TECHNOLOGY AND MEDIA LITERACY
ELEMENTARY

Our students live in a world that is ever changing; where their ability to understand and use emerging literacies is essential to learning. With the goal of developing technology and media literacy skills in all learners, classroom teachers and specialists worked together to design a curriculum that is:

STANDARDS-BASED

Our curriculum is aligned with state and national standards. At the state level, the MEMO (Minnesota Educational MediaOrganization) standards were used to embed media literacy skills. At the national level, the committee used the ISTE standards (International Society for Technology in Education) as a framework to develop a scope and sequence which identifies specific outcomes to be introduced, practiced, mastered, and reinforced at each grade level. Standards and outcomes are grouped into seven strands:

- » Creativity and Innovation
- » Communication and Collaboration
- » Research and Information Fluency
- » Critical Thinking, Problem Solving, Decision Making
- » Digital Citizenship
- » Technology Operations and Concepts
- » Media Literacy

INTEGRATED

The Technology and Media Literacy curriculum was collaboratively designed by classroom teachers and media specialists in an effort to begin integrating technology and media literacy skills into existing curriculum standards. Moving forward, our course instructors will continue working with staff to embed technology and media literacy. This collaborative process helps to ensure students have the opportunity to use technology to further their understanding of key concepts taught in the classroom while also allowing for opportunities to apply newly learned technology and media literacy skills in other subject areas.

GUARANTEED

Every student will acquire a set of basic skills to prepare them to be lifelong learners. Students will be assessed on their mastery of the identified standards at their specific grade level. Rubrics will be used to define the age appropriate level of mastery for each outcome. Students and their families will be informed of progress on the report card.

VIABLE

By focusing on a limited number of standards and providing the time needed for each to be covered in depth, we enable students to learn at higher levels. In addition, the Technology and Media Literacy curriculum is vertically aligned so that concepts introduced in the primary grades are practiced, mastered and reinforced as students progress into the intermediate grades.

KINDERGARTEN

We're just getting started!
In kindergarten, students will become acquainted with technology and build their literacy skills. While using technology, they will practice being responsible and respectful, following directions, solving problems, and taking care of equipment. They will listen to books and be able to discuss what was learned and enjoyed.

FIRST GRADE

We're making technology work.
By the end of first grade, students will be able to operate and take care of digital devices. They will also work at solving basic technology problems. Methods of communicating information with their teacher and classmates will be introduced. As a class, they will create and share a digital presentation. First graders will choose books that fit them well.

SECOND GRADE

It's all about knowing what to look for…
Being able to independently find information is important in second grade. By the end of the year, students are expected to find and use their online learning accounts. They continue to choose books that fit them well. Second graders are introduced to creating simple graphs using digital resources, locating and recording facts, creating a project, and crediting their sources.

THIRD GRADE

We're finding and sharing information.
The world expands a bit more for third graders as they learn how to post online and email via a monitored account. They will also learn to use outside resources to locate information. Privacy issues, passwords, usernames, and online safety issues will be big topics of conversation as students learn to locate and share digital information. Students will become more independent in their use of the online catalogue.

FOURTH GRADE

We're taking learning to a higher level.
Fourth grade is a building year. Students further develop their media literacy skills by exploring different genres and recognizing their personal preferences. Understanding of legal and ethical behavior related to the use of technology is deepened. Students will use online tools to help them learn. For example, they will create surveys, graphs, and charts using online tools.

FIFTH GRADE

We're making decisions and solving problems.
Applying the many skills they have learned throughout elementary school, fifth graders will create and share a multimedia project. They will use print and digital resources to find and share answers to research questions, find solutions to problems and guide decision-making. Students will have strategies for finding books to read for pleasure.

COURSE ROTATIONS

In order to accommodate the variety of specialized courses that are offered, elementary schools will utilize a six-day rotation for the specialist courses. To meet the developmental needs of students, the rotation of courses will vary slightly based on the age of the children.

Grades K-2
- » 1 day of technology/ informational literacy (60 minutes per day)
- » 1 day of art (60 minutes per day)
- » 4 days of music/ physical education combination (30 minutes per subject, per day)

Grades 3-5
- » 2 days of technology/ informational literacy (60 minutes per day)
- » 1 day of art (60 minutes per day)
- » 3 days of music/ physical education combination (30 minutes per subject, per day)

We are excited about the new specialist rotation as it allows for more offerings and opportunities for students.