to communicate ideas clearly (CC1.c.2.i)
- ☐ Produces grade-level amount of digital text in time allocated with grade level writing stamina
- ☐ Demonstrates grade-level keyboarding techniques and skills with growing efficiency
- ☐ Uses spell check, monitoring suggested substitution
- ☐ Recognizes grammar suggestions (blue line) and attempts grammatical corrections

CC2- Students publish and present content customized for their audience(s), purpose, and task.

- ☐ When integrating technology in curriculum areas, recognize the impact of the audience, purpose, and task when publishing and presenting content (CC2.a.2.i)

INNOVATION / CREATIVITY

INNOVATIVE DESIGNER (ID)

ID.1 - Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.

- ☐ Identify (what is the problem?) and describe problems or challenges (why is it a problem or challenge?) with educator support. (ID1.a.2.i)
- ☐ Identify and describe problems and/or challenges in local or global context as applicable (ID1.a.2.i)
- ☐ Demonstrate perseverance when working with an open-ended problem or completing a challenging task. (ID1.b.2.i)

ID.2 - Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.

- ☐ Explores and practices how a design process works to generate ideas, consider solutions and create plans to solve a problem with educator guidance using digital tools when appropriate (ID2.a.2.i)
- ☐ Experiences and reflects on the role that trial and error plays in the design process (ID2.c.2.i)

IMC SKILLS / RESEARCH

KNOWLEDGE CONSTRUCTOR (KC)

KC1 - Students critically curate a variety of digital tools and diverse resources.

- ☐ Explore and use different keyword searches such as using multiple words, synonyms, and alternative words and phrases; and begins to refine searches for desired results (KC1.a.4.i)

- ☐ Uses digital or other print media resources provided by the educator to find information, engage in exploration and research topics and/or prepare for writing (KC1.a.5.i)
- ☐ Explores basic strategies to evaluate digital resources to discuss credibility and information accuracy with educator support (KC1.b.3.i)
- ☐ When choice is provided by the educator, selects resources to support the learning process. (KC2.a.2.i)
- ☐ Selects and utilizes educator-provided sources to assist in the production of creative products (including but not limited to narrative products from Units of Study) (KC2.a.2.i)
- ☐ Organize information from a variety of educator-selected resources and makes connections between resources (KC1.c.2.i)
- ☐ Utilize prior and background knowledge as applicable to learning process (KC2.b.3.i)
- ☐ When building knowledge in curriculum areas, as applicable, connects learning to age-appropriate real-world issues and problems (KC2.b.4.i)
- ☐ Follows teacher-provided research process applicable to the assignment and resource.
 - ☐ Gathers information on an assigned topic
 - ☐ Takes notes to help in organizing information
 - ☐ Copies selected information and/or image from website(s) and documents the original source of the material for citation

DIGITAL CITIZEN (DC)

DC1 - Students recognize the rights, responsibilities, and opportunities for living, learning, and working in an interconnected digital world.

- ☐ Identify information that should not be shared online because it is private and personal (DC1.a.4.i)
- ☐ Identify the traits of a positive and negative online identity (DC1.a.5.i)
- ☐ Recognize that photos can be altered digitally and identify the pros and cons of alteration (DC1.a.6.i)
- ☐ Utilize strong and secure passwords to protect private account information (DC1.b.4.i)
- ☐ Demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online (DC1.b.5.i)
- ☐ Understands how information put online creates a digital footprint and can leave a “trail” online (digital footprint) (DC1.a.5.i)
- ☐ Seek trusted adult if a website or message asks for any personal information and begin to identify inappropriate content (DC1.b.3.e)
- ☐ Identify types of information and communication that can put a person at risk online (DC1.b.6.i)

DC2 - Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

- ☐ Recognize differences among content consumption, creation and remixing (DC2.a.2.i)
- ☐ Understands basic concepts of plagiarism and copyright protections (DC2.b.2.i)
- ☐ Participate responsibly and respectfully in a digital community (DC2.c.5.i)
- ☐ Identify and create positive and constructive feedback (DC2.c.6.i)
- ☐ Identify guidelines for acceptable use of Internet and other resources (DC2.a.1.e)

LITERATURE APPRECIATION / RECREATIONAL READING

- ☐ Experiences a variety of books and authors including but not limited to genres and themes allocated to that grade level per district curriculum
- ☐ Finds and chooses reading material based on different criteria (author, topic, interest, etc) and/or simply to inspire a love for reading
- ☐ Independently uses the online library catalog
- ☐ Understands the Dewey Decimal System and utilizes call numbers and alphabetical order organization to find non-fiction book

School District of Fort Atkinson – Library Media and Information Technology Literacy Curriculum
GRADE 4 CURRICULUM

CURRICULAR INTEGRATION

EMPOWERED LEARNER (EL)

EL2 - Students understand the fundamental concepts of technology operations and demonstrate the ability to use and troubleshoot current technology.

- ☐ Explore a variety of digital tools and use a tool that will support learning with educator guidance (EL2.a.2.i)
- ☐ Support for digital applications utilized within Units of Study ELA curriculum and/or technology integration to support other curriculum areas
- ☐ Troubleshoots basic issues and collaborates with peers and/or teacher appropriately (EL2.a.2.i)

EL3 - Students are able to transfer knowledge to explore emerging technologies.

- ☐ Transfers learning between digital tools and learning environments (EL.3.a.2.i)

CREATIVE COMMUNICATOR (CC)

CC1- 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.

- ☐ Evaluate and utilize the features and functions of a variety of digital tools for producing new creations or communications with educator support (CC1.a.2.i)
- ☐ Creates / publishes digital product or piece to communicate ideas clearly (CC1.c.2.i)
- ☐ Produces grade-level amount of digital text in time allocated with grade level writing stamina
- ☐ Demonstrates grade-level keyboarding techniques and skills with growing efficiency
- ☐ Uses spell check, monitoring suggested substitution
- ☐ Recognizes grammar suggestions (blue line) and attempts grammatical corrections

CC2- Students publish and present content customized for their audience(s), purpose, and task.

- ☐ When integrating technology in curriculum areas, recognize the impact of the audience, purpose, and task when publishing and presenting content (CC2.a.2.i)

INNOVATION / CREATIVITY

INNOVATIVE DESIGNER (ID)

ID.1 - Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.

- ☐ Identify (what is the problem?) and describe problems or challenges (why is it a problem or challenge?) with educator support. (ID1.a.2.i)
- ☐ Demonstrate perseverance when working with an open-ended problem or completing a challenging task. (ID1.b.2.i)

ID.2 - Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.

- ☐ Explores and practices how a design process works to generate ideas, consider solutions and create plans to solve a problem with educator guidance using digital tools when appropriate (ID2.a.2.i)
- ☐ Experiences and reflects on the role that trial and error plays in the design process (ID2.c.2.i)

IMC SKILLS / RESEARCH

KNOWLEDGE CONSTRUCTOR (KC)

KC1 - Students critically uses a variety of digital tools and diverse resources.

- ☐ Explore and use different keyword searches such as using multiple words, synonyms, and alternative words and phrases; and begins to refine searches for desired results (KC1.a.4.i)
- ☐ Uses digital or other print media resources provided by the educator to find information, engage in exploration and research topics and/or prepare for writing (KC1.a.5.i)
- ☐ Explores basic strategies to evaluate digital resources to discuss credibility and information accuracy with educator support (KC1.b.3.i)
- ☐ When choice is provided by the educator, selects resources to support the learning process. (KC2.a.2.i)

- ☐ Selects and utilizes educator-provided sources to assist in the production of creative products (including but not limited to narrative products from Units of Study) (KC2.a.2.i)
- ☐ Organize information from a variety of educator-selected resources and makes connections between resources (KC1.c.2.i)
- ☐ Utilize prior and background knowledge as applicable to learning process (KC2.b.3.i)
- ☐ When building knowledge in curriculum areas, as applicable, connects learning to age-appropriate real-world issues and problems (KC2.b.4.i)
- ☐ Follows teacher-provided research process applicable to the assignment and resource.
 - ☐ Gathers information on an assigned topic
 - ☐ Takes notes to help in organizing information
 - ☐ Copies selected information and/or image from website(s) and documents the original source of the material for citation

DIGITAL CITIZEN (DC)

DC1 - Students recognize the rights, responsibilities, and opportunities for living, learning, and working in an interconnected digital world.

- ☐ Identify information that should not be shared online because it is private and personal (DC1.a.4.i)
- ☐ Relate positive behavior offline to positive behavior online (DC1.a.5.i)
- ☐ Recognize that photos can be altered digitally (DC1.a.6.i)
- ☐ Utilize strong and secure passwords to protect private account information (DC1.b.4.i)
- ☐ Recognizes how information put online creates a digital footprint and can leave a “trail” online (digital footprint)
- ☐ Demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online (DC1.b.5.i)
- ☐ Seek trusted adult if a website or message asks for any personal information and begin to identify inappropriate content (DC1.b.3.e)
- ☐ Identify types of information and communication that can put a person at risk online (DC1.b.6.i)

DC2 - Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

- ☐ Understands basic concepts of plagiarism and copyright protections (DC2.b.2.i)
- ☐ Participate responsibly and respectfully in a digital community (DC2.c.5.i)
- ☐ Identify and create positive and constructive feedback (DC2.c.6.i)
- ☐ Identify guidelines for acceptable use of Internet and other resources (DC2.a.1.e)

LITERATURE APPRECIATION / RECREATIONAL READING

- ☐ Understands literary awards and experiences honored texts
- ☐ Experiences a variety of books and authors including but not limited to genres and themes allocated to that grade level per district curriculum
- ☐ Finds and chooses reading material based on different criteria (author, topic, interest, etc) and/or simply to inspire a love for reading
- ☐ Understands and uses the online library catalog
- ☐ Understands the Dewey Decimal System and utilizes call numbers and alphabetical order organization to find non-fiction books

GRADE 3 CURRICULUM

CURRICULAR INTEGRATION

EMPOWERED LEARNER (EL)

EL2 - Students understand the fundamental concepts of technology operations and demonstrate the ability to use and troubleshoot current technology.

- ☐ Explore a variety of digital tools and use a tool that will support learning with educator guidance (EL2.a.2.i)
- ☐ Support for digital applications utilized within Units of Study ELA curriculum and/or technology integration to support other curriculum areas
- ☐ Attempts to troubleshoot when issues occur (caps lock, logging in, etc.) and seeks educator guidance appropriately

EL3 - Students are able to transfer knowledge to explore emerging technologies.

- ☐ Transfer learning between digital tools and learning environments (EL.3.a.2.i)

CREATIVE COMMUNICATOR (CC)

CC1- 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.

- ☐ Evaluate and utilize the features and functions of a variety of digital tools for producing new creations or communications with educator support (CC1.a.2.i)
- ☐ Create / publishes digital product or piece to communicate ideas clearly (CC1.c.2.i)
- ☐ Produces grade-level amount of digital text in time allocated with grade level writing stamina
- ☐ Demonstrates grade-level keyboarding techniques and skills with growing efficiency
- ☐ Uses spell check (red line), monitoring suggested substitution
- ☐ Recognizes grammar suggestions (blue line) and attempts grammatical corrections

CC2- Students publish and present content customized for their audience(s), purpose, and task.

- ☐ When integrating technology in curriculum areas, recognize the impact of the audience, purpose, and task when publishing and presenting content (CC2.a.2.i)

INNOVATION / CREATIVITY

INNOVATIVE DESIGNER (ID)

ID.1 - Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.

- ☐ Identify (what is the problem?) and describe problems or challenges (why is it a problem or challenge?) with educator support. (ID1.a.2.i)
- ☐ Demonstrate perseverance when working with an open-ended problem or completing a challenging task. (ID1.b.2.i)

ID.2 - Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.

- ☐ Explores and practices how a design process works to generate ideas, consider solutions and create plans to solve a problem with educator guidance and uses digital tools as appropriate (ID2.a.2.i)
- ☐ Experiences a trial and error process through teacher modeling (ID2.c.2.i)

IMC SKILLS / RESEARCH

KNOWLEDGE CONSTRUCTOR (KC)

KC1 - Students critically curate a variety of digital tools and diverse resources.

- ☐ Explore and use different keyword searches and strategies (KC1.a.4.i)
- ☐ Use digital or other print media resources provided by the educator to find information, engage in exploration and research topics and/or prepare for writing (KC1.a.5.i)
- ☐ Utilizes educator-provided sources to assist in the production of creative products (including narrative products from Units of Study) (KC1.a.2.i)
- ☐ Follows teacher-provided research process applicable to the assignment and resource.
 - ☐ Gathers information on an assigned topic
 - ☐ Takes notes to help in remembering information
 - ☐ Copies selected information and/or image from website(s) and documents the original source of the material for citation

DIGITAL CITIZEN (DC)

DC1 - Students recognize the rights, responsibilities, and opportunities for living, learning, and working in an interconnected digital world.

- ☐ Identify information that should not be shared online because it is private and personal (DC1.a.4.i)
- ☐ Relate positive behavior offline to positive behavior online (DC1.a.5.i)
- ☐ Utilize strong and secure passwords to protect private account information (DC1.b.4.i)
- ☐ Demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online (DC1.b.5.i)
- ☐ Recognizes how information put online creates a digital footprint and can leave a “trail” online (digital footprint) (DC1.a.1.e)
- ☐ Seek trusted adult if a website asks for any personal information and begin to identify inappropriate content (DC1.b.3.e)

DC2 - Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

- ☐ Identify guidelines for acceptable use of Internet and other resources.
- ☐ Demonstrate respect in social situations.
- ☐ Understands basic concept of plagiarism (DC2.b.2.i)
- ☐ Participate responsibly and respectfully in a digital community (DC2.c.5.i)

LITERATURE APPRECIATION / RECREATIONAL READING

- ☐ Understands literary awards and experiences honored texts
- ☐ Experiences a variety of books and authors including but not limited to genres and themes allocated to that grade level per district curriculum
- ☐ Finds and chooses reading material based on different criteria (author, topic, interest, etc) and/or simply to inspire a love for reading
- ☐ Understands and uses the online library catalog
- ☐ Understands the Dewey Decimal System and utilize call numbers and alphabetical order organization to find non-fiction books

School District of Fort Atkinson – Library Media and Information Technology Literacy Curriculum
GRADE 2 CURRICULUM

CURRICULAR INTEGRATION

EMPOWERED LEARNER (EL)

EL2 - Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use and troubleshoot current technology.

- ☐ Explore a variety of digital tools
- ☐ Select/use a tool that will support learning with educator guidance (EL2.a.1.e)
- ☐ Support for digital applications utilized within Units of Study ELA curriculum and/or technology integration to support other curriculum areas

EL3 - Students are able to transfer knowledge to explore emerging technologies.

- ☐ Recognize similarities and transfer learning between digital tools (fundamental operations - keyboard, login, screen navigation, accessing saved files, etc.) (EL.3.a.1.e)

CREATIVE COMMUNICATOR (CC)

CC1- 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.

- ☐ Use age-appropriate digital tools for producing new creations or published communications with educator guidance (CC1.a.1.e)
- ☐ Produces grade-level amount of digital text in time allocated
- ☐ Has awareness of basic keyboarding techniques and skills
- ☐ Uses spell check, monitoring suggested substitution

INNOVATION / CREATIVITY

INNOVATIVE DESIGNER (ID)

ID.1 - Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.

- ☐ Create a plan to address a given problem or challenge. (ID1.a.1.e)
- ☐ Demonstrate perseverance when working to complete a challenging task. (ID1.b.1.e)

ID.2 - Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.

- ☐ Ask questions to seek understanding and suggest possible solutions. (ID2.a.1.e)
- ☐ Understand a basic design process for generating ideas, testing theories and creating solutions. (ID2.a.1.e)

IMC SKILLS / RESEARCH

KNOWLEDGE CONSTRUCTOR (KC)

KC1 - Students critically curate a variety of digital tools and diverse resources.

- ☐ Utilize knowledge of alphabet to search and use databases; use basic keyboard search techniques to locate information. (KC1.a.1.e)
- ☐ Use digital or other print media resources provided by the educator to find information, engage in skills practice, explore topics of interest and/or prepare for writing (KC1.a.2.e)
- ☐ Follows teacher-provided research process applicable to the assignment and resource.
 - ☐ Gathers information on an assigned topic
 - ☐ Takes notes to help in remembering information
 - ☐ Copies selected information and/or image from website(s) and documents the original source of the material

DIGITAL CITIZEN (DC)

DC1 - Students recognize the rights, responsibilities, and opportunities for living, learning, and working in an interconnected digital world.

- ☐ Relate positive behavior offline to positive behavior online (DC1.a.2.e)
- ☐ Understand the functions of usernames and passwords (DC1.b.1.e)
- ☐ Recognize how personal information creates your identity (DC1.b.2.e)
- ☐ Recognizes how information put online creates a digital footprint and can leave a “trail” online (digital footprint) (DC1.a.1.e)

- ☐ Seek trusted adult if a website asks for any personal information and begin to identify inappropriate content (DC1.b.3.e)

DC2 - Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

- ☐ Identify guidelines for acceptable use of Internet and other resources.
- ☐ Demonstrate respect in social situations.

LITERATURE APPRECIATION / RECREATIONAL READING

- ☐ Understands literary awards and experiences honored texts
- ☐ Experiences a variety of books and authors including but not limited to genres and themes allocated to that grade level per district curriculum
- ☐ Finds and chooses reading material based on different criteria (author, topic, interest, etc) and/or simply to inspire a love for reading

School District of Fort Atkinson – Library Media and Information Technology Literacy Curriculum
GRADE 1 CURRICULUM

CURRICULAR INTEGRATION

EMPOWERED LEARNER (EL)

EL2 - Students understand the fundamental concepts of technology operations and demonstrate the ability to use current technology.

- ☐ Explores a variety of digital tools to support learning with educator guidance (EL2.a.1.e)
- ☐ Utilizes digital applications within Units of Study (ELA curriculum) and/or other curriculum areas

EL3 - Students are able to transfer knowledge to explore emerging technologies.

- ☐ Recognize similarities and transfer learning between digital tools (fundamental operations - keyboard, login, screen navigation, accessing saved files, etc.) (EL.3.a.1.e)

CREATIVE COMMUNICATOR (CC)

CC1- Students express themselves creatively for a variety of purposes using the tools, formats and digital media selected by the teacher appropriate to the learning goals.

- ☐ Use age-appropriate digital tools for producing new creations or published communications with educator guidance (CC1.a.1.e)
- ☐ Demonstrates growing keyboard awareness

INNOVATION / CREATIVITY

INNOVATIVE DESIGNER (ID)

ID.1 - Students are exposed to a variety of digital tools and resources to develop growing awareness of design thinking.

- ☐ Engages in unstructured exploration/play to solve a given problem with teacher prompting and support. (ID1.a.1.e)
- ☐ Experiences open-ended, creative exploration to engage in early, age-appropriate design thinking.
- ☐ Shows willingness to engage in an age-appropriate challenge or task. (ID1.b.1.e)

ID.2 - Students observe and experience the design process to create imaginative solutions.

- ☐ Through teacher modeling, experiences questioning to seek understanding and explores possible solutions. (ID2.a.1.e)
- ☐ Observes teacher modeling of basic design process (generating ideas, testing theories and creating solutions) and engages in teacher-constructed, age-appropriate application (ID2.a.1.e)

IMC SKILLS / RESEARCH

KNOWLEDGE CONSTRUCTOR (KC)

KC1 - Students use a variety of digital tools and diverse resources.

- ☐ Utilizes knowledge of alphabet to search and use databases; use basic keyboard search techniques to locate information. (KC1.a.1.e)
- ☐ Uses digital or other print media resources provided by the educator to find information, engage in skills practice, explore topics of interest and/or prepare for writing (KC1.a.2.e)
- ☐ Follows teacher-provided research process applicable to the assignment and resource.
 - ☐ Gathers information on an assigned topic
 - ☐ Takes notes to help in remembering information
 - ☐ Copies selected information and/or image from website(s)

DIGITAL CITIZEN (DC)

DC1 - Students experience learning and working in a digital platform.

- ☐ Uses username and password to access an application (DC1.b.1.e)
- ☐ Seeks trusted adult if he/she encounters inappropriate content (DC1.b.3.e).

DC2 - Students will demonstrate an understanding of and respect for technology equipment and applications.

- ☐ Understands and demonstrates acceptable use of resources.

LITERATURE APPRECIATION / RECREATIONAL READING

- ☐ Experiences a variety of books and authors including but not limited to genres and themes allocated to that grade level per district curriculum
- ☐ Chooses interest-based reading material to inspire a love for reading
- ☐ Understands how fiction books are arranged in the IMC (alphabetical order by authors)
- ☐ Identifies and uses the basic parts of a book (cover, spine, title page (title/author/illustrator)

KINDERGARTEN CURRICULUM

CURRICULAR INTEGRATION

EMPOWERED LEARNER (EL)

EL2 - Students understand the fundamental concepts of technology operations and demonstrate the ability to use current technology.

- ☐ Explores a variety of digital tools that will support learning with educator guidance (EL2.a.1.e)
- ☐ Utilizes digital applications within Units of Study (ELA curriculum) and/or other curriculum areas

EL3 - Students are able to transfer knowledge to explore emerging technologies.

- ☐ Recognize similarities and transfer learning between digital tools (fundamental operations - mouse, keyboard entry - essential keys, login, screen navigation, etc.) (EL.3.a.1.e)

CREATIVE COMMUNICATOR (CC)

CC1- Students express themselves creatively for a variety of purposes using the tools, formats and digital media selected by the teacher appropriate to the learning goals.

- ☐ Use age-appropriate digital tools for producing new creations or published communications with educator guidance (CC1.a.1.e)

INNOVATION / CREATIVITY

INNOVATIVE DESIGNER (ID)

ID.1 - Students are exposed to a variety of digital tools and resources to develop early awareness of design thinking.

- ☐ Engages in unstructured exploration/play to solve a given problem with teacher prompting and support. (ID1.a.1.e)
- ☐ Experiences open-ended, creative exploration to build a future foundation of design thinking.
- ☐ Shows willingness to engage in an age-appropriate challenge or task. (ID1.b.1.e)

IMC SKILLS / RESEARCH

KNOWLEDGE CONSTRUCTOR (KC)

KC1 - Students use a variety of digital tools and diverse resources.

- ☐ Uses digital resources provided by the educator to engage in skills practice and explore topics of interest (KC1.a.2.e)

DIGITAL CITIZEN (DC)

DC1 - Students experience working in a digital platform.

- ☐ Understand the concept of username and password to access an application (DC1.b.1.e)

DC2 - Students will demonstrate an understanding of and respect for technology equipment and applications.

- ☐ Understands and demonstrates acceptable use of resources.

LITERATURE APPRECIATION / RECREATIONAL READING

- ☐ Experiences a variety of books and authors including but not limited to genres and themes allocated to that grade level per district curriculum
- ☐ Chooses reading material to inspire a love for reading