

Essential Standards and Course Descriptions

Grades 5-8 Digital Literacy

Hortonville Middle School | Greenville Middle School

The following document has been created with our parents in mind. The purpose is to communicate with parents related to the 'essential standards' being taught for every subject and in every grade level. Included is also a brief course description written by a collaborative team of teachers representing both middle schools. As a school district, we believe very strongly that although we have two unique middle schools, both schools must ensure a guaranteed and viable curriculum. What this means is that the same 'essential' learning being taught at HMS will also be taught at GMS to ensure that EVERY student, regardless of enrollment, will be prepared to enter Hortonville High School having learned prioritized academic and behavioral expectations.

What is an 'essential standard'? Every school district adopts academic standards for every area of study. The Hortonville Area School District is no different. Unfortunately, not all standards are created equal. This means that some standards have been predetermined by the teaching faculty as most critical or 'essential' for students to learn and demonstrate before moving on to the next grade level. These standards are assessed and reported out to parents on progress reports (formerly called report cards). We sometimes call these our 'must know' standards. This is not to say that all other standards, or 'nice to know standards', are not covered, but they may not be covered to the same level as our 'essential standards'.



Below you will find a listing of courses taught at the 5th grade level in the Hortonville Area School District. Included will also be a brief course description and the 'essential standards' assessed. If you should ever have any questions, we strongly encourage parents to contact our faculty members early and often.

Subject: Grade 5 Digital Literacy

Course Description: The year-long fifth grade digital literacy curriculum provides opportunities for students to demonstrate their understanding of good digital citizenship skills appropriate to their age level in addition to responsible and safe usage of district networked and personal computers and devices for learning purposes. Students gain fundamental computer skills and experiences using computer hardware and software components, networked resources, and Internet sites. A major focus of the fifth grade curriculum includes developing proficiency in keyboarding using correct posture, finger placement, alphabetic, and symbol keys.

Essential Standards Assessed:

- **ISTE.1.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.

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Customized/Reworded Standard

Students use technology to set goals, work toward achieving them, and demonstrate their learning.

- **ISTE.2.a**

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Digital Citizen

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 and ethical.

Customized/Reworded Standard

Students understand the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Subject: Grade 6 Digital Literacy

Course Description: The semester-long sixth grade digital literacy curriculum provides opportunities for students to demonstrate their understanding of good digital citizenship skills appropriate to their age level in addition to responsible and safe usage of district networked and personal computers and devices for learning purposes. Students develop basic computer skills and experiences using computer hardware and software components, networked resources, and Internet sites. A major focus of the sixth grade curriculum includes developing proficiency in keyboarding using correct posture, finger placement, alphabetic, and symbol keys.

Essential Standards Assessed:

- **ISTE.1.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.

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Customized/Reworded Standard

Students use technology to set goals, work toward achieving them, and demonstrate their learning.

- **ISTE.2.a**

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Digital Citizen

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 and ethical.

Customized/Reworded Standard

Students understand the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Subject: Grade 7 Digital Literacy

Course Description: The semester-long seventh grade digital literacy curriculum provides opportunities for students to demonstrate their understanding of good digital citizenship skills appropriate to their age level in addition to responsible and safe usage of district networked and personal computers and devices for learning purposes. Students develop more advanced computer skills and experiences using computer hardware and software components, networked resources, and Internet sites. Students in seventh grade continue to develop proficiency in keyboarding using correct posture, finger placement, alphabetic, and symbol keys.

Essential Standards Assessed:

- **ISTE.1.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.

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Customized/Reworded Standard

Students use technology to set goals, work toward achieving them, and demonstrate their learning.

- **ISTE.2.a**

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Digital Citizen

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 and ethical.

Customized/Reworded Standard

Students understand the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Subject: Grade 8 Digital Literacy

Course Description: The year-long eighth grade digital literacy curriculum provides opportunities for students to demonstrate their understanding of good digital citizenship skills appropriate to their age level in addition to responsible and safe usage of district networked and personal computers and devices for learning purposes. Students develop more advanced computer skills and experiences using computer hardware and software components, networked resources, and a greater variety of Internet sites. Eighth grade students prepare for and take a high school keyboarding assessment at the end of their first semester to demonstrate their mastery of essential keyboarding skills using correct posture, finger placement, alphabetic, and symbol keys. Students who do not successfully complete the Eighth Grade Keyboarding Assessment with the required score of at least 25 words a minute and an accuracy of 90% will be required to take the HHS semester-long ninth grade keyboarding course.

Essential Standards Assessed:

○ **ISTE.1.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.

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Customized/Reworded Standard

Students use technology to set goals, work toward achieving them, and demonstrate their learning.

○ **ISTE.2.a**

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Digital Citizen

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 and ethical.

Customized/Reworded Standard

Students understand the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Hortonville and Greenville Middle Schools' redesigned digital literacy curriculum seeks to prepare students to achieve lifelong success in the digital age and to work toward meeting the International Society for Technology in Education (ISTE) Standards for Students. In order to advance students' technology and communication skills, digital literacy teachers at HMS and GMS actively collaborate to teach all students to utilize a variety of Web resources safely, securely, and responsibly and build students' digital citizenship knowledge and skills.

★ISTE Standards for Students

Copyright Credit:

ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

1 – Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a

Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

1b

Students build networks and customize their learning environments in ways that support the learning process.

1c

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d

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.

2 – Digital Citizen

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 and ethical.

2a

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c

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

2d

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3 – Knowledge Constructor

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.

3a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b
Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c
Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d
Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4 – Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4a
Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b
Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c
Students develop, test and refine prototypes as part of a cyclical design process.

4d
Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5 – Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5a
Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

5b
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.

5c
Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

5d
Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6 – Creative Communicator

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.

6a
Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b

Students create original works or responsibly repurpose or remix digital resources into new creations.

6c

Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d

Students publish or present content that customizes the message and medium for their intended audiences.

7 – Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a

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.

7b

Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d

Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.