Wisconsin Information and Technology Literacy

Grades 6-8

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

5 Create personal learning goals and select and manage appropriate digital tools to achieve those goals. EL1.A.5.M

6 Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals. EL1.A.6.M

B Build network to support learning. EL1.B

3 Identify and pursue online networks of experts and peers to support learning processes and outcomes. EL1.B.3.M

C Create personalized learning environment. EL1.C

3 Manage digital tools to customize learning by making adjustments to their personalized learning environments to maximize the learning process. EL1.C.3.M

D Seek and utilize feedback. EL1.D

3 Collect performance feedback and further data from features embedded in digital tools to analyze data and make learning adjustments. EL1.D.3.M

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

3 Navigate a variety of digital tools to choose, use, and troubleshoot technologies to create new knowledge. EL2.A.3.M

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

A Transfer knowledge to emerging technology. EL3.A

3 Transfer and apply skills to begin troubleshooting and exploring emerging technologies. EL3.A.3.M

Digital Citizen (DC): Stu rig

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

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

7 Demonstrate safe digital actions and understand information shared digitally is public and can be searched, copied, and potentially seen by public audiences. DC1.A.7.M

8 Analyze personal online information to distinguish whether it is helpful or harmful to reputation and image, explain why, and reflect on the risks and benefits of presenting their identities in different ways online. DC1.A.8.M

9 Compare and contrast attitudes toward diverse groups regarding editing, posting, and commenting on personal photos posted on social network sites. DC1.A.9.M

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

7 Develop strategies to manage secure passwords. DC1.B.7.M

8 Create and manage strategies to protect personal data and identify and follow online application terms and conditions (such as federal law and common practice relative to terms of service regarding the age 13 requirements) and possible legal consequences. DC1.B.8.M

9 Recognize strategies that intend harm or to access private information and define the different types of malicious threats, including viruses, phishing, and identity theft. DC1.B.9.M

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

3 Demonstrate responsible use of internet, social media, and other materials, and understand consequences of violating school policy and state or federal law. DC2.A.3.M

B Respect intellectual property rights. DC2.B

3 Explain the concept of “fair use” as it pertains to copyright law and be able to create citations for print, graphic, audio, and digital media resources. DC2.B.3.M

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

7 Identify examples and explain the implications of censorship in the United States and in other countries and recognize that free-flow of information helps make informed citizenry decisions for the common good. DC2.C.7.M

8 Identify and describe positive aspects of online communication and the importance of acting responsibly when carrying out relationships over digital media. DC2.C.8.M

9 Discuss the impact that negative comments can have on both their targets and their viewers. DC2.C.9.M

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

A Plan and employ effective research strategies. KC1.A

7 Demonstrate and practice a variety of search strategies for effective and efficient online searches. KC1.A.7.M

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8 Demonstrate and practice the ability to effectively utilize research strategies to locate and access appropriate print and digital resources in support of learning. KC1.A.8.M

9 Demonstrate and practice using an inquiry-based process that involves asking questions, investigating the answers, and developing new understandings for personal or academic learning activities. KC1.A.9.M

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

5 Practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance while distinguishing between fact and opinion in the research. KC1.B.5.M

6 Recognize the importance of leveraging multiple viewpoints in decision making and implementation. KC1.B.6.M

C Curate information from digital resources. KC1.C

3 Locate and collect resources from a variety of sources and organize assets into curated collections for a wide range of audiences, projects, and purposes. KC1.C.3.M

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

3 Explore, select, and utilize multiple sources of curated information to produce creative artifacts for multiple audiences demonstrating meaningful connections or conclusions. KC2.A.3.M

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

5 Demonstrate initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. KC2.B.5.M

6 Explore real-world issues and problems and actively pursue an understanding of them. Begin to develop answers and solutions for problem solving. KC2.B.6.M

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

3 Collaborate with others outside of the classroom to identify and describe problems and challenges on a global perspective. ID1.A.3.M

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

3 Demonstrate an ability to persevere through authentic, open-ended problems by applying abstract concepts with greater ambiguity. ID1.B.3.M

Innovative Designer (ID): Students use a variety of tec de new, useful, and

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

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Use a deliberate design process to generate ideas, create innovative products, and test theories as possible solutions. ID2.A.3.M

imaginative solutions. ID2

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

3 Select and use digital resources to support a formal design process and expand understanding to identify constraints and trade-offs while weighing risks as they apply to authentic problems. ID2.B.3.M

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

3 Engage in an iterative process to develop and test prototypes; understand and appreciate that failures or setbacks are opportunities for growth and improvement. ID2.C.3.M

Computational Thinker (CT): Students develop and employ strategies for understanding and solving problems. CT1

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

3 Define and solve an authentic problem using data analysis, modeling, and algorithmic thinking. CT1.A.3.M

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

3 Select an effective digital tool to collect data, design, code, test, and verify possible solutions to reflect on the data to solve authentic problems. CT1.B.3.M

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

3 Separate authentic problems into component parts, identify patterns and differences, and develop descriptive models to facilitate problem solving. CT1.C.3.M

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

3 Evaluate and utilize the features and functions of a variety of digital tools and platforms to create, share, and communicate content effectively. CC1.A.3.M

B Create or remix digital resources. CC1.B

3 Remix digital content responsibly into new, creative work. CC1.B.3.M

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

3 Communicate complex ideas clearly using various digital tools to an authentic audience. CC1.C.3.M

Creative Communicator (CC): Students publish and present content customized for their au an

A Publish and present content. CC2.A

3 Publish and present content that will effectively convey ideas to an authentic audience. CC2.A.3.M

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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

3 Use digital tools to interact with others to develop a richer understanding of diverse perspectives and cultures. GC1.A.3.M

B Contribute constructively on project teams. GC1.B

3 Contribute and commit to team goals and determine role on the team based on knowledge of digital tools and content, as well as personal preference. GC1.B.3.M

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

3 Select and leverage appropriate digital tools to share interests to gain an understanding of different perspectives and experiences from others. GC1.C.3.M

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

3 Leverage collaborative digital tools to connect with others—including peers, experts, and community members—to learn about issues and problems or to gain diverse local and global perspectives. GC2.A.3.M

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

3 Select and use collaborative digital tools to work with others to explore local and global issues and investigate solutions. GC2.B.3.M