

**Sample Learning Targets: NC Digital Learning Standards and Elementary School Library Instruction (+ eWISE)**

<b>NC.DLS.EL.1:Empowered Learner</b> <b>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</b>	
NC.DLS.EL.1.a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
<b>Learning Targets</b>	<b>I can identify a topic I'm interested in learning about. (Wonder)</b> <b>I can use the library catalog to locate books I want to read. (Investigate)</b> <b>I can use the search functions in digital tools to find information about topics of interest. (Investigate)</b> <b>I can reflect on my ability to successfully find media about topics of interest. (evaluate, Investigate)</b>
NC.DLS.EL.1.b	Students build networks and customize their learning environments in ways that support the learning process.
<b>Learning Targets</b>	<b>I can collaborate with my classmates to learn new things. (Investigate)</b> <b>I can seek out information from experts. (evaluate, Investigate)</b> <b>I can use read aloud features on a website to help me learn. (Investigate)</b> <b>I can choose a preferred format (text, video, audio, image) to learn new information. (evaluate, Investigate)</b>
NC.DLS.EL.1.c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
<b>Learning Targets</b>	<b>I can use digital tools to share my learning. (Express)</b> <b>I can seek feedback on my work from my classmates or teachers. (evaluate)</b> <b>I can use feedback from my classmates or teachers to improve my work. (evaluate)</b>
NC.DLS.EL.1.d	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
<b>Learning Targets</b>	<b>I can use the search features/buttons/menus/headings/tabs to navigate a digital source of information. (Investigate)</b> <b>I can access and navigate the digital resources in my WakeID portal. (Investigate, Express)</b> <b>I can choose the right tool in my WakeID portal to complete a task. (Investigate)</b>

## **NC.DLS.DC.2:Digital Citizen**

**Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

NC.DLS.DC.2.a	Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
<b>Learning Targets</b>	<b>I can understand what a digital footprint is. I can reflect on what and with whom I share online. I can understand that not everything on the internet is true. I can reflect on ways to tell whether something online is true and whether I should share it with others. (evaluate)</b>
NC.DLS.DC.2.b	Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
<b>Learning Targets</b>	<b>I can reflect on how I balance my time with technology. I can explain what media balance means and why it's important. I can explain what it means to be safe on the internet. I can demonstrate ways to be kind online. I can explain strategies for dealing with cyberbullying.</b>
NC.DLS.DC.2.c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
<b>Learning Targets</b>	<b>I can explain how to give credit to someone else's work. I can explain why giving credit to someone else's work is important. I can describe the rights and responsibilities of creators. I can define copyright and explain how it applies to creative work. I can apply copyright principles to real-life scenarios.</b>
NC.DLS.DC.2.d	Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
<b>Learning Targets</b>	<b>I can create a strong password. I can explain what types of information should be kept private. I can reflect on ways to keep my passwords and personal information safe. I can explain why companies collect my information online.</b>

### NC.DLS.KC.3: Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

NC.DLS.KC.3.a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
Learning Targets	<b>I can develop research questions to learn more about a topic. (Wonder)</b> <b>I can reflect on what makes a strong research question. (Wonder, evaluate)</b> <b>I can use a variety of sources to investigate my research questions. (Investigate)</b> <b>I can identify relevant information in a text/image/video, etc. (Investigate, evaluate)</b>
NC.DLS.KC.3.b	Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.
Learning Targets	<b>I can reflect on which sources of information are useful for a given task. (evaluate, Investigate)</b> <b>I can read laterally to verify whether information is accurate. (Investigate, Synthesize, evaluate)</b> <b>I can identify an author's purpose for creating a piece of media. (evaluate)</b>
NC.DLS.KC.3.c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
Learning Targets	<b>I can find information from different resources that helps me understand a topic. (Investigate, Synthesize)</b> <b>I can use a tool to collect and organize information. (Investigate, Synthesize)</b> <b>I can make connections between pieces of information to answer a question or draw a conclusion (Synthesize).</b>
NC.DLS.KC.3.d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
Learning Targets	<b>I can identify real-world problems in books, videos, photographs, or other media. (Wonder, Synthesize)</b> <b>I can investigate how experts are solving real-world problems. (Investigate)</b> <b>I can develop my own ideas and theories for solving real-world problems. (Synthesize)</b>

**NC.DLS.ID.4: Innovative Designer**

**Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.**

NC.DLS.ID.4.a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
<b>Learning Targets</b>	<b>I can empathize with people in a nonfiction text or characters in a fictional story to understand what they need. (Wonder)</b> <b>I can define a problem in a nonfiction text or fictional story. (Investigate, Synthesize)</b> <b>I can brainstorm potential solutions to a problem. (Synthesize)</b> <b>I can build a prototype to demonstrate my idea. (Express)</b> <b>I can test my solution and explain what worked, what didn't, and how it can be improved. (evaluate)</b>
NC.DLS.ID.4.b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
<b>Learning Targets</b>	<b>I can identify the materials I need to complete a project.</b> <b>I can use drawing tools or graphic organizers to plan the steps I need to take to complete a project.</b> <b>I can keep track of the steps I've followed to complete a project.</b> <b>I can make changes when I make a mistake or encounter a problem.</b>
NC.DLS.ID.4.c	Students develop, test and refine prototypes as part of a cyclical design process.
<b>Learning Targets</b>	<b>I can use library tools (apps or makerspace materials) to build a prototype of an idea.</b> <b>I can test my prototype and identify what works and what doesn't.</b> <b>I can make changes to my prototype to apply what I learned when testing it.</b>
NC.DLS.ID.4.d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
<b>Learning Targets</b>	<b>I can try new ideas to work on a challenging task.</b>

## **NC.DLS.CT.5: Computational Thinker**

**Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**

NC.DLS.CT.5.a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
<b>Learning Targets</b>	<b>I can identify when technology can help to solve a problem. I can break down a task into a series of steps.</b>
NC.DLS.CT.5.b	Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
<b>Learning Targets</b>	<b>I can use technology to organize and share data (graphs, tables, etc.). (Express) I can identify relevant information in data presented in graphs, charts, tables, etc. (Investigate)</b>
NC.DLS.CT.5.c	Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
<b>Learning Targets</b>	<b>I can identify different parts of a problem. I can create a drawing, flowchart, or other model to explain the parts of a problem. I can use a model to help me understand or solve a problem.</b>
NC.DLS.CT.5.d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
<b>Learning Targets</b>	<b>I can articulate an algorithm to complete a task. I can identify and fix errors in an algorithm. I can use coding to test an algorithm. I can identify examples of automation and algorithms.</b>

**NC.DLS.CC.6: Creative Communicator**

**Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.**

NC.DLS.CC.6.a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
Learning Targets	<b>I can share what I learn by _____ (example: writing about it, making a video, making a drawing, presenting a slideshow, etc.) (Express)</b> <b>I can decide the best way to share my ideas. (evaluate)</b> <b>I can explain why I chose a particular tool to share my ideas. (evaluate)</b>
NC.DLS.CC.6.b	Students create original works or responsibly repurpose or remix digital resources into new creations.
Learning Targets	<b>I can create a new _____ (example: image, story, song, movie, etc.) to express an idea. (Express)</b> <b>I can explain how to ethically use images, videos, text, or sounds created by others in my own work.</b> <b>I can give credit to the creators of the resources I use in my work.</b>
NC.DLS.CC.6.c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
Learning Targets	<b>I can use _____ (example: image, video, chart, timeline, etc.) to explain an idea.</b>
NC.DLS.CC.6.d	Students publish or present content that customizes the message and medium for their intended audiences.
Learning Targets	<b>I can choose how to share my ideas so others can understand them. (evaluate)</b> <b>I can make changes to my work to make it easy for others to understand. (Express, evaluate)</b> <b>I can create content that fits what my audience needs or enjoys. (Express, evaluate)</b>

## **NC.DLS.GC.7: Global Collaborator**

**Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

NC.DLS.GC.7.a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
<b>Learning Targets</b>	<b>I can use digital tools to help me communicate with someone different than me. I can communicate with others online in respectful ways to help me understand different viewpoints.</b>
NC.DLS.GC.7.b	Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
<b>Learning Targets</b>	<b>I can collaborate with my peers to learn about an issue or problem. I can examine resources from experts or community members to learn about an issue or problem. (Investigate, evaluate) I can seek out multiple viewpoints when learning about an issue or problem. (Investigate, Synthesize, evaluate)</b>
NC.DLS.GC.7.c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
<b>Learning Targets</b>	<b>I can work with a group to complete a task. I can help my group by sharing ideas and listening to the ideas of others. I can help my group by doing my share of the work. I can work with a group by taking on a specific role to help the group reach our goal.</b>
NC.DLS.GC.7.d	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
<b>Learning Targets</b>	<b>I can identify local and global issues in books, videos, photographs, or other media. (Wonder, Synthesize) I can work with my classmates to investigate how others are solving local and global issues. (Investigate)</b>