Laura Bradley's Digital Media curriculum provides students with opportunities to meet a variety of standards while engaging in student-centered, passion-inspired projects. Examples of curriculum and the standards they address are as follows:

| **Standards:** | **Digital Media projects:** |
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| **Common Core Standards:** | |
| CCSS.ELA-LITERACY.RST.6-8.3<br>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | Students read and watch video tutorials in order to learn to use the programs. This is an individual, self-taught process requiring close attention to directions and procedures. |
| CCSS.ELA-LITERACY.RST.6-8.4<br>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. | The Digital Media curriculum includes instruction in the many icons used on websites and digital programs, which students need to learn in order to develop their digital skills. |
| **International Society for Technology in Education Standards:** | |
| 1. Creativity and innovation:<br>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>a. Apply existing knowledge to generate new ideas, products, or processes<br>b. Create original works as a means of personal or group expression | Students develop creativity and innovation as they design and create a variety of products:<br>● sculptures<br>● architectural drawings<br>● animations<br>● games<br>● movies, etc.<br>When students move on to new projects, the skills from the previous project nearly always inform the new creation. |
| 2. Communication and collaboration:<br>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.<br>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media<br>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats<br>d. Contribute to project teams to produce original works or solve problems. | Students build communication skills in a variety of ways in Digital Media class:<br>● face-to-face, working with peers on projects<br>● via email with each other and their teacher<br>● via shared docs and programs<br>● in creating digital presentations (both written and visual/artistic communication)<br>● in presenting their work to the class: speaking and via presentations<br>● working with partners or groups on projects, both during the production phases and presenting the work to the class. |

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| 3. Research and information fluency:<br>Students apply digital tools to gather, evaluate, and use information.<br>a. Plan strategies to guide inquiry<br>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media<br>c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks<br>d. Process data and report results | Since students are pursuing their own interests and learning via video tutorials, they often need to research online to work through problems they encounter. Part of class time is devoted to learning:<br>● effective online searching<br>● evaluating online sources<br>● appropriate use of sources, including determing usage rights and citing sources<br>Students who create infographics learn to compile, analyze and report data, as well as create graphic representations of data. |
| 4. Critical thinking, problem solving, and decision making:<br>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. | As the students work through their projects, they develop these thinking and problem solving skills, learning to make decisions after identifying problems and seeking solutions. |
| 5. Digital citizenship:<br>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.<br>a. Advocate and practice safe, legal, and responsible use of information and technology<br>b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity<br>c. Demonstrate personal responsibility for lifelong learning<br>d. Exhibit leadership for digital citizenship | Central to the Digital Media curriculum are lessons on and practice in digital citizenship. Students create their own digital portfolios and blogs, which teaches them how to be safe, legal and appropriate online. They also create graphics and movies for the school TV show, which gives them opportunities to model appropriate and legal use of tech.<br><br>Films about the pros and cons of technology are also part of the curriculum, providing opportunities for students to learn, discuss and practice positive, responsible digital use. (*War Games*, *Wall-E*, *March of the Penguins*) |
| 6. Technology operations and concepts:<br>Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>a. Understand and use technology systems<br>b. Select and use applications effectively and productively<br>c. Troubleshoot systems and applications<br>d. Transfer current knowledge to learning of new technologies | Students often enter the Digital Media class with little or no innovative use of technology. Comfortable with technology as a toy, the students are able to click, swipe and tap, but they are not at all familiar with technology as a means to create something new, be innovative, and be an owner of an original product. As they begin to work through a new program, they begin to build the skills they need to be productive, critical-thinking users (and managers) of technology. |