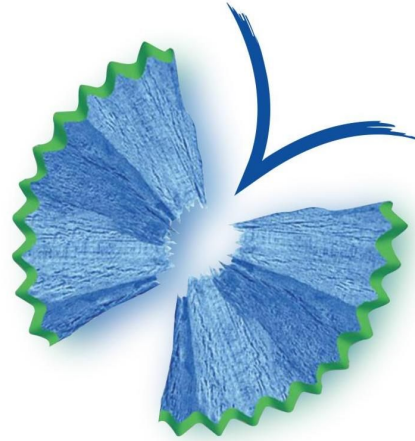


International Preparatory School ICT Teaching and Learning Policy



INTERNATIONAL
PREPARATORY SCHOOL

Finalised: June 29, 2018

Adopted: November 8, 2018

Review: May 2021

Vision: Inspiring our learners to thrive in a world of change.

Mission: At IPS, we recognise the essential role ICT plays in our students ability to participate in our mission: Inspire, Empower, Lead.

IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our lives.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our own actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional balance - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

This Teaching and Policy was written by:

Tieg Tarum - ICT Coordinator, ICT Integrator

Sylvain Roussel - ICT Integrator

Prior to adoption, this policy was shared and feedback sought from the following different representatives of school stakeholders:

1. IPS Middle Leadership Team on September 17, 2018
 - Bruce Ashton, Head of School
 - Nicky Bigaignon, Deputy Head of School
 - Heidi Ashton, PYP Coordinator
 - Lucy Greig, EY Coordinator
 - Alanna Robinson, LP Coordinator
 - Nandinee Keerpah, MP Coordinator
 - Jennifer Peters, UP Coordinator
 - Kathy Van Zyl, Learning Support Services Coordinator
 - Virginie Autrey, Single Subject Coordinator
 - Varsha Kowlessur, French Coordinator

2. IPS Teaching Staff on November 8, 2018

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Philosophy Statement

International Preparatory School believes that technology and media in all their forms have a central and evolving role to play in all aspects of life. These tools empower all to locally and globally create connections, access information, and build dynamic teaching and learning environments.

Learning Outcomes and Integration

The following Learning Outcomes were adapted for use at IPS from the 2017 edition of the International Society for Technology in Education: [Standards for Students](http://www.iste.org) (ISTE www.iste.org) by Tieg Tarum and Sylvain Roussel in June of 2018. Each learning outcome has been integrated across IPS's scope and sequence documents and has been noted in which area of the curriculum each learning outcome is found.

ICT in the PYP	ISTE Concept	ISTE Learning Outcomes	IPS Scope and Sequence	Learner Profile
Ages 3-7				
Organizing	Empowered Learner	1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.	PSE - Interactions Phase 3	Reflective, Caring
		1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning.	PSE - Identity Phase 2 Oral language - Phase 2	Communicator, Open Minded
		1.c. With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback, and use age-appropriate technology to share learning.	PSE - Identity Phase 2 Viewing - Phase 2	Reflective, Open Minded
		1.d. With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.	PSE - Identity Phase 1	Inquirer, Knowledgeable
Digital Citizenship	Digital Citizen	2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.	PSE - Identity Phase 3	Principled, Balanced
		2.b. With guidance from an educator, students understand how to be careful	PSE - Identity Phase 3	Caring,

		when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.		Principled
		2.c. With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.	PSE - Interactions Phase 2	Principled
		2.d. (Part 2) With guidance from an educator, students demonstrate an understanding of the importance of keeping their information private.	PSE - Identity Phase 2	Knowledgeable
		2.d. (Part 1) With guidance from an educator, students demonstrate an understanding that technology is all around them.	PSE - Identity Phase 1	Knowledgeable
Investigating	Knowledge Constructor	3.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.	Social Studies skills Year 3	Inquirer, Risk Taker
		3.b. With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content.	Social Studies skills Year 3	Thinker, Reflective
		3.c. With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning.	Data Handling Phase 2 Social Studies skills Year 2	Balanced, Thinker
		3.d. With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.	Social Studies skills Year 1	Inquirer, Communicator
Creating	Innovative Designer	4.a. With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning.	Science Skills Reception - Year 2	Thinker, Risk Taker
		4.b. Students use age-appropriate digital and non-digital tools to design something and are aware of the step-by-step process of designing.	Science Skills Year 2, Language Viewing and Presenting - all phases	Knowledgeable
		4.c. Students use a design process to develop ideas or creations, and they test their design and redesign if necessary.	Science Skills Year 1	Thinker, Reflective
		4.d. Students demonstrate perseverance when working to complete a challenging task.	Wellness - Identity Phase 1	Risk Taker

	Computational Thinker	5.a. With guidance from an educator, students identify a problem and select appropriate technology tools to explore and find solutions.	Number Phase 2 Science Skills Year 2 Social Studies Year 2	Thinker, Knowledgeable
		5.b. With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.	Data Handling Phase 1 Pattern & Function Phase 1 Science Skills Year 1	Knowledgeable
		5.c. With guidance from an educator, students break a problem into parts and identify ways to solve the problem.	Number Phase 2 Science Skills Year 2	Inquirer, Thinker
		5.d. Students understand how technology is used to make a task easier or repeatable and can identify real-world examples.	Pattern & Function Phase 1, Science skills Y3-Y6	Knowledgeable
Communicating	Creative Communicator	6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others.	Language Viewing and Presenting, Phase 3 and 4	Risk Taker, Communicator
		6.b. Students use digital tools to create original works.	Language Viewing and Presenting, Phase 2	Communicator, Knowledgeable
		6.c. With guidance from an educator, students share ideas in multiple ways — visual, audio, etc.	Language Viewing and Presenting P1	Communicator, Open Minded
		6.d. With guidance from an educator, students select technology to share their ideas with different people.	PSE - Interactions Phase 2, Language Writing Phase 2	Communicator
Collaborating	Global Collaborator	7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.	PSE - Interactions Phase 3, Language Written Phase 3	Communicator, Open Minded
		7.b. With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.	PSE - Interactions Phase 3	Communicator, Open Minded
		7.c. With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.	PSE - Interactions Phase 2	Balanced, Communicator

		7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.	PSE - Interactions Phase 1	Thinker, Communicator
Ages 8-11				
Organizing	Empowered Learner	1.a. Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.	PSE - Identity Phase 4	Reflective, Knowledgeable
		1.b. With the oversight and support of an educator, students build a network of experts and peers within school policy and customize their environments to enhance their learning.	PSE - Interactions Phase 4	Communicator, Inquirer
		1.c. Students seek from feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.	PSE - Identity Phase 4	Reflective, Open Minded
		1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.	PSE - Interactions Phase 3	Knowledgeable
Digital Citizenship	Digital Citizen	2.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.	PSE - Identity Phase 4	Knowledgeable, Thinker
		2.b. Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator.	PSE - Interactions Phase 4	Principled, Caring
		2.c. Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.	PSE - Interactions Phase 3	Principled, Caring
		2.d. Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.	PSE - Identity Phase 3	Knowledgeable, Principled
Investigating	Knowledge Constructor	3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.	Social Studies Year 6	Inquirer, Open Minded

		3.b. Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.	Social Studies Year 6	Thinker, Reflective
		3.c. Using a variety of strategies, students organize information and make meaningful connections between resources.	Data Handling Phase 3 Social Studies Year 5	Knowledgeable, Balanced
		3.d. Students explore real-world problems and issues and collaborate with others to find answers or solutions.	Number Phase 3 Interactions Phase 3 Social Studies Year 4	Inquirer, Communicator
Creating	Innovative Designer	4.a. Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others.	Creating Visual Arts Phase 4	Thinker, Risk Taker
		4.b. Students use digital and non-digital tools to plan and manage a design process.	Creating Visual Arts Phase 3 & 4	Balanced
		4.c. Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays.	Creating Visual Arts Phase 3	Reflective, Thinker
		4.d. Students demonstrate perseverance when working with open-ended problems.	PSE - Identity Phase 3	Principled, Inquirer
	Computational Thinker	5.a. Students explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator.	Data Handling Phase 4 Pattern & Function Phase 4 Science Skills Year 6	Thinker, Knowledgeable
		5.b. Students select effective technology to represent data.	Data Handling Phase 4 Science Skills Year 5	Knowledgeable
		5.c. Students break down problems into smaller parts, identify key information and propose solutions.	Number Phase 3 Science Skills Year 4	Thinker
		5.d. Students understand and explore basic concepts related to automation, patterns and algorithmic thinking.	Pattern & Function Phase 3	Knowledgeable, Inquirer
	Communicating	Creative Communicator	6.a. Students recognize and utilize the features and functions of a variety of creation or communication tools.	Language Viewing and Presenting Phase 5

		6.b. Student create original works and learn strategies for remixing or repurposing to create new artifacts.	Language Viewing and Presenting Phase 4	Inquirer, Principled
		6.c. Students create digital artifacts to communicate ideas visually and graphically.	Data Handling Phases 3 & 4, Language Viewing and Presenting Phase 4	Communicator
		6.d. Students learn about audience and consider their expected audience when creating digital artifacts and presentations.	Language Viewing and Presenting, Phase 4	Reflective, Communicator
Collaborating	Global Collaborator	7.a. Students use digital tools to work with friends and people from different backgrounds or cultures.	PSE - Interactions Phase 4	Open Minded, Balanced
		7.b. Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.	PSE - Interactions Phase 4	Communicator, Open Minded
		7.c. Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.	PSE - Interactions Phase 4	Communicator, Thinker
		7.d. Students work with others using collaborative technologies to explore local and global issues.	PSE - Interactions Phase 3	Open Minded, Communicator

IPS Acceptable Use Policy

Students, teachers, and parents alike at IPS strive to embody the learner profile attributes and use the approaches to learning to become independent lifelong learners and set an example in the community. This document outlines how ICT tools can be used effectively to enhance learning at IPS, home, and in the wider community through the application of the learner profile attributes and approaches to learning.

Learner Profile Attributes		Approaches to Learning	
Balanced	I balance my use of ICT tools with other forms of communication and creation. I continuously balance my educational and personal use of ICT tools according to my location and needs.	Self-Management Skills	I select and use ICT tools effectively and appropriately. I keep my digital files organized and my devices are always ready to be used for learning. I manage my screen time wisely and meet deadlines.
Risk-Takers	I use unfamiliar ICT tools and skills with courage. I am not afraid to make mistakes, and I am determined to explore new ways to accomplish my goals through the use of ICT tools.	Thinking Skills	I use ICT tools critically to help me analyse and evaluate issues and ideas and to solve problems. I demonstrate my creative thinking by using ICT tools to design solutions to real world problems.
Reflective	I reflect on my use of technology to learn about my strengths and areas of development, and I use this information to develop new ICT skills and strategies to enhance my learning.	Communication Skills	I collect, record, verify, and present information using appropriate ICT tools. I participate in and contribute to suitable social media networks, and collaborate with peers and experts from a variety of sources.
Thinkers	I face challenges by thinking critically and using ICT tools and skills creatively to solve complex problems. I think before I act online to stay safe.	Research Skills	I collect, organize, interpret, and present information using a variety ICT tools. I cite my sources to ensure I have permission of use from the author or use suitable Creative

			Commons material.
Knowledgeable	I build my knowledge of ICT skills and tools and understand how ICT is involved in my life and use my ICT knowledge to create solutions and share ideas.	Social Skills	I am ethical in my use of ICT tools and use social media to build and develop appropriate relationships as well as give and receive meaningful feedback. I am aware that I interact with people from around the world, and I demonstrate international-mindedness in all online interactions.
Communicator	I understand that ICT can be used to connect me with others. I communicate online respectfully and thoughtfully. I do not tolerate bullying in any form, and I speak with an adult when I need support and guidance.	This policy was written by: Tieg Tarum - ICT Coordinator & Committee Chair Sylvain Roussel - Technology Coach	
Inquirer	I use ICT tools to inquire and investigate our world. I ask meaningful questions and search for a wide range of sources.	Prior to adoption, this policy was shared and feedback sought from the following different representatives of school stakeholders:	
Caring	I help others to improve their ICT skills and knowledge. I am careful and gentle when using ICT tools and show respect for others' property.	1. Middle Leadership Committee on May 7, 2018	
Open-Minded	I am open to the ideas of others. I use new and different ICT tools to create and present in meaningful ways.	<ul style="list-style-type: none"> ○ Bruce Ashton - Head of School ○ Nicky Bigaignon - Deputy Head of School ○ Lucy Greig - KS1 Coordinator ○ Varsha Kowlessur - French Language Coordinator ○ Leena Ramgolam - KS2 Coordinator ○ Renee Vallet - Learning Support Services Coordinator ○ Jean Noel Yardin - Single Subject Coordinator 	
Principled	I respect the work of others. I only use and share information, pictures, music, & media that I am allowed to. I take responsibility for my actions online and the consequences that accompany them. I am a good Digital Citizen.	2. IPS Teaching Staff on May 14, 2018	
		3. Parent Advisory Committee on May 22, 2018	

IPS ICT Skills Continuum

The following Nursery – Diploma Program Year 2 ICT Skills Continuum was adapted for use at IPS from the 2017 edition of the International Society for Technology in Education: [Standards for Students](http://www.iste.org) (ISTE www.iste.org) by Tieg Tarum and Sylvain Roussel in May of 2018. This Skills Continuum is used to identify prerequisite ICT skills and recognize students' proficiency and progression across grade levels. Student expected performance at grade level is labeled as Expanding, Consolidating, Developing, or Emerging.

Ex = Expanding, Students rely on this skill to solve problems independently.

Co = Consolidating, Students have a secure knowledge of this skill but may require assistance.

De = Developing, Students receive lessons on the skill and assistance as needed.

Em = Emerging, Students are exposed to the skill though teacher led activities and require assistance.

Basic Operations and Concepts																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Identify the basic components of the computer: monitor, touch screen, buttons, keyboard, mouse, headphones, ports and printers.	Em	Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Computer, Tablet, Phone, etc
Turn on/off a computer, laptop and/or hand-held device and log in.		Em	Em	Em	De	De	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	Ex	
Use a mouse, trackpad, or touch screen to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bar.	Em	Em	Em	De	De	De	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	Ex	
Use desktop or home screen icons, windows and menus to open and close applications and documents;			Em	Em	Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	

understand difference between closing and quitting applications.																
Use shortcuts to operate the computer or tablet (i.e. Command-P, Command-C, Command-V).			Em	Em	Em	De	De	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	
Use gestures to navigate hand-held devices.	Em	Em	Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	
Use the print dialog box to select local printers and change settings (i.e. number of copies, color, paper size, orientation, scale, one-sided vs. two-sided).					Em	Em	Em	De	De	De	Co	Co	Ex	Ex	Ex	
Use basic troubleshooting steps to solve technical problems independently.					Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	
Apply prior technical knowledge and experiences to figure out how new technologies or applications work.		Em	Em	Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	
Manage and deploy software updates.									Em	Em	De	De	Co	Co	Ex	

Logins/File Management																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Use login credentials for access to network devices, accounts, servers, printers and cloud services.					Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	G-Suite, Google Drive, iPad File Manager, AirDrop, Google Classroom, Bloomz.
Name documents with appropriate file names and understand where files are being saved.				Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	
Create, save, edit, copy and rename files and folders to organize documents and materials.				Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	
Delete files and folders; recover files and folders from the trash; empty trash.					Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	
Retrieve previous file versions/access revision history for documents located in cloud services.							Em	Em	De	De	De	Co	Co	Co	Ex	

Download, upload, attach, AirDrop and zip files and folders via email or cloud services.						Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex
Use search tools to locate files and applications.						Em	Em	De	De	Co	Co	Co	Co	Ex	Ex	Ex
Can associate document extensions with appropriate file types.						Em	Em	Em	De	De	Co	Co	Co	Co	Ex	Ex
Understand how cloud computing is different from using software applications.						Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex
Is able to upload/download/retrieve files to and from the cloud.						Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex

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Personal Data Management																
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Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Protect accounts by logging out of shared equipment			Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	G-Suite Accounts, Google Drive, Bloomz, Padlet,
Keep passwords confidential, and be proactive if they are compromised			Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Use passcodes/passwords/passphrases to secure individual devices				Em	Em	De	De	Co	Co	Co	Co	Ex	Ex	Ex	Ex	
Create robust passwords/passphrases and effectively manage their privacy				Em	Em	De	De	Co	Co	Co	Co	Co	Ex	Ex	Ex	
Find and adjust privacy settings							Em	Em	De	De	De	Co	Co	Co	Ex	

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Online Safety																
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Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
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Use technology independently and with peers responsibly, and make safe choices.				Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	Computers, tablets, phones, social media, Boomz, Padlet, G-Suite, Personal Blogs/Websites
Understand how to be safe online in a digital world.		Em	Em	Em	Em	Em	De	De	De	De	De	Co	Co	Co	Co	
Understand the importance of not sharing personal information online.			Em	Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	
Understand how to practice safe internet searches.					Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	
Evaluate whether sources/websites are safe to conduct research.					Em	Em	Em	De	De	De	De	De	Co	Co	Co	
Understand the positive and negative effects social media sites can have on one's life.					Em	Em	Em	Em	Em	De	De	De	Co	Co	Co	

Digital Identity

Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Recognize how overuse of technology can impact one's mental, physical and emotional health.				Em	Em	Em	Em	De	De	De	De	De	De	Co	Co	Computers, tablets, phones, social media, Boomz, Padlet, G-Suite, Personal Blogs/Websites, Google Chrome, Safari, Firefox,
Set appropriate profile pictures and other profile content across social media, web pages, blogs, etc.						Em	Em	Em	Em	Em	Em	De	De	De	Co	
Understand that digital content is permanent and cannot be deleted. Build a positive digital footprint/reputation.					Em	Em	Em	Em	Em	De	De	De	De	Co	Co	
Build a positive digital footprint/reputation.					Em	Em	Em	Em	Em	De	De	De	De	De	De	
Recognize the difference between active and passive data collection when using the internet and social media sites.									Em	Em	De	De	De	De	De	
Understand how browser settings such as cookies track personal information.									Em	Em	De	De	De	De	De	

Keyboarding																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Use keyboarding programs and games to assist in development of skills. Use proper posture and ergonomics.			Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	iPad w/ Keyboards/Computer, Dance Mat Typing (website)
Use proper posture and ergonomics.			Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	
Locate and use letter and number keys with correct left and right hand placement (home row).			Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Locate and use correct finger/hand for space bar, return/enter and shift key.			Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Gain proficiency and speed in touch-typing.				Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	
Learn to use special characters as needed (i.e. accents, tilde).					Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	
Painting & Drawing Programs																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Use basic drawing tools including pencil, paint brush, shape, line, undo, redo and eraser.	Em	Em	Em	De	De	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Doodle Buddy, SketchBook, SketchBook Motion
Use color palette/color wheel to change tool color.	Em	Em	Em	De	De	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex	
Use selection tools to copy, paste, move and modify work.			Em	Em	Em	De	De	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	
Use text tool to add text features to art work.			Em	De	De	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex	

Use basic design principles (i.e. whitespace, color, balance, texture).						Em	Em	De	De	De	Co	Co	Co	Co	Ex	
Communication & Collaboration Tools																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Is polite and respectful in all communications and collaborations using technological tools, using appropriate language at all times.	Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	G-Mail, Apple Mail, E-mail apps, etc
Use email, messaging and other tools to share information and communicate ideas with others.					Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	
Compose and send an email.					Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	
Understand the difference between Reply Send, Reply All and Forward when responding to an email.					Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Understand the difference between CC (carbon copy) and BCC (blind carbon copy) and use them appropriately.								Em	Em	De	De	De	De	Co	Co	
Attach a document or file to an email.							Em	Em	De	De	Co	Co	Co	Co	Ex	
Use a course or learning management system to access class pages, class calendars, portfolios and grades.					Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	
Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments.					Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	
Access calendar and student pages on school website as needed.					Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	
Use audience response tools and apps to participate in class discussions.			Em	Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	

Set up, share and utilize collaborative workspaces, documents or other digital tools for asynchronous and synchronous collaboration.					Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Use synchronous collaboration tools such as video conferencing, interactive television and voice over IP to connect with others.			Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Skype, Google Hangouts, WhatsApp, Facetime etc
Use virtual world and gaming tools to work collaboratively toward common goals.					Em	Em	De	De	De	De	De	Co	Co	Co	Ex	Google Classroom, Google Drive, ManageBac, Bloomz, Padlet, Social Media
Use social media tools to connect, collaborate and share.					Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	
Use digital tools such as blogs, websites and social media to crowdsource, crowd fund and mobilize a community toward a goal.					Em	Em	Em	Em	Em	De	De	De	De	Co	Co	
Create and maintain a digital portfolio or collection of works related to one's learning.		Em	Em	Em	De	De	De	De	De	De	De	Co	Co	Co	Co	

Word Processing

Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Use a word processing application to write, edit, print and save assignments.			Em	Em	De	De	Co	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	Google Docs, Pages, Word, G-Suite
Use the menu/toolbar functions to format, edit and print a document.			Em	Em	De	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	
Highlight, copy and paste text within a document or from an outside source			Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	
Insert and resize images within a document.				Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	
Copy, paste and resize images found from outside sources.					Em	Em	De	De	Co	Co	Co	Co	Ex	Ex	Ex	

Use the menu/toolbar functions to format a paper using MLA, APA or other appropriate style.									Em	Em	Em	De	De	Co	Co	Co	Co	
Proofread and edit writing using built-in resources (i.e. dictionary, spell checker, thesaurus, grammar check, & auto-correct).				Em	Em	De	De	De	De	Co	Co	Co	Co	Ex	Ex			
Problem-Solving & Computational Thinking																		
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms		
Use technology tools to represent solutions to problems in a variety of ways including text, sounds, pictures and numbers.		Em	Em	Em	Em	De	De	De	De	De	Co	Co	Co	Ex	Ex	BeeBots, BeeBots App, Hopscotch Coding, Swift Playgrounds, Scratch		
Use technology resources and tools to solve age-appropriate computing problems or for independent learning.		Em	Em	Em	Em	De	De	De	De	De	Co	Co	Co	Ex	Ex			
Define an algorithm as a sequence of instructions and use the basic steps of algorithmic thinking to solve problems and design solutions.			Em	Em	Em	De	De	De	De	De	Co	Co	Co	Ex	Ex			
Use a block-based visual programming interface to build a game, tell a story or solve a problem.				Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	Ex			
Use 2D design tools to create prototypes, models and simulations to demonstrate solutions and ideas.			Em	Em	De	De	De	De	De	De	Co	Co	Co	Ex	Ex	TinkerCad, Sketchbook, AutoCAD		
Use 3D design tools to create prototypes, models and simulations to demonstrate solutions and ideas.					Em	Em	Em	Em	De	De	De	De	De	Co	Co			
Spreadsheets & Databases																		
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms		

Understand that spreadsheets, databases and other specialized data tools are used to collect, manage, analyze and visualize data				Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Google Sheets, Numbers, Excel, etc.	
Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart, graph).				Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	Ex		
Enter/edit data and text into a spreadsheet and format spreadsheet to accommodate data.						Em	Em	Em	De	De	Co	Co	Co	Ex	Ex		
Calculate numerical equations using spreadsheet formulas and functions.								Em	Em	De	De	Co	Co	Co	Ex		
Designate the format of a cell to accommodate different kinds of text and numerical data.						Em	Em	Em	De	De	Co	Co	Co	Ex	Ex		
Utilize spreadsheet data to create tables, charts and graphs.						Em	Em	De	De	De	Co	Co	Co	Ex	Ex		
Identify and explain terms and concepts related to database systems (i.e. field, set, subset, query, ordered, sorted).						Em	Em	Em	De	De	Co	Co	Co	Co	Ex		
Enter/edit data and/or text into a database and use queries to find information.						Em	Em	Em	De	De	Co	Co	Co	Co	Ex		
Use spreadsheets and databases to make predictions, solve problems and draw conclusions.								Em	Em	De	De	Co	Co	Co	Co		
Multimedia & Presentation Tools																	
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms	
Use a digital camera, video camera or camera on a hand-held device to take pictures and videos.	Em	Em	Em	Em	De	De	Co	Co	Co	Co	Co	Co	Ex	Ex	Ex	Ex	Camera App, Digital, and/or Film Camera
Capture images that incorporate rules of photography.			Em	Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex		

Use photo- and video-editing tools to adjust images and add effects.			Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	Photos App, SnapSeed, Photoshop
Save images in multiple formats.							Em	Em	De	De	Co	Co	Co	Co	Ex	
Use recording and editing equipment to record, edit and publish audio & video.	Em	Em	Em	Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Camera, iMovie, GarageBand, Voice Recorder, Photobooth
Create, edit and format text, visuals and audio within a multimedia presentation.			Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	Google Slides, iMovie, Keynote, Haiku Deck, PowerPoint, Padlet, Popplet, NearPod, Pear Deck
Create a series of slides and organize them to present research or convey an idea			Em	Em	De	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	
Copy/paste or import graphics within a multimedia presentation. Be able to change their size and position on a slide.					Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	
Insert songs, videos or other media on slides.				Em	Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Add a working hyperlink to a multimedia presentation.					Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Internet Searching & Online Databases																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Use refresh, forward and back buttons to navigate a web browser.	Em	Em	Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	Google Chrome, Firefox, Safari, Edge, etc.
Use tab browsing to navigate multiple pages.			Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	
Create bookmarks and add frequently used sites to the bookmark bar					Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	
Locate the URL of a website and make a distinction between the suffixes .org, .com, .edu, .net, .gov and international domains.			Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	

Use age-appropriate search engines to find information.		Em	Em	Em	Em	Em	De	De	De	Co	Co	Co	Co	Ex	Ex	Kiddle, SafeSearch, Safer Brit, BrainPop
Use browser search tools and advanced search features to find information				Em	Em	Em	De	De	De	De	Co	Co	Co	Co	Ex	Google Search, Bing
Use a browser's History feature to locate previously visited sites.					Em	Em	De	De	De	Co	Co	Co	Ex	Ex	Ex	Google Chrome, Firefox, Safari, Edge, etc.
Identify and use hyperlinks within web pages or documents.	Em	Em	Em	Em	De	De	Co	Co	Co	Ex	Ex	Ex	Ex	Ex	Ex	
Use digital tools or platforms to organize, display, annotate and/or share a curated collection.							Em	Em	Em	De	De	De	De	Co	Co	
Locate and add browser or other web apps or add-ons to customize learning.							Em	Em	De	De	De	Co	Co	Co	Co	Chrome Extensions,
Access online catalogs and databases for research.					Em	Em	Em	Em	De	De	De	De	Co	Co	Co	Encyclopedia Britannica, BrainPop, etc
Acceptable Use, Copyright & Plagiarism																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Locate required citation information on web pages and other digital resources and cite in the appropriate style.				Em	Em	Em	De	De	De	De	De	Co	Co	Co	Ex	Common Sense Media, IPS Acceptable Use Policy, IPS Citation Guidelines
Use age-appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility and relevance.				Em	Em	Em	De	De	De	De	De	Co	Co	Co	Co	
Transfer the information learned from online sources into your own words.				Em	Em	Em	De	De	De	De	De	De	Co	Co	Co	
Understand all rules and guidelines in the school's Acceptable Use Policy.	Em	Em	Em	Em	Em	De	De	De	De	De	De	Co	Co	Co	Ex	

Understand Fair Use guidelines and their application to all forms of work.					Em	Em	Em	Em	De	De	De	Co	Co	Co	Ex	
Organizational & Project Tools																
Year:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	MY P1	MY P2	MY P3	MY P4	MYP 5	DP 1	DP 2	Suggested Platforms
Use a calendar, task manager or other tools to organize one's self as well as manage projects.					Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Google Calendar, iCal, Google Classroom
Use age-appropriate note-taking tools.			Em	Em	Em	De	De	De	De	Co	Co	Co	Ex	Ex	Ex	Notes, Google Keep
Use graphic organizers, brainstorming applications or other digital tools to gather, organize, & present information.			Em	Em	De	De	De	De	Co	Co	Co	Co	Ex	Ex	Ex	Padlet, Popplet, testing
Use digital tools to create timelines of people, historical events, etc. to organize information sequentially.					Em	Em	De	De	De	De	De	Co	Co	Co	Ex	

IPS Citation Guidelines

By the time students are working on their Exhibition project in Year 6, they should be familiar with citing their work. At IPS we use the Harvard referencing style. More information can be found here: <http://www.citethisforme.com/harvard-referencing>. As digital citizens and part of our acceptable use policy, teachers are expected to cite their work. This will help students understand how and when to use citations and models principled behaviour.

Book with one author:

1. Author
2. Title of book.(italicized)
3. City of publication: Publisher, date of publication.

Example: Cohen, Daniel. *America's Very Own Ghosts*. New York: Doubleday, 1985.

Encyclopedia and other familiar reference books:

1. Author of article (if available).
2. "Title of article."
3. Title of book (italicized) Date of edition. (Volume and page number not necessary if articles are arranged alphabetically).
4. Print.

Examples: Eiselen, Malcolm R. "Franklin, Benjamin." *The World Book Encyclopedia*. 1999. Print.
"France." *Compton's Encyclopedia*. 1998. Print.

Websites or blog:

1. "Title of article."
2. url
3. Accessed on (date you looked at it)

Example: “Water pollution: an introduction” <http://www.explainthatstuff.com/waterpollution.html>. Accessed on January 29, 2018.

Web Images and Videos:

1. Title of image/video (if available)
2. Url
3. Accessed on (date you used the image)

Example: Impression, Sunrise. https://en.wikipedia.org/wiki/Impression,_Sunrise Accessed on January 26, 2018.

References

International Society for Technology in Education, *ISTE Standards for Students*. 2017. Print. "United States of America." ([link](#))

The International Baccalaureate Organization, *The Role of ICT in the PYP*. 2011. Print.