Wisconsin Information and Technology Literacy

Grades 3-5

Empowered Learner (EL): Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals. EL1

A Set goals and reflect. EL1.A

3 Create personal learning goals and select digital tools to achieve them. EL1.A.3.I

4 Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals with educator support. EL1.A.4.I

B Build network to support learning. EL1.B

2 Select digital tools to help build a network of experts and peers to enrich the learning experience with educator support. EL1.B.2.I

C Create personalized learning environment. EL1.C

2 Explore and select digital tools to customize personalized learning environments with educator support. EL1.C.2.I

D Seek and utilize feedback. EL1.D

2 Seek performance feedback and features embedded in digital tools to collect data and make learning adjustments with educator support. EL1.D.2.I

Empowered Learner (EL): Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies. EL2

A Understand and apply functions and operations. EL2.A

2 Explore and select appropriate digital tools based on the necessary concepts of technology operations, including troubleshooting with educator support. EL2.A.2.I

Empowered Learner (EL): Students are able to transfer knowledge to explore emerging technologies. EL3

A Transfer knowledge to emerging technology. EL3.A

2 Transfer learning between digital tools and learning environments. EL3.A.2.I

Digital Citizen (DC): Students recognize the rig an

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A Cultivate and manage digital identity and reputation. DC1.A

- Identify information that should not be shared online because it is private and personal. DC1.A.4.I

living, learning, and working in an interconnected digital world. DC1

5 Identify the traits of a positive and negative online identity. DC1.A.5.I

6 Recognize that photos can be altered digitally and identify the pros and cons of alteration. DC1.A.6.I

B Manage personal data to maintain digital privacy and security. DC1.B

4 Utilize strong and secure passwords to protect private account information. DC1.B.4.I

5 Demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online. DC1.B.5.I

6 Identify types of information and terms that can put a person at risk for identity theft and other scams, and safely manage unwanted messages. DC1.B.6.I

Digital Citizen (DC): Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. DC2

A Use information, media, and digital resources in a responsible manner. DC2.A

2 Recognize differences among content consumption, creation, and remixing. DC2.A.2.I

B Respect intellectual property rights. DC2.B

2 Explain and apply the concept of intellectual property rights and how copyrights protect authors and producers. DC2.B.2.I

C Recognize the rights and responsibilities of intellectual freedom in a democratic society. DC2.C

4 Define and explain the concept of intellectual freedom and identify examples of censorship. DC2.C.4.I

5 Participate responsibly and respectfully in a digital community. DC2.C.5.I

6 Identify and create positive and constructive feedback. DC2.C.6.I

Knowledge Constructor (KC): Students critically curate a variety of digital tools and diverse resources. KC1

A Plan and employ effective research strategies. KC1.A

4 Explore and use different keyword searches such as using multiple words, synonyms, and alternative words and phrases; and refine searches by drawing inferences to explain search results. KC1.A.4.I

5 Collaborate with an educator to employ appropriate research techniques to locate and access print and digital resources that help in the learning process. KC1.A.5.I

6 Follow an inquiry-based process by generating questions and exploring different ways to locate and evaluate sources that provide needed information. KC1.A.6.I

B Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources. KC1.B

3 Evaluate digital resources to determine credibility and accuracy with educator support. KC1.B.3.I

4 Identify how websites can be used to appeal to different groups to evoke a response and action. KC1.B.4.I

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C Curate information from digital resources. KC1.C

2 Organize information from a variety of educator-selected, curated content and make meaningful, thematic connections between resources. KC1.C.2.I

Knowledge Constructor (KC): Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others. KC2

A Produce creative artifacts. KC2.A

2 Explore, select, and utilize sources of curated information to produce creative artifacts to make meaningful learning experiences. KC2.A.2.I

B Build knowledge by actively exploring real-world issues and problems. KC2.B

3 Utilize prior and background knowledge as context for inquiry. KC2.B.3.I

4 Connect learning to age-appropriate real-world issues and problems and begin to develop questions for problem solving. KC2.B.4.I

Innovative Designer (ID): Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking. ID1

A Find authentic problems in local and global contexts. ID1.A

2 Identify and describe problems or challenges that affect the community. Analyze all conditions that make it a problem. ID1.A.2.I

B Exhibit tolerance for ambiguity, perseverance, and the capacity to work with authentic, open-ended problems. ID1.B

2 Demonstrate perseverance when working with authentic, open-ended problems. ID1.B.2.I

Innovative Designer (ID): Students use a variety of technologies within a design process to create new, useful, and imaginative solutions. ID2

A Know and use a deliberate design process for generating ideas, testing theories, and creating innovative artifacts and solutions. ID2.A

2 Explore and practice how a deliberate design process works to generate ideas, considers solutions, plans to solve a problem, and creates innovative products to share with others. ID2.A.2.I

B Select and use digital resources to plan and manage a design process that considers design constraints and calculated risks. ID2.B

2 Use age-appropriate digital resources to plan and manage the design process. ID2.B.2.I

C Develop, test, and refine prototypes as part of a cyclical design process. ID2.C

2 Engage in an iterative process to develop and test prototypes and reflect on the role that trial and error plays in the design process. ID2.C.2.I

Computational Thinker (CT): Students develop and employ strategies for understanding and sol

A Identify, define, and interpret problems where digital tools can assist in finding solutions. CT1.A

2 Identify problems and select appropriate digital tools to analyze and explore solutions. CT1.A.2.I

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B Collect data, then identify and use digital tools to analyze and represent the data to find solutions. CT1.B

2 Utilize age-appropriate digital tools to collect data, design, code, test, and verify possible solutions. Collect and represent data to discuss results and share conclusions. CT1.B.2.I

C Break problems into smaller parts, identify key information, and develop descriptive models. CT1.C

2 Separate problems into smaller parts, identify patterns and key information, and brainstorm ways to solve problems. CT1.C.2.I

Creative Communicator (CC): 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. CC1

A Choose appropriate platforms and digital tools. CC1.A

2 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

B Create or remix digital resources. CC1.B

2 Differentiate between original and remixed digital work. Apply strategies to responsibly remix creative work. CC1.B.2.I

C Communicate effectively using a variety of digital tools. CC1.C

2 Create digital artifacts to communicate ideas clearly. CC1.C.2.I

Creative Communicator (CC): Students publish and present content customized for their audience(s), purpose, and task. CC2

A Publish and present content. CC2.A

2 Recognize the impact of the audience, purpose, and task when publishing and presenting content. CC2.A.2.I

Global Collaborator (GC): Students use digital tools to broaden their perspectives and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams. GC1

A Use digital tools to connect with learners from a variety of backgrounds and cultures. GC1.A

2 Use digital tools to create connections with an authentic audience from diverse backgrounds or cultures. GC1.A.2.I

B Contribute constructively on project teams. GC1.B

2 Explore and participate in a variety of roles within a team using age-appropriate digital tools to complete a project or solve a problem. GC1.B.2.I

C Contribute to the exchange of ideas within and beyond the learning community. GC1.C

2 Use appropriate digital tools to gain an understanding of different perspectives and experiences from others, with educator support. GC1.C.2.I

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Global Collaborator (GC): Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities. GC2

A Use collaborative digital resources to examine issues and problems from diverse local and global perspectives. GC2.A

2 Select and utilize collaborative digital tools to connect with others—including peers, experts, and community members—to explore diverse local and global perspectives. GC2.A.2.I

B Explore local and global issues and use collaborative digital resources to investigate and develop solutions. GC2.B

2 Collaborate with others using digital tools to explore local and global issues and solutions. GC2.B.2.I