

NETS - STUDENT STANDARDS

FSM Technology Plan for Grades K - 12

National Workshop

March 22 - 24, 2010

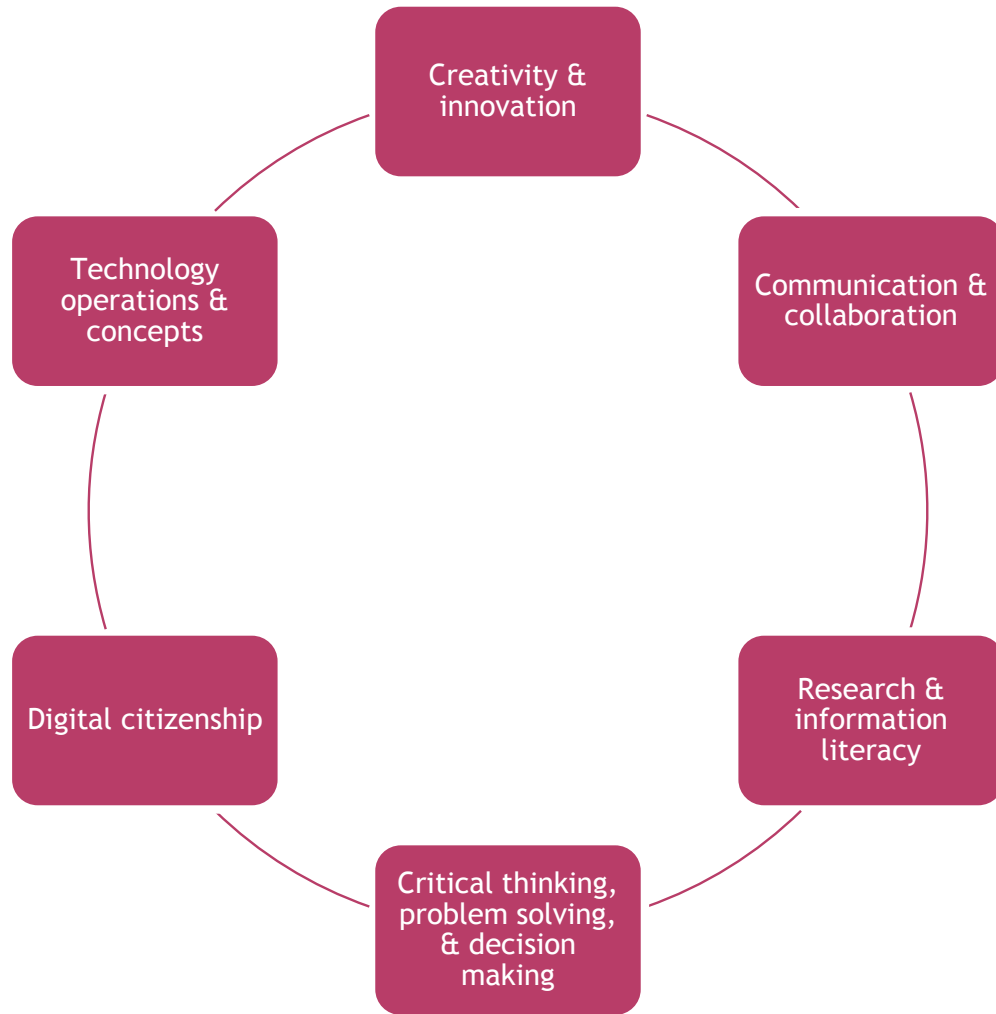
FSM China Friendship Sports Center (Pohnpei)

PERMISSIONS

◎ NETS for Students:

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- NETS.S:
 - http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

ISTE'S EDUCATIONAL STANDARDS FOR STUDENTS



CREATIVITY AND INNOVATION

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

CREATIVITY AND INNOVATION - PERFORMANCE INDICATORS

- Apply existing knowledge to generate new ideas, products and processes
- Create original works as a means of personal or group expressions
- Use models and simulation to explore complex systems and issues
- Identify trends and forecast possibilities

COMMUNICATIONS AND COLLABORATION

- Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others.

COMMUNICATIONS AND COLLABORATION - PERFORMANCE INDICATORS

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Contribute to project teams to produce original works or solve problems

RESEARCH AND INFORMATION FLUENCY

- Students apply digital tools to gather, evaluate, and use information.

RESEARCH AND INFORMATION FLUENCY - PERFORMANCE INDICATORS

- Plan strategies to guide inquiry
- Locate, organize, analysis, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decision using appropriate digital tools and resources.

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING - PERFORMANCE INDICATORS

- Identify and define authentic problems and significant questions for investigation
- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions
- Use multiple processes and diverse perspectives to explore alternative solutions

DIGITAL CITIZENSHIP

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

DIGITAL CITIZENSHIP - PERFORMANCE INDICATORS

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity
- Demonstrate personal responsibility for lifelong learning
- Exhibit leadership for digital citizenship

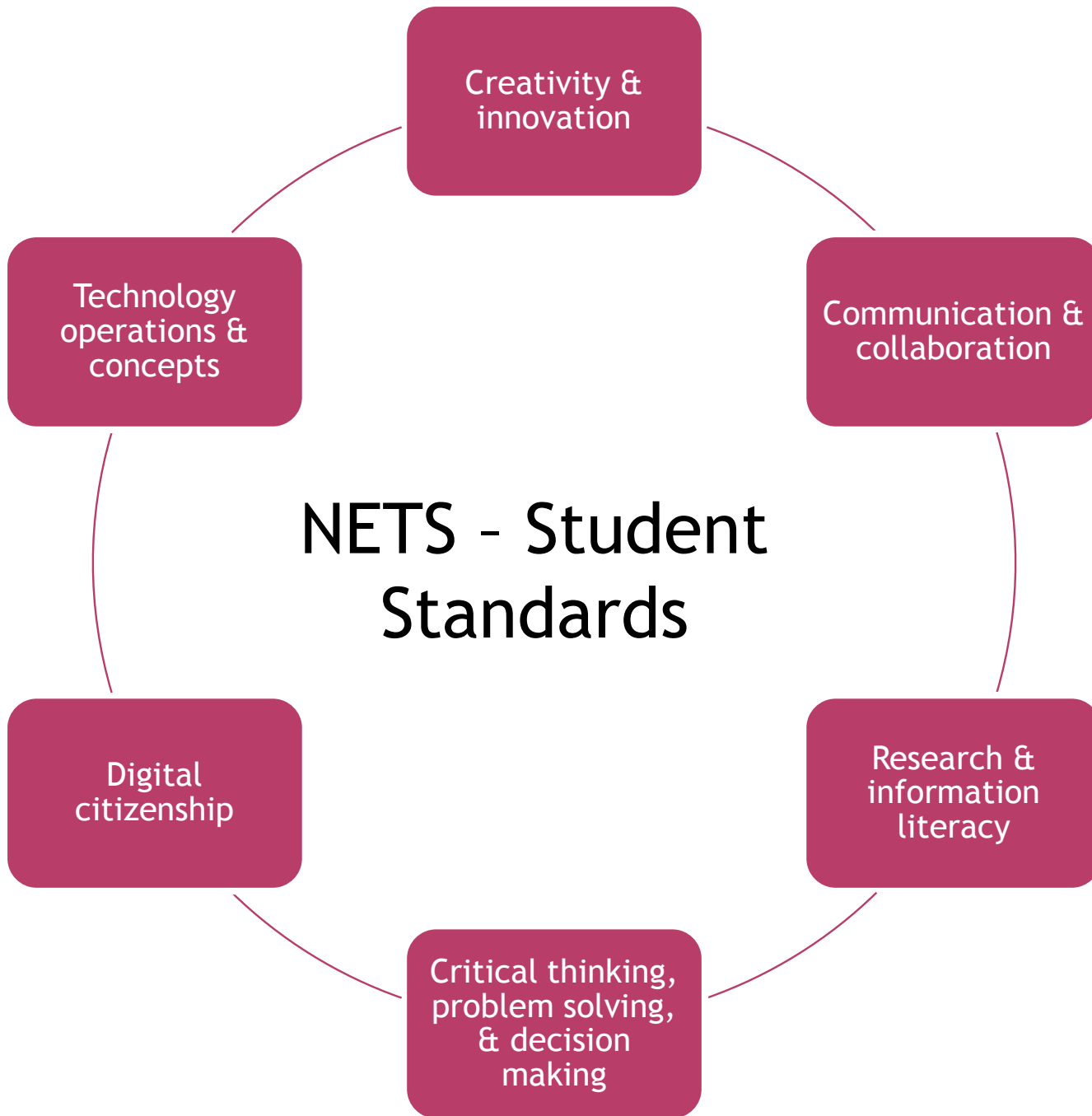
TECHNOLOGY OPERATIONS AND CONCEPTS - PERFORMANCE INDICATORS

- Students demonstrate a sound understanding of technology concepts, systems, and operations.

TECHNOLOGY OPERATIONS AND CONCEPTS

- PERFORMANCE INDICATORS

- Understand and use technology systems
- Select and use applications effectively and productively
- Troubleshoot systems and applications
- Transfer current knowledge to learning of new technologies



PROFILES FOR TECHNOLOGY (ICT)

LITERATE STUDENTS

GRADES PK-2 (AGES 4-8)

- ◉ Illustrate and communicate original ideas and stories using digital tools and media-rich resources (1,2)
- ◉ Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1,3,4)
- ◉ Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2,6)
- ◉ In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6)
- ◉ Find and evaluate information related to a current historical person or event using digital resources. (3)
- ◉ Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1,3,4)
- ◉ Demonstrate the safe and cooperative use of technology. (5)
- ◉ Independently apply digital tools and resources to address a variety of tasks and problems. (4,6)
- ◉ Communicate about technology using developmentally appropriate and accurate technology. (6)
- ◉ Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software and web sites. (6)

PROFILES FOR TECHNOLOGY (ICT) LITERATE STUDENTS GRADES 3-5 (AGES 8-11)

- ◉ Produce a media-rich digital story about a significant local event based on first-person interviews. (1,2,3,4)
- ◉ Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1,2,6)
- ◉ Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3,4)
- ◉ Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3,4,6)
- ◉ Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3,4)
- ◉ Conduct science experiments using digital instruments and measurement devices. (4,6)
- ◉ Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4,6)
- ◉ Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
- ◉ Debate the affect of existing and emerging technologies on individuals, society, and the global community. (5,6)
- ◉ Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4,6)

PROFILES FOR TECHNOLOGY (ICT)

LITERATE STUDENTS

GRADES 6-8 (AGES 11-14)

- ◉ Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1,2)
- ◉ Create original animations or video documenting school, community, or local events. (1,2,6)
- ◉ Gather data, examine patterns, and apply information for decision-making using digital tools and resources. (1,4)
- ◉ Participate in a cooperative learning project in an online learning community. (2)
- ◉ Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
- ◉ Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather view, analyze, and report results for content-related problems. (3,4,6)
- ◉ Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3,4,6)
- ◉ Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learning. (2,3,4,5)
- ◉ Integrate a variety of file types to create and illustrate a document or presentation. (1,6)
- ◉ Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4,6)

PROFILES FOR TECHNOLOGY (ICT)

LITERATE STUDENTS

GRADES 9-12 (AGES 14-18)

- ◉ Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1,4)
- ◉ Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1,2)
- ◉ Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3,6)
- ◉ Employ curriculum-specific simulations to practice critical-thinking processes. (1,4)
- ◉ Identify a complex global issue; develop a systemic plan of investigation, and present innovative sustainable solutions. (1,2,3,4)
- ◉ Analyze the capabilities and limitations of current and emerging technology resources and access their potential to address personal, social, lifelong learning, and career needs. (4,5,6)
- ◉ Design a Web site that meets accessibility requirements. (1,5)
- ◉ Model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources. (3,5)
- ◉ Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1,5)
- ◉ Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4,6)