

International Society for Technology in Education (ISTE)

TITLE: **Cyber Literacy for the Digital Age**

ISBN: 978-1-934422-64-9

#	Standard	Text Correlation	Correlation Narrative
1	<i>Creativity and Innovation</i> <i>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</i> <i>Students:</i>	Unit 1, CH 1; Unit 2, CH 2-6; Unit 3, CH 7-10; Unit 4, CH 11-15; Unit 5, CH 16	Each activity is organized in a self-guided format. Students read, comprehend and apply the project scenario, directions and formatting requirements to produce an original work. New skills and a visual guide lead the student to an end product. Skill building occurs, leading student to a more efficient outcome.
	<i>a. apply existing knowledge to generate new ideas, products, or processes</i>	Unit 1, CH 1; Unit 3, CH 7, 10; Unit 5, CH 16	Student's role in Cyberworld, Future technologies, E-commerce trends
	<i>b. create original works as a means of personal or group expression</i>	Unit 1, CH 1; Unit 4, CH 13; All chapters (What Would You Do?)	Group RAP project on digital citizenship, cyberworld collage, appropriate e-mail demo; What Would You Do? Response assignments
	<i>c. use models and simulations to explore complex systems and issues</i>	Unit 3, CH 7, 8; Unit 4, CH 11	Social Media site design, Web site evaluation, Netiquette response/description
	<i>d. identify trends and forecast possibilities</i>	Unit 3, CH 9; Unit 5, CH 16	Mobile device research, Technology timeline

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2	<i>Communication and Collaboration</i> <i>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. Students:</i>	Unit 1, CH 1; Unit 2, CH 2-6; Unit 3, CH 7-10; Unit 4, CH 11-15; Unit 5, CH 16	Using a variety of media, chapter assignments are designed to be completed independently, and also encourage collaboration to develop an effective response. Assignments include:
	<i>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</i>	Unit 1, CH 1; Unit 2, CH 5; Unit 4, CH 11	RAP project, poster design, letter request
	<i>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</i>	Unit 4, CH 12, 13, 14	Self-evaluation, online community demonstration, digital trails
	<i>c. develop cultural understanding and global awareness by engaging with learners of other cultures</i>	Unit 2, CH 2, 3; Unit 4, CH 11	Internet safety, Cyberbullying, Netiquette
	<i>d. contribute to project teams to produce original works or solve problems.</i>	Unit 1, CH 1; Unit 4, CH 14	Connected through technology, Digital trails

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3	<i>Research and Information Fluency</i> <i>Students apply digital tools to gather, evaluate, and use information. Students:</i>	Unit 1, CH 1; Unit 2, CH 2-6; Unit 3, CH 7-10; Unit 4, CH 11-15; Unit 5, CH 16	Using a variety of media, chapter assignments are designed to be completed independently, and also encourage collaboration to develop an effective response. Assignments include:
	<i>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</i>	Unit 1, CH 1; Unit 2, CH 5; Unit 4, CH 11	RAP project, poster design, letter request
	<i>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</i>	Unit 4, CH 12, 13, 14	Self-evaluation, online community demonstration, digital trails
	<i>c. develop cultural understanding and global awareness by engaging with learners of other cultures</i>	Unit 2, CH 2, 3; Unit 4, CH 11	Internet safety, Cyberbullying, Netiquette
	<i>d. contribute to project teams to produce original works or solve problems.</i>	Unit 1, CH 1; Unit 4, CH 14	Connected through technology, Digital trails

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4	<i>Critical Thinking, Problem solving, and Decision Making</i> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</i>	Unit 1, CH 1; Unit 2, CH 2-6; Unit 3, CH 7-10; Unit 4, CH 11-15; Unit 5, CH 16	Students research concepts, evaluate issues and respond in writing and through creative projects.
	<i>a. identify and define authentic problems and significant questions for investigation</i>	Unit 2, CH 4, 6	Dealing with Cyberbullying, Computer Protection Plan
	<i>b. plan and manage activities to develop a solution or complete a project</i>	Unit 1, CH 1; Unit 2, CH 6; Unit 5, CH 16	Cyber Citizen Survey, Identity Theft Tips, Cyber Career Search
	<i>c. collect and analyze data to identify solutions and/or make informed decisions</i>	All chapters (What Would You Do?); Unit 2, CH 5	What Would You Do?, Computer Threats
	<i>d. use multiple processes and diverse perspectives to explore alternative solutions</i>	Unit 2, CH 2; Unit 3, CH 7	Risk and Rewards, Self-expression portrait

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5	Digital Citizenship <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</i>	Unit 1, CH 1; Unit 2, CH 2-6; Unit 3, CH 7-10; Unit 4, CH 11-15; Unit 5, CH 16	Students read, research, respond in writing and through creative expression multiple issues related to technology and the practice of legal and ethical behavior. Assignments include:
	<i>a. advocate and practice safe, legal and responsible use of information and technology</i>	Unit 4, CH 11, 13	Netiquette Tips Poster, Cyber Shield
	<i>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</i>	Unit 3, CH 8; Unit 4, CH 11	Social media site design, Netiquette (What Would You Do?)
	<i>c. demonstrate personal responsibility for lifelong learning</i>	Unit 2, CH 5, Unit 5, CH 16	Career Search, Avoiding Computer Threats (What Would You Do?)
	<i>d. exhibit leadership for digital citizenship</i>	Unit 2, CH 2, 3, 6	Internet safety, Cyberbullies, (What Would You Do?), Computer Protection Plan
6	Technology Operations and Concepts <i>Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</i>	Unit 1, CH 1; Unit 2, CH 2-6; Unit 3, CH 7-10; Unit 4, CH 11-15; Unit 5, CH 16	Students use a variety of technologies and systems to research, create and present their learning.
	<i>a. understand and use technology systems</i>	Unit 1, CH 1; Unit 3, CH 9	Cyberworld (What Would You Do?), Mobile devices extension activity
	<i>b. select and use applications effectively and productively</i>	Unit 1, CH 1; Unit 4, CH 12	Technology use collage, RAP project, Self Expression Portrait
	<i>c. troubleshoot systems and applications</i>	Unit 3, CH 7; Unit 4, CH 14	Researching the Web, Follow Your Digital Trails
	<i>d. transfer current knowledge to learning new technologies</i>	Unit 5, CH 16	Future technologies