ASFG EARLY CHILDHOOD
Vertically Aligned Priority Standards

SUBJECT AREA	EC TECHNOLOGY		
STANDARDS DOCUMENT(S)	FIRST® LEGO® League Discover – Learning Progression	Long Beach Unified School District Technology Skills Scope and Sequence (CCSS-aligned)	Arizona Educational Technology Standards / Montana Kindergarten Technology Standards

CONTEXT	The Aprendizajes Clave/Sustantivos were created for native Spanish speakers, and the Common Core Kinder Standards were created for native English speakers. The vast majority of our EC students are native Spanish speakers learning English who have an extra year of elementary (P1) in which to develop some of the preschool skills outlined in both those documents. For that reason, it's not enough to translate the Aprendizajes Claves or Sustantivos into English and use those, or to use the Common Core Kinder standards. Instead, we need to modify and adjust the expectations in both those documents to fit this specific and unique situation, while also accounting for those students who are advanced or native speakers of English and for students who speak neither Spanish nor English. In addition, for some learning standards, students are expected to express themselves in English, but for other standards the focus is on higher order thinking skills so students can express themselves in their language of choice, and teachers model how to say it using English and encourage students to repeat it when appropriate.

CATEGORY 1: Empowered Learner

STRAND	NURSERY	PRE-KINDER	KINDER
Students apply digital tools and skills to further learning and develop products and processes.	With support, uses a variety of digital tools and apps to enrich learning.	Independently uses a variety of digital tools and apps to enrich learning.	Confidently uses a variety of digital tools, apps and websites to enrich learning.
	Begins to understand, through observing the teacher, how to use digital tools to gather information for classroom projects.	With support, uses digital tools to gather information for classroom projects.	With guidance, uses digital tools to gather information for classroom projects.

CATEGORY 2: Digital Citizen

STRAND	NURSERY	PRE-KINDER	KINDER
Students use technology in school and at home safely and responsibly.	Begins to learn the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. *(Common Sense Media)*	With support, practices the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. *(Common Sense Media)*	Independently uses the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. *(Common Sense Media)*
	With support, takes care of devices (clean hands, being careful when holding a device, no water or food close by, etc.).	Independently takes care of devices (clean hands, being careful when holding a device, no water or food close by, etc.).	Takes care of devices and explain why it is important to do so (clean hands, being careful when holding a device, no water or food close by, etc.).
	---	Understands why it's important to be aware and respectful of people while using devices.	Considers the feelings of people around them, even when engaged in online activities.
	---	---	Knows when it is appropriate to use devices, why it is important to take breaks from them, and why there are rules for using technology at home and at school.

CATEGORY 3: Knowledge Constructor

STRAND	NURSERY	PRE-KINDER	KINDER
Students demonstrate proficiency in the use of computers and applications.	On a touch screen device, scrolls to locate and open applications, as well as move objects on the screen.	On a touch screen device, scrolls to locate, open and close applications, as well as manipulate objects on the screen (zoom in, zoom out).	---

	---	With support, uses pointing devices, such as a mouse, to manipulate shapes and click on icons and checkboxes.	Independently uses pointing devices, such as a mouse, to manipulate shapes, click on icons, urls, radio buttons, and check boxes; uses the scrollbar.
	---	Uses a keyboard to locate their initial letter and numbers keys from 1-10.	Types their name and locates numbers keys 1-20.
	Identifies basic technology terms (ipad, computer) and basic technology process terms (open, click).	Identifies basic technology terms (ipad, computer, keyboard, mouse) and basic technology process terms (open, click, close, play and pause).	Identifies basic technology terms (ipad, computer, keyboard, headphones, mouse, cursor) and basic technology process terms (open, click, close, play, pause, forward, rewind).

CATEGORY 4: Innovative Designer

STRAND	NURSERY	PRE-KINDER	KINDER
Students demonstrate the ability to use digital tools and resources for problem solving and decision making.	Uses a variety of materials and tools to express their ideas.	Uses a variety of materials and tools (digital and nondigital) to respond to design prompts.	Suggests and tests solutions to simple problems.
	Develops fine motor skills by engaging in diverse activities in the classroom.		
	With support and as a group, begins to identify solutions to their daily problems in the classroom.	With support, learns to ask questions to identify solutions to their daily problems in the classroom.	Chooses from a variety of digital and nondigital tools to carry out their solutions.

CATEGORY 5: Computational Thinker

STRAND	NURSERY	PRE-KINDER	KINDER
Students show functional understanding of technology concepts and operations.	Understands numbers and quantities from 1-5, and describes, compares, and composes simple shapes (circle, square) along with exploring the position of objects in space (up, down, behind, in front of).	Understands numbers and quantities from 1-10, and describes, compares, and composes simple shapes (circle, triangle, square) along with exploring the position of objects in space (up, down, inside, outside, behind, in front of).	Understands numbers and quantities from 1-20, and describes, compares, and composes simple shapes (circle, triangle, square, rectangle) along with exploring the position of objects in space (up, down, inside, outside, behind, in front of, under, on top of).
	Compares objects as having more or less.	Describes attributes of an object such as length and width.	Describes attributes of an object such as length, width and weight.
	Completes daily routines and tasks by following step-by-step instructions.	Correctly orders the sequence of steps needed to complete daily routines and tasks.	Decomposes daily tasks and routines into a sequence of steps.

CATEGORY 6: Creative Communicator

STRAND	NURSERY	PRE-KINDER	KINDER
Students choose from a variety of digital media and tools in order to communicate ideas and share information.	With teacher support, takes photos or videos with an iPad or camera.	Uses different devices to record and/or photograph classroom learning.	With support, uses Seesaw to share photos or videos with their family about a classroom project or topic of their interest.
	With help, shares ideas orally and supported by visual representations created by them.	With support, shares ideas and information about classroom projects or a topic of their interest via oral communication, simple written words and their own visual representations.	Shares ideas and information about classroom projects or a topic of their interest via oral and written communication with visual representations.

CATEGORY 7: Global Collaborator

STRAND	NURSERY	PRE-KINDER	KINDER
Students demonstrate the ability	Learns to use a sand timer to take turns when using devices.	With guidance, takes turns when using devices.	Takes turns when using devices.

to collaborate and communicate globally in a digital environment.	Identifies technology devices used in the classroom.	Explores how technology has expanded beyond the classroom by identifying technology devices used at home.	Explores how technology has expanded beyond the classroom. Identifies and explains how digital tools are being used in their daily lives.
	With support, raises their hand to share their ideas during a group conversation.	With support, listens respectfully and take turns to share their ideas to participate in a group conversation.	With guidance, listens respectfully and contribute to the topic on hand in a group conversation by sharing their ideas and points of view.
	With guidance and support, participates in a classroom project.	With support, chooses how to contribute to a classroom project and collaborates to achieve simple tasks.	With guidance, chooses a classroom project, collaborates with classmates and identifies a variety of tasks needed to contribute to the project.
	With support, orders a story using sequencing cards.	Orders a story using sequencing cards and can collaborate to create a simple story.	Retells simple stories and collaborates to create a detailed story with the class.
	Identifies creations made by them and recognizes their written name.	Writes their name in capital letters to label their work.	Explores the idea of ownership and labels their work by writing their name in capital and lowercase letters.