ADVENTIST EDUCATION
Journey *to* Excellence 2.0

ELEMENTARY TECHNOLOGY STANDARDS

ELEMENTARY TECHNOLOGY STANDARDS IN SEVENTH-DAY ADVENTIST SCHOOLS

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

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"Of every Christian the Lord requires growth in efficiency and capability in every line..." **(COL 330.4)**

ADVENTIST EDUCATION STANDARDS

Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Standards in NAD Seventh-day Adventist schools reflect the Adventistworldview across the K-12 curricula as well as the integration of national and provincial/state standards. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God's intention?), Fall (How has God's purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?).

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

Technology is part of thedelivery and practice in every subject area. The technology standards are intentionally designed to give students opportunities to learn about the digital world, to facilitate personalized inquiry, and to prepare for a life of service. The knowledge and skills will extend beyond the classroom to foster lifelong learning so that students can thrive in this changing global society and be contributing, productive citizens while preparing for Christ's return. The grade bands from previous versions have been intentionally omitted to give teachers the option to differentiate for students based on their ability. The elementary technology standards support the following three domains:

1. **DIGITAL CITIZENSHIP:** To use digital technology responsibly to improve the online communit by respecting self, others, and property.
2. **DIGITAL LEARNING:** To use a range of relevant digital technologies to learn content and demonstrate understanding.
3. **DIGITAL FLUENCY:** To excel in current technology skills, operations, and vocabulary, in support of research, communication, and collaboration with a variety of digital resources.

STANDARDS CODING

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard uses the following system of abbreviations:

- All are identified with **T**—Technology (**T**.DL.1.1).
- The second part of the code refers to the particular technology domain (T.**DL**.1.1), with DL standing for Digital Learning.
- The third part of the code refers to a particular standard within the domain (T.DL.**1.1**).
- The fourth part of the code refers to the specific objective within the standard (T.DL.1.**1**).
- Following the standard is the name of the International Standards for Technology in Education (ISTE) primary domain correlation.

CREDITS

The following resources were referenced in developing *Elementary Technology Standards for Seventh-day Adventist Schools*: International Standards for Technology in Education (ISTE); NAD technology documents; the Core of Adventist Education Curriculum; Journey to Excellence

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Domain 1

DIGITAL CITIZENSHIP				
Essential Question: How can we be safe and responsible citizens in the online community while honoring God?			**Big Idea:** To use digital technology responsibly to improve the online community by respecting self, others, and property.	
Subject Integration: All subject areas				
	Theme	**Standard**	**Objective**	
1	**Facilitating Ministry**	Students harness the possibilities afforded by technology to gain and share the Adventist message & mission to a global audience.	**1**	Students take stewardship of the Adventist message by publishing, presenting, or supporting content that customizes the medium for their intended audiences.
			2	Students engage in a collaborative culture to create or support opportunities for ministry across all platforms.
			3	Students exercise adaptive skills to refine products that effectively reach the intended community (global or local) through the appropriate technology mediums.
2	**Technological Awareness**	Students are aware of the privileges, responsibilities, and hazards of interacting in the digital environment, and are fluent in strategies for using netiquette - engaging in the digital environment safely and responsibly. *(Digital Citizenship)*	**1**	Students understand and accept the responsibility to use respectful language and images that edify others, not demean them (avoid cyberbullying).
			2	Students practice safe data sharing, realizing that the digital footprint left behind is permanent, and can negatively affect their personal and reputational safety if information is not carefully guarded.
			3	Students protect others' intellectual property by responsibly crediting sources and avoiding digital plagiarism.
3	**Partnering with Communities**	Through collaboration, students engage with an authentic audience (globally or locally) by exploration, usage, and technological play with a variety of digital tools and media. *(Global Collaborator)*	**1**	Students use digital tools as a bridge to engage with learners from various backgrounds and/or cultures to broaden mutual understanding and learning.
			2	Students use technologies to collaborate with peers, experts and/or community members, to examine issues and problems from a variety of viewpoints.
			3	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
Assessments: teacher formative assessment tools, rubrics, conferencing, portfolios, checklists, products				

Domain 2

DIGITAL LEARNING	
Essential Question: How do digital technologies enhance the ways God designed us to learn?	**Big Idea:** To use a range of relevant digital technologies to learn content and demonstrate understanding.

Subject Integration: All subject areas

	Theme	Standard		Objective
1	**Content Framing**	Students become adept at curating digital resources for a specific purpose, and at utilizing them to construct meaning and products that share that knowledge with others. *(Knowledge Constructor)*	**1**	Students learn how to use and manipulate key words to conduct internet searches and to intelligently filter results by judiciously evaluating the media's validity.
			2	Students are proficient in how to electronically organize and store digital resources for future reference.
			3	Students learn how to interpret text and other digital media and how to ethically incorporate that information into their own unique intellectual products.
2	**Computational Thinking**	Students establish and engage strategies for knowledge collection and determine ways that will guide the technology process to establish solutions. *(Computational Thinker)*	**1**	Students gather and classify information, using digital tools to investigate and present in a variety of ways to solve a problem or make a clear determination.
			2	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions such as robotics and coding.
			3	Students create methods such as data analysis, hypothetical models, using algorithmic thinking in finding solutions.

Assessments: teacher formative assessment tools, rubrics, conferencing, portfolios, checklists, products

Domain 3

DIGITAL FLUENCY	
Essential Question: How do we excel in the understanding and use of digital technology resources?	**Big Idea:** To excel in current technology skills, operations, and vocabulary, in support of research, communication, and collaboration with a variety of digital resources.

Subject Integration: All subject areas

	Theme	Standard	Objective	
1	**Digital Architecture and Media Design**	Students will use various technologies within the design process to classify and then create new effective solutions for the growth and expansion of their digital learning. *(Innovative Designer)*	**1**	Students will use a calculated design process for producing testing theories and information, producing inventive resources, and real-world problems.
			2	Students will use select media tools to execute the design process that recognizes the restrictions and uncertainties of design.
			3	Students, as a part of the cyclical design process, develop, test, and refine prototypes, and work with open-ended problems.
2	**Clarity of Message**	Students design and construct products to communicate with authentic audiences clearly and creatively using a variety of media and digital tools appropriate to their goals. *(Creative Communicator)*	**1**	Students employ applicable platforms/tools to meet the intended objectives and audience of their creation or communication.
			2	Students create and share original works or responsibly reshare digital resources into new creations for greater awareness.
			3	Students communicate complex ideas clearly and effectively by through a variety of digital media.

Assessments: teacher formative assessment tools, rubrics, conferencing, portfolios, checklists, products