

4 YEAR PLAN FOR 1:1 ELEMENTARY TEACHERS

Standards	Year One	Year Two	Year Three	Year Four
<p>Empowered Learner <i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i></p>	<p>Empowered Learner c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>	<p>Empowered Learner 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.</p>	<p>Empowered Learner b. Students build networks and customize their learning environments in ways that support the learning process.</p>	<p>Empowered Learner 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.</p>
<p>Possible Tools:</p> <ul style="list-style-type: none"> • PB Works • Edmodo • Wonders Online • i-Ready • Wixie • MobyMax • Khan Academy • LearnZillion • Flipped Lessons • IXL • MyBrainPOP • Kahoot! • Polls Everywhere • Today's Meet • NeoK12 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can complete a self-directed lesson and monitor my progress. • I can use feedback to modify and demonstrate progress of my learning. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can evaluate my progress and set a personal learning goal. • I can apply appropriate strategies and tools to meet my learning goals. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can identify a topic of interest and utilize resources to pursue a deeper understanding. • I can self-select appropriate tools to meet my learning goals. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can experiment with technology to create an innovative solution to a problem. • I can independently assess technical problems and implement an effective solution.
<p>Expectations and Accountability</p>	<p>Students will engage in online programs where they will set goals, use feedback and monitor their progress once per trimester. i.e. i-Ready, MyBrainPop, IXL</p>	<p>Students will evaluate progress and feedback to set goals and adjust their learning path within online programs once per trimester in the areas of Math and ELA.</p>	<p>Students will evaluate progress and feedback to set goals and identify appropriate online tools to meet their self-selected learning goals.</p>	

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<p>Digital Citizen <i>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, ethical.</i></p>	<p>Digital Citizen a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>	<p>Digital Citizen b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<p>Digital Citizen c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p>	<p>Digital Citizen d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>
<p>Possible Tools:</p> <ul style="list-style-type: none"> • Common Sense Media Tools/Lessons • NetSmartz • Epals • Blogs • PB Works • Edmodo • Active Learning Spaces • Type to Learn (ergonomics) 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can create and maintain a positive, digital identity. • I can maintain a healthy balance between the use of technology and other forms of active learning. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can create and maintain a positive digital identity while engaging in social interactions online. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can respectfully utilize the intellectual property of others. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can
<p>Expectations and Accountability</p>	<p>Students will participate in and complete a series of 5 pre-selected digital citizen lessons from Common Sense Media.</p> <p><i>Teacher will provide varied active learning spaces within the classroom to foster collaboration and personalized learning spaces.</i></p>	<p>Students will have a self-awareness of their digital footprint within the classroom and maintain positive digital identity after completing digital citizen lessons.</p>	<p>Students will credit the intellectual property of others when utilizing it within their work. (music, video, pictures, text, etc.)</p>	

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<p>Knowledge Constructor <i>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.</i></p>	<p>Knowledge Constructor a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	<p>Knowledge Constructor b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p>	<p>Knowledge Constructor c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>	<p>Knowledge Constructor d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions</p>
<p>Possible Tools:</p> <ul style="list-style-type: none"> • TrueFlix/BookFlix • PebbleGo • CultureGrams • Kidsinfo bits • Grolier Online • Kiddle.co • KidRex.org • BOCES Instructional Media Portal • BrainPOP • Wonders Online 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can plan and employ research strategies to pursue new learning. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can evaluate multi-media sources and the relevance of that information. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can evaluate a variety of multi-media sources and select the most relevant. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can
<p>Expectations and Accountability</p>	<p>Teachers will incorporate one Wonders research and inquiry experience.</p>	<p>Students will use at least one reliable resource to curate the relevant information needed to complete the task for an inquiry based experience. (Wonders research, SS Inquiry, STEM extensions)</p>	<p>Students will use a variety of reliable resources to curate the relevant information needed to complete the task for an inquiry based experience. (Wonders research, SS Inquiry, STEM extensions)</p>	

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<p>Innovative Designer <i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i></p>	<p>Innovative Designer a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p>	<p>Innovative Designer b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<p>Innovative Designer c. Students develop, test and refine prototypes as part of a cyclical design process.</p>	<p>Innovative Designer d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p>
<p>Possible Tools:</p> <ul style="list-style-type: none"> • Science Simulations • Wixie • Lego Builder • Coding • littleBits • Open Sim? • STEM Activities? • MadLearn? 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can generate questions and/or solutions around a specific topic or problem. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can explore and use a digital tool to plan and manage a design process. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can explore and use a digital tool to assist in the design and modification of prototypes. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can
<p>Expectations and Accountability</p>	<p>Students will complete the 3 required STEM activities using the Design Process and attempt to use digital tools with at least one STEM experience.</p>	<p>Students will complete at least one STEM experience with a digital tool to assist and document the design process.</p>	<p>Students will complete at least one STEM experience with a digital tool to assist in the design and modification of prototypes.</p>	

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<p>Computational Thinker <i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i></p>	<p>Computational Thinker a. Students formulate problem definitions suited for technology assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p>	<p>Computational Thinker b. Students 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.</p>	<p>Computational Thinker c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p>	<p>Computational Thinker d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p>
<p>Possible Tools:</p> <ul style="list-style-type: none"> • Excel • Webquests • Zunal • Skype 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can deconstruct real-world problems and apply technology assisted strategies to solve them. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can analyze and represent my personal online data. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can explore and use a digital tool to assist in the design and modification of graphic representation (mind map, infographic, etc.) 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can
<p>Expectations and Accountability</p>	<p>Teachers will engage students in one "Take Informed Action" from a Social Studies inquiry using technology.</p>	<p>Students will analyze and represent personal online data within one program.</p>	<p>Students will complete at least one graphic representation related to one inquiry based experience. (SS Inquiry, STEM, Wonders research)</p>	

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<p>Creative Communicator <i>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.</i></p>	<p>Creative Communicator a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p>	<p>Creative Communicator b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p>	<p>Creative Communicator c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>	<p>Creative Communicator d. Students publish or present content that customizes the message and medium for their intended audiences.</p>
<p>Possible Tools:</p> <ul style="list-style-type: none"> • ThingLink • Pikochart • Paperlet • Chogger • Storybird • Draw my life • Tiki-Toki (timelines) • Buncee • Sway • Wixie • PowerPoint with Office Mix 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can publish original content that demonstrates my depth of understanding. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can responsibly repurpose and remix content from other sources. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can create a visual representation of my learning using multi-media tools. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can
<p>Expectations and Accountability</p>	<p>Students will create one authentic product using multi-media tools to show his/her learning.</p>	<p>Students will create at least one authentic product per trimester using a variety of multi-media tools to show his/her learning.</p>	<p>Students will create one visual representation of learning. (memes, infographics, microwriting)</p>	

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<p>Global Collaborator <i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i></p>	<p>Global Collaborator a. Students 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.</p>	<p>Global Collaborator b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>	<p>Global Collaborator c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p>Global Collaborator d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>
<p>Possible Tools:</p> <ul style="list-style-type: none"> • Skype • Epals • Social Media • Blogs 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can use digital tools to connect, collaborate and communicate locally and globally. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can use digital tools to communicate my viewpoints with others and gain awareness of others' viewpoints. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can collaborate with others in a shared digital space to create a common product. 	<p>Example Targets:</p> <ul style="list-style-type: none"> • I can
<p>Expectations and Accountability</p>	<p>Teachers will facilitate one real-time classroom Skype/Virtual Field Trip experience.</p>	<p>Students will engage in at least one collaborate online discussion. (Skype, Padlet, Schoology)</p>	<p>I can collaborate with others in a shared digital space to create at least one common product.</p>	