2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

GRADE: K				
STANDARD 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.				
Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	**Using Key Words**	I can understand the function of keywords and keyword searches.		By End of 1st Quarter
		I can learn a step-by-step procedure for selecting suitable keywords.		
		I can apply their chosen keywords to find the information they are looking for on the Internet.		
1.b. Build networks and customize their learning environments in ways that support the learning process.	**Sites I Like**	I can identify and explore different features of an informational website.		By End of 1st Quarter
		I can understand that not everyone will rate a website the same way.		
		I can evaluate whether they like or dislike features of a site.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Keep It Private	I can recognize the kind of information that is private.		By End of 2nd Quarter
		I can understand that they should never give out private information on the Internet.		
1.d. 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.	Keep It Private	I can learn to create effective usernames that protect their private information.		By End of 2nd Quarter

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
GRADE: K				
STANDARD 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				
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	Keep It Private	I can recognize the kind of information that is private.		By End of 2nd Quarter
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		I can understand that they should never give out private information on the Internet.		
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		I can learn to create effective usernames that protect their private information.		
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.				

GRADE: 1				
STANDARD 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.				
Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Use NWEA / Aimsweb Benchmarks - to set midyear and end year goals	I can set personal goals for improvement.	Students complete exit tickets (digitally utilizing electronic forms or feedback tools) for quick formative reflection (e.g., gathering exit task information).	Beginning of 1st Quarter & End of 2nd Quarter
			Students collect work samples within a digitized portfolio such as writing, fluency or mathematical computation, and conference with teacher to set a goal for improvement.	
1.b. Build networks and customize their learning environments in ways that support the learning process.	Sites I Like	I can identify and explore different features of an informational website.	Students participate in teacher-led connections with current events both in and outside the student's community (e.g., videoconference, email, virtual field trips).	By End of 2nd Quarter
		I can understand that not everyone will rate a website the same way.	With guidance and support from adults, students use tools such as highlighting, video, text-to-speech, and audio, to make content accessible.	
		I can evaluate whether they like or dislike features of a site.	Students can identify main ideas and details while reading online digital resources.	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Keep It Private	I can recognize the kind of information that is private.	Students work collaboratively with another grade level to produce and publish an e-book within the school's domain, with feedback provided from other grade bands to improve the final product.	By End of 2nd Quarter
			With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6 (2)	
1.d. 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.		I can understand that they should never give out private information on the Internet.	Students develop basic skills for locating and using information with digital tools and resources, including age-appropriate databases, video clips, or e-books.	
		I can learn to create effective usernames that protect their private information.	Students learn how to choose and transfer information from one digital platform to another (e.g., maps, images, etc.)	
			Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). CS 1A-CS-02	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
GRADE: 1				
STANDARD 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				
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	**Keep It Private**	I can recognize the kind of information that is private.	Students identify both positive and negative impacts technology can have on them.	By End of 2nd Quarter
		I can understand that they should never give out private information on the Internet.	Students explain how information shared online leaves a digital footprint or "trail."	
		I can learn to create effective usernames that protect their private information.		
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	**My Creative Work**	I can define the Key Vocabulary term credit.	Students can explain the potential implications of interacting with others online.	By End of 1st Quarter
			Students can explain the difference between information that is likely safe and appropriate to share online, and information that should be kept private.	
		I can list some reasons why credit is important for an artist.		
2.c. Demonstrate an			Students understand and can articulate the importance of respecting others' belongings as they apply to digital content and information.	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
understanding of and respect for the rights and obligations of using and sharing intellectual property.		I can understand why it is important that people give themselves proper credit on their own work.	Students can locate an author and/or title for a digital resource.	By End of 1st Quarter
			Students understand that some digital content may be created by a company and not a single person.	
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	Follow The Digital Trail	I can learn that the information put online leaves a digital footprint or "trail."	Students can explain basic steps to follow when choosing a website to use for personal use (e.g., games).	By End of 2nd Quarter
		I can explore what information is appropriate to be put online.	Students can explain why they shouldn't enter their personal information into a website, online game system, etc. without adult supervision.	
		I can judge the nature of different types of digital footprints by following the information trails of two fictional animals.	Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access. CS 1A-NI-04	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

GRADE: 2				
STANDARD 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.				
Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Use NWEA / Aimsweb benchmarks - to set midyear and end year goals	I can set personal goals for improvement.	Students complete exit tickets (digitally utilizing electronic forms or feedback tools) for quick formative reflection (e.g., gathering exit task information).	Beginning of 1st Quarter & End of 2nd Quarter
			Students collect work samples within a digitized portfolio such as writing, fluency or mathematical computation, and conference with teacher to set a goal for improvement.	
1.b. Build networks and customize their learning environments in ways that support the learning process.	Going Places Safely	I can discover that the Internet can be used to visit far-away places and learn new things.	Students participate in teacher-led connections with current events both in and outside the student's community (e.g., videoconference, email, virtual field trips).	By End of 1st Quarter
			With guidance and support from adults, students use tools such as highlighting, video, text-to-speech, and audio, to make content accessible.	
1.c. Use technology to seek feedback that		I can compare how staying safe online is similar to staying safe in the real world.	Students can identify main ideas and details while reading online digital resources.	
			Students work collaboratively with another grade level to produce and publish an e-book within the school's domain, with feedback provided from other grade bands to improve the final	

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.		I can explain rules for traveling safely on the Internet.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6 (2)	
1.d. 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.	[Digital Citizenship Pledge](#)	I can establish expectations and norms for the group related to appropriate online behavior.	Students develop basic skills for locating and using information with digital tools and resources, including age-appropriate databases, video clips, or e-books.	By End of 1st Quarter
		I can participate responsibly and respectfully in an online community.	Students learn how to choose and transfer information from one digital platform to another (e.g., maps, images, etc.)	
		I can collaborate on a classroom motto about digital citizenship.	Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). CS 1A-CS-02	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
GRADE: 2				
STANDARD 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				
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	**Going Places Safely**	I can discover that the Internet can be used to visit far-away places and learn new things.	Students identify both positive and negative impacts technology can have on them.	By End of 1st Quarter
		I can compare how staying safe online is similar to staying safe in the real world.	Students explain how information shared online leaves a digital footprint or "trail."	
		I can explain rules for traveling safely on the Internet.		
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	**Digital Citizenship Pledge**	I can establish expectations and norms for the group related to appropriate online behavior.	Students can explain the potential implications of interacting with others online.	By End of 1st Quarter
		I can participate responsibly and respectfully in an online community.	Students can explain the difference between information that is likely safe and appropriate to share online, and information that should be kept private.	
		I can collaborate on a classroom motto about digital citizenship.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	My Creative Work	I can define the Key Vocabulary term credit.	Students understand and can articulate the importance of respecting others' belongings as they apply to digital content and information.	By End of 2nd Quarter
		I can list some reasons why credit is important for an artist.	Students can locate an author and/or title for a digital resource.	
		I can give myself proper credit on my own work.	Students understand that some digital content may be created by a company and not a single person.	
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	Digital Citizenship Pledge	I can establish expectations and norms for the group related to appropriate online behavior.	Students can explain basic steps to follow when choosing a website to use for personal use (e.g., games).	By End of 1st Quarter
		I can participate responsibly and respectfully in an online community.	Students can explain why they shouldn't enter their personal information into a website, online game system, etc. without adult supervision.	
		I can collaborate on a classroom motto about digital citizenship.	Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access. CS 1A-NI-04	

GRADE: 3				
STANDARD 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.				
Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Use NWEA / Aimsweb benchmarks - to set midyear and end year goals	I can set personal goals for improvement.	Kahoot, Quizizz, Quizlet Activities	Beginning of 1st Quarter & End of 2nd Quarter
			Students create digital portfolios.	
			Students monitor their reading fluency using a technology-assisted program or audio recordings, and set goals for improvement.	
1.b. Build networks and customize their learning environments in ways that support the learning process.	Students participate in teacher-led connections with current events both in and outside the student's community (e.g., videoconference, virtual field trips).	I can participate in virtual field trips that are related to my units of study.	Students may work within Office 365 Teams environment	By the End of the 3rd Quarter
	With guidance and support from adults, students use tools such as highlighting, video, text-to-speech, and audio, to make content accessible.	I can select text to highlight, copy and paste.		By the End of the 2nd Quarter

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Students create a digital piece of writing or presentation (e.g.Power Point) and use collaborative digital tools to solicit teacher and peer feedback to help make edits, as appropriate (e.g., spell and grammar check).	I can create a piece of writing or a presentation digitally to demonstrate my learning.	Journey's - Think Central	By the End of the 2nd Quarter
			Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas and themes	
			Students may use Flipgrid.com to record and answer teacher-lead scenarios	
1.d. 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.	This Is Me	I can consider how posting selfies or other images will lead others to make assumptions about them.	Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies	By End of 2nd Quarter
		I can reflect on the most important parts of my unique identity.		
		I can identify ways I can post online to best reflect who I am.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
GRADE: 3				
STANDARD 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				
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	**This Is Me**	I can consider how posting selfies or other images will lead others to make assumptions about them.	Students can identify the components of digital identities and digital footprint	By End of 2nd Quarter
		I can reflect on the most important parts of my unique identity.		
		I can identify ways I can post online to best reflect who I am.		
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	**Password Power-Up**	I can define the term "password" and describe a password's purpose.	Students exercise digital etiquette when communicating and collaborating.	By End of 1st Quarter
		I can understand why a strong password is important.		
		I can practice creating a memorable and strong password.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	Rings Of Responsibility	I can examine both in-person and online responsibilities.	Students participate in class discussions about media literacy and online safety.	By End of 2nd Quarter
		I can describe the Rings of Responsibility as a way to think about how our behavior affects ourselves and others.	Use public domain or creative commons media, and refrain from copying or using material created by others without permission	
		I can identify examples of online responsibilities to others.		
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	This Is Me	I can consider how posting selfies or other images will lead others to make assumptions about them.	Discuss real-world cybersecurity problems and how personal information should be protected	By End of 2nd Quarter
		I can reflect on the most important parts of my unique identity.	How to create strong passwords and the importance of not sharing passwords.	
		I can identify ways I can post online to best reflect who I am.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

GRADE: 4				
STANDARD 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.				
Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Use NWEA / Aimsweb benchmarks - to set midyear and end year goals	I can set personal goals for improvement.	Students monitor their reading fluency using a technology-assisted program (Think-Central) or audio recordings, and set goals for improvement.	Beginning of 1st Quarter & End of 2nd Quarter
			Students create digital portfolios.	
			Kahoot, Quizizz, Quizlet Activities	
1.b. Build networks and customize their learning environments in ways that support the learning process.	Students use school-approved collaborative and file sharing groups (Office accounts) to network and get assistance from teachers and peers.	I can work in Office 365 to collaborate and share information between peers and teachers.	Students create a list of classmates to ask for help based on skills, and keeps this list to use later.	By the end of the 2nd Quarter.

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Students create a digital piece of writing or presentation and use collaborative digital tools to solicit teacher and peer feedback to help make edits, as appropriate (e.g., spell and grammar check).	I can create a piece of writing or a presentation digitally to demonstrate my learning.	Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas and themes	By the end of the 1st Quarter.
			Journey's - Think Central	
1.d. 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.	Super Digital Citizen	I can reflect on the characteristics that make someone an upstanding digital citizen.	Students collect and evaluate data, and create graphical displays using the technology tool of their choice.	By the end of 1st Quarter
		I can recognize what cyberbullying is.	Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies	
		I can show ways to be an upstander by creating a digital citizenship superhero comic strip		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
GRADE: 4				
STANDARD 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				
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	**Super Digital Citizen**	I can reflect on the characteristics that make someone an upstanding digital citizen.	Students demonstrate knowledge of when to share personal information.	By the end of 1st Quarter
		I can recognize what cyberbullying is.	Students participate in class discussions about media literacy and online safety.	
		I can show ways to be an upstander by creating a digital citizenship superhero comic strip		
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	**Keeping Games Fun and Friendly**	I can define "social interaction" and give an example.	Students demonstrate appropriate use of technology and explain the importance of responsible and ethical technology use.	By the end of 2nd Quarter
		I can describe the positives and negatives of social interaction in online games.	Students exercise digital etiquette when communicating and collaborating.	
		I can create an online video game cover that includes guidelines for positive social interaction.	Students identify and discuss laws and rules that apply to digital content and information (e.g., copyright laws).	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	A Creator's Rights and Responsibilities	I can define "copyright" and explain how it applies to creative work.		By the end of 3rd Quarter
		I can describe their rights and responsibilities as creators.	Students explain basic concepts of plagiarism and copyright	
		I can apply copyright principles to real-life scenarios.		
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	Super Digital Citizen	I can reflect on the characteristics that make someone an upstanding digital citizen.	Students demonstrate understanding of different levels of security when using personal information and passwords.	By the end of 1st Quarter
		I can recognize what cyberbullying is.	Students understand when and when not to click on "pop-ups" and advertisements while using the Internet	
		I can show ways to be an upstander by creating a digital citizenship superhero comic strip.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

GRADE: 5				
STANDARD 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.				
Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	[Our Digital Citizenship Pledge](#)	I can define what a community is, both in person and online.	Students monitor their reading fluency using a technology-assisted program (Think-Central) or audio recordings, and set goals for improvement.	By End of 1st Quarter
		I can explain how having norms helps people in a community achieve their goals.	Students create digital portfolios.	
		I can create and pledge to adhere to shared norms for being in an online community.	Kahoot, Quizizz, Quizlet Activities	
	Use NWEA / Aimsweb benchmarks - to set midyear and end year goals	I can set personal goals for improvement.		Beginning of 1st Quarter & End of 2nd Quarter
1.b. Build networks and customize their learning environments in ways that support the learning process.	Students participate in school-approved online groups to support learning (e.g., online discussion boards through a Learning Management System-Office Teams)	I can create, share and edit work in an Office 365	Students create a list of classmates to ask for help based on skills, and keeps this list to use later.	By End of 2nd Quarter
	Students use school-approved collaborative and file sharing groups (Office accounts) to network and get assistance from teachers and peers.	I can work in an Office 365 Team to collaborate and share information.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Students create a digital piece of writing or presentation and use collaborative digital tools to solicit teacher and peer feedback to help make edits, as appropriate (e.g., spell and grammar check).	I can create a piece of writing or a presentation digitally to demonstrate my learning.	Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas and themes	By End of 1st Quarter
	In Acheive 3000 (KidBiz) Students will respond to a writing prompt, submit to teacher to seek feedback for improvement.	I can respond to a question online and submit for teacher feedback.	Journey's - Think Central	By End of 1st Quarter
1.d. 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.	**Beyond Gender Stereotypes**	I can define "gender stereotype" and describe how they can be present online.	Students collect and evaluate data, and create graphical displays using the technology tool of their choice.	By End of 4th Quarter
		I cand describe how gender stereotypes can lead to unfairness or bias.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
		I can create an avatar and a poem that show how gender stereotypes impact who they are	Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
GRADE: 5 **STANDARD 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				
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	**Digital Friendships**	I can compare and contrast different kinds of online-only friendships.	Students participate in class discussions about media literacy and online safety.	By End of 2nd Quarter
		I can describe the benefits and risks of online-only friendships.	Students demonstrate knowledge of when to share personal information.	
		I can describe how to respond to an online-only friend if the friend asks something that makes me uncomfortable.	Students are aware that what goes online is never completely erased, and can be easily replicated and reused for unintended purposes	
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	**You Won't Believe This**	I can define "the curiosity gap."	Students demonstrate appropriate use of technology and explain the importance of responsible and ethical technology use.	By End of 2nd Quarter
		I can explain how clickbait uses the curiosity gap to get your attention.	Students exercise digital etiquette when communicating and collaborating.	
		I can use strategies for avoiding clickbait.	Students identify and discuss laws and rules that apply to digital content and information (e.g., copyright laws).	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	**Our Digital Citizenship Pledge**	I can define what a community is, both in person and online.	Students explain basic concepts of plagiarism and copyright	By End of 1st Quarter
		I can explain how having norms helps people in a community achieve their goals.	Students are able to correctly cite copyrighted works in their digital portfolios and online work.	
		I can create and pledge to adhere to shared norms for being in an online community.	Students comply with copyright law when reusing content or resources from websites.	
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	**Digital Friendships**	I can compare and contrast different kinds of online-only friendships.	Students demonstrate understanding of different levels of security when using personal information and passwords.	By end of 2nd Quarter
		I can describe the benefits and risks of online-only friendships.	Students understand when and when not to click on "pop-ups" and advertisements while using the Internet	
		I can describe how to respond to an online-only friend if the friend asks something that makes me uncomfortable.	Students understand and can identify online phishing, spam and malicious emails	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

GRADE: 6				
STANDARD 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.				
Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Use NWEA / Aimsweb benchmarks - to set midyear and end year goals	I can set personal goals for improvement.	Students create digital portfolios.	Beginning of 1st Quarter & End of 2nd Quarter
			Students complete exit tickets (digitally utilizing electronic forms or feedback tools) for quick formative reflection (e.g., gathering exit task information).	
			Kahoot, Quizizz, Quizlet Activities	
1.b. Build networks and customize their learning environments in ways that support the learning process.	Students participate in school-approved online groups to support learning (e.g., online discussion boards through a Learning Management System-Office Teams).	I can create, share and edit work in an Office Account.	Using technology, including the internet, to produce and publish writing and to interact and collaborate with others	By End of 1st Quarter
	Students use school-approved collaborative and file sharing groups (Office accounts) to network and get assistance from teachers and peers.	I can work in a Office 365 Team to collaborate and share information with peers and teachers.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	In Amplify ELA - students use action oriented quality feedback to support their learning and revise their work.	I can effectively revise/strengthen my work focusing on a specific skill.	Students comment on writing projects using online tools (e.g. blogs, online discussions, comments on live documents, etc.).	Throughout the school year.
	Students create a digital piece of writing or presentation and use collaborative digital tools to solicit teacher and peer feedback to help make edits, as appropriate (e.g., spell and grammar check).	I can create a piece of writing or a presentation digitally to demonstrate my learning.		By the end of the 1st Quarter.
1.d. 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.	Chatting Safely Online	I can analyze how well they know the people they interact with online.	Students collect and evaluate data, and create graphical displays using the technology tool of their choice.	By End of 1st Quarter
		I can reflect on what information is safe to share with different types of online friends.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
		I can learn to recognize red flag feelings and how to respond to them.	Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies	

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
GRADE: 6				
STANDARD 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				
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	**Who Are You Online?**	I can - Reflect on reasons why people might create fake social media accounts.	Students participate in class discussions about media literacy and online safety.	By End of 1st Quarter
		I can - Identify the possible results of posting from a fake social media account.	Students demonstrate knowledge of when to share personal information.	
		I can - Debate the benefits and drawbacks of posting from multiple accounts.	Students are aware that what goes online is never completely erased, and can be easily replicated and reused for unintended purposes	
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	**Chatting Safely Online**	I can - Analyze how well they know the people they interact with online.	Students identify the differences between ethical and unethical online and digital use behavior	By End of 1st Quarter
		I can - Reflect on what information is safe to share with different types of online friends.	Students identify the consequences of unethical uses of technology.	
		I can - Learn to recognize red flag feelings and how to respond to them.		

2019-2020 NFCSD ACTION PLAN FOR THE ADOPTION OF THE ISTE STANDARDS

Performance Indicator	NFCSD Benchmark Activity & Lesson Plan	Learning Targets	Equivalent Strategies/Activities	Timeline
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	My Media Use - A Personal Challenge	I can - Make an inventory of their media choices and how those choices make them feel.	Students are able to correctly cite copyrighted works in their digital portfolios and online work.	By End of 2nd Quarter
		I can - Brainstorm personal strategies for balancing media use.	Students comply with copyright law when reusing content or resources from websites.	
		I can - Create personal guidelines for promoting healthy media balance.		
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	Dont Feed The Phish	I can - Compare and contrast identity theft with other kinds of theft.	Students use secure passwords to protect the privacy of information.	By End of 2nd Quarter
		I can - Describe different ways that identity theft can occur online.	Students understand when and when not to click on "pop-ups" and advertisements while using the Internet	
		I can - Use message clues to identify examples of phishing.	Students understand and can identify online phishing, spam and malicious emails	