3-5 EdTech Standards Connections & Integration

Introduction

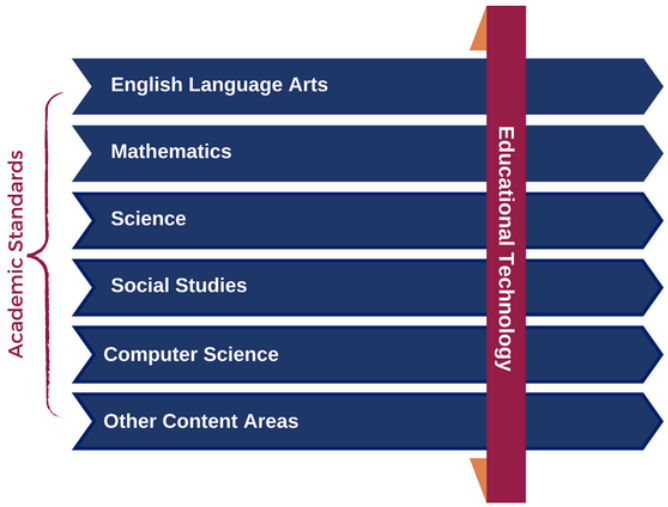
The following guidance documents were drafted in collaboration between ADE's Academic Standards Educational Technology Team and a dedicated working group of educational technology leaders and content area experts. The goal of these documents is to provide additional guidance to 3-5 educators looking to integrate Arizona's Educational Technology Standards into their classroom.

The 3-5 EdTech Standards Connections and Integration documents are part of a broader project that will span K-12. To view the additional guidance documents, visit Arizona's Educational Technology Standards webpage.

Essential Background Information: Arizona's Educational Technology Standards

The Arizona Educational Technology Standards define the knowledge, skills, and dispositions students need to become technologically literate, informed digital citizens who are prepared for college, career, and civic life in an increasingly digital world.

Centered on student agency and authentic learning, these standards outline what all students should know, understand, and be able to do throughout their K-12 educational journey.



Integrated with all grade-level academic standards, they ensure that every student has opportunities to use technology thoughtfully, creatively, and responsibly to learn, communicate, collaborate, and solve meaningful problems.

Understanding the Educational Technology Standards Framework

The Arizona Educational Technology Standards are structured so that educators can see the progression of the skill called for in the indicator across the K-12 continuum. The grade band performance indicators are scaffolded to build towards mastery with checkpoints at the end of each grade band (K-2, 3-5, 6-8, 9-12). To help educators support students on this learning journey, sample student performance examples are provided alongside the indicators and core content area specific examples are provided in this guidance document.

3-5 EdTech Standards Connections & Integration

The following considerations provide context and guidance on common questions and misconceptions related to effective technology integration.

Consideration #1: Integration Rather Than Addition

The Educational Technology Standards are not intended to be taught as a separate subject or added onto an already full curriculum. Instead, they are designed to be integrated into existing content-area instruction and learning experiences. When educators begin with their academic standards and instructional goals, they can identify natural opportunities for students to use technology to research, create, collaborate, communicate, and demonstrate understanding. Thoughtful integration allows students to develop both content knowledge and digital-age competencies simultaneously, making technology a tool that strengthens learning rather than an additional instructional priority. By embedding technology within existing lessons and units, educators can support multiple learning goals without requiring additional instructional time.

Consideration #2: Technology Tools and Applications

The Educational Technology Standards focus on the learning outcomes students achieve through the purposeful use of technology, not on specific tools or platforms. Effective integration begins with instructional goals and leverages technology to support creativity, collaboration, communication, critical thinking, and problem solving. As a result, this guidance does not endorse specific products or vendors; LEAs remain responsible for selecting approved digital resources that align with local policies and instructional needs. Educators seeking information about approved tools should consult their district or school technology department.

Consideration #3: Screen Time vs. Screen Value

When considering screen time, focus on the purpose and quality of technology use rather than the amount of time students spend on a device. In grades 3-5, technology is most effective when it actively engages students in creating, communicating, collaborating, researching, and solving authentic problems.

Aligned with Arizona's Educational Technology Standards, students should use digital tools to construct knowledge and demonstrate learning, rather than primarily consuming information through watching, reading, or scrolling. Teachers should thoughtfully balance digital and non-digital learning experiences, selecting technology when it meaningfully supports instructional goals and deepens student learning.

3-5 EdTech Standards Connections & Integration

Below are the seven K-12 Educational Technology Standards.
These serve as anchor standards with grade-band specific indicators for K-2, 3-5, 6-8, and 9-12.

Select the standard to navigate to that page.

Arizona's K-12 Educational Technology Standards

STANDARD #1: EMPOWERED LEARNER

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

STANDARD #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.

STANDARD #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.

STANDARD #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.

STANDARD #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.

STANDARD #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.

STANDARD #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.

3-5 EdTech Standards Connections & Integration

EDUCATIONAL TECHNOLOGY STANDARD 1. EMPOWERED LEARNER

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Indicators	Sample Student Performance
3-5.1.a. Students, in collaboration with an educator, develop learning goals, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.	• Students, with guidance, will identify, and use digital learning tools or resources to set learning goals. • Students reflect on learning experiences for the purpose of improving future performance.
3-5.1.b. Students, in collaboration with an educator, build a network of experts and peers to customize their environments to enhance their learning, in accordance with school policy.	• Students, with guidance, extend their learning environment to include online collaborative spaces, such as collaborative documents, sites, or video conferencing. • Students, with guidance, customize their environments through choice in how they learn and how they show or express their learning.
3-5.1.c. Students, in collaboration with an educator, examine feedback from both people and the features embedded in digital tools, and use age-appropriate technology to share learning.	• Students seek digital or human feedback by utilizing built-in features within digital tools and online programs. (Spell check, grammar check, comments, etc.) • Students, with guidance and feedback, create artifacts using age-appropriate digital tools to demonstrate their learning, such as posters, presentations, video, or audio recordings.
3-5.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.	• Students transfer digital skills to other devices or programs (e.g., how to format text across multiple applications, restarting devices or programs). • Students apply prior knowledge to understand how new technologies or applications work.

Content Specific Sample Student Performance

English Language Arts

- Students create digital portfolios to document and reflect on the writing process.
- Students use embedded digital feedback features (i.e. spell check) to support and improve writing.
- Students use digital tools and platforms to collaborate with peers throughout the writing process.
- Students choose a digital tool/feature to demonstrate understanding of a text.

Mathematics

- Students set personal learning goals, use digital tools to monitor progress on mathematical tasks, and apply feedback to improve strategies.
- Students use digital manipulatives to model concepts, test multiple strategies, and deepen understanding of grade-level mathematics.
- Students curate a digital portfolio with formative assessment evidence and artifacts (e.g., screen recordings or digital whiteboards) to demonstrate and reflect on their mathematical thinking.

Science

- Students use digital tools to set goals related to science and engineering practices, such as improving their ability to ask testable questions or plan investigations.
- Students make purposeful choices about digital tools used for investigation planning, data collection, or modeling based on learning goals.
- Students reflect on feedback from people and digital tools to revise investigation plans, models, or explanations.

Social Studies

- Students select digital tools that support their goals and demonstrate understanding of social studies concepts.
- Students use digital tools to collaborate, engage in discussions, and give and receive feedback to deepen understanding of social studies content.
- Students participate in virtual field trips and video conferencing with community members or experts to strengthen real-world connections.

3-5 EdTech Standards Connections & Integration

EDUCATIONAL TECHNOLOGY STANDARD 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.

Indicators	Sample Student Performance
3-5.2.a. Students demonstrate an understanding of the role a digital identity plays in the digital world and learn the permanence of their decisions when interacting online.	• Students understand the components of digital identities and digital footprints. • Students explore privacy settings for the various platforms they use and illustrate an awareness of how they are represented online based on activities and online connections.
3-5.2.b. Students, in collaboration with an educator, identify and practice safe, legal, and ethical behavior when using technology and interacting online.	• Students demonstrate appropriate use of technology (e.g., being respectful in shared online collaborative spaces: documents, emails, websites, etc.) and explain the importance of responsible technology use. • Students communicate thoughtfully, respectfully, and authentically in all digital interactions.
3-5.2.c. Students, in collaboration with an educator, examine, use, and demonstrate respect for intellectual property including copyright, permission, and fair use, with both print and digital media when using and sharing the work of others.	• Students, with guidance, identify, explore, and discuss laws and rules that apply to print and digital content (e.g., copyright law, fair use guidelines, Creative Commons licenses). • Students explain and utilize basic concepts of intellectual property when using and sharing the work of others (e.g. plagiarism, copyright, and fair use).
3-5.2.d. Students, in collaboration with an educator, demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online.	• Students demonstrate an understanding of their responsibility to keep their personal data private (e.g., creating strong passwords and keeping phone number, address, parent's name, birth date private). • Students demonstrate understanding of privacy policies for digital tools, services, and apps, and make informed decisions about technology use.

Content Specific Sample Student Performance

English Language Arts

- Students demonstrate digital safety and responsibility by protecting personal information, responding appropriately to unsafe content, and citing digital and non-digital sources, in their writing.
- Students collaborate respectfully in digital spaces by providing clear peer feedback aligned to writing goals.
- Students use digital and teacher-guided supports to strengthen their writing process by analyzing model texts and evaluating organization and structure.

Mathematics

- Students collaboratively solve problems in digital spaces by explaining their reasoning and respectfully critiquing peers' strategies.
- Students demonstrate academic integrity by using digital tools to support problem solving, distinguishing between collaborating on strategies and copying answers.
- Students protect personal and sensitive information by distinguishing between private and public data when using digital tools for surveys or data collection.

Science

- Students practice accurate and ethical data collection and reporting when using digital tools during investigations.
- Students engage in responsible digital collaboration by using evidence-based reasoning, listening to differing viewpoints, and contributing respectfully to discussions of claims and interpretations.
- Students demonstrate ethical use of digital information, including appropriate attribution and respectful discourse.

Social Studies

- Students use trusted, teacher-guided digital resources to research social studies topics and explain the importance of reliable sources.
- Students demonstrate civic responsibility by discussing copyright and intellectual property and crediting sources in their work.
- Students examine how digital tools spread information and discuss their responsibilities as digital citizens in local and global communities.

3-5 EdTech Standards Connections & Integration

EDUCATIONAL TECHNOLOGY STANDARD 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.

Indicators	Sample Student Performance
3-5.3.a. Students, in collaboration with an educator, employ appropriate research techniques to locate digital resources that will help them in their learning process.	• Students demonstrate an understanding of the functionality of a search engine, then gather, organize, and summarize information from multiple digital learning tools and resources to build knowledge of a topic. • Students use a variety of appropriate search techniques (e.g., keywords and phrases, quotation marks) to locate needed information using age-appropriate digital learning tools and resources.
3-5.3.b. Students, in collaboration with an educator, learn how to evaluate sources for accuracy, perspective, credibility, and relevance.	• Students use multiple criteria to differentiate between relevant and irrelevant information found with digital tools and resources. • Students utilize evaluation templates (e.g., checklist or rubric) to identify sources based on accuracy, perspective, credibility, and relevance (e.g., identifiable author, validity, biases, etc.).
3-5.3.c. Students, in collaboration with an educator, use a variety of strategies to collect and organize information and make meaningful connections between resources.	• Students use digital tools to collect and organize information based on relationships and themes. • Students organize digital resources in meaningful ways (e.g., graphic organizers, flowcharts, historical events, timelines, storyboards).
3-5.3.d. Students, in collaboration with an educator, explore real-world problems and issues and collaborate with others to find answers or solutions.	• Students work collaboratively using technology to identify and analyze a solution to a problem. • Students engage in appropriate online dialogue (e.g., suitable school language, inclusive conversations, etc.) to further their understanding of issues, events, and problems, and to propose solutions.

Content Specific Sample Student Performance

English Language Arts

- Students evaluate digital sources by distinguishing fact from opinion and assessing reliability and credibility to select evidence that supports their ideas.
- Students compare information across digital texts, integrating details from multiple sources to explain a topic or support a written response.
- Students use digital tools to organize and categorize information, such as graphic organizers or note-taking tools, to support analysis and writing.

Mathematics

- Students investigate mathematical questions by analyzing digital data sources (e.g., charts, graphs, infographics), evaluating accuracy and relevance to build understanding.
- Students apply mathematics to real-world contexts using digital tools to model measurements, calculations, and constraints, and communicate their reasoning.
- Students compare problem-solving strategies using digital tools, identifying patterns and making connections across representations and models.

Science

- Students use research strategies (e.g., keywords, search tools, multiple sources) to gather and organize information that deepens understanding.
- Students use digital tools to collect and organize investigation data, then create charts or organizers to identify patterns and connections.
- Students evaluate digital information for accuracy, credibility, and relevance, comparing it with evidence from their own investigations.

Social Studies

- Students analyze primary and secondary digital sources by examining authorship, purpose, and perspective to determine credibility when researching historical topics.
- Students use digital mapping and geographic tools to investigate historical people, movements, and routes, and explain spatial patterns and connections.
- Students synthesize research by creating digital products (e.g., timelines, infographics, videos, or organizers) to explain historical events, causes, effects, and conclusions.

3-5 EdTech Standards Connections & Integration

EDUCATIONAL TECHNOLOGY STANDARD 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.

Indicators	Sample Student Performance
3-5.4.a. Students, in collaboration with an educator, explore and practice a design process by generating ideas to solve a problem by planning, creating and testing innovative products that are shared with others.	• Students, with guidance, explore and engage in a design process for generating and testing ideas and developing innovative products to solve problems. • Students present a possible solution, and redesign to improve the possible solution.
3-5.4.b. Students, in collaboration with an educator, use digital and/or non-digital tools to plan and manage a design process.	• Students use digital and/or non-digital tools to organize the design process (e.g., brainstorm, graphic organizer, storyboard). • Students engage in a design process (e.g., project management, task tracking, timelines) participating in various roles throughout the activity.
3-5.4.c. Students, in collaboration with an educator, engage in a cyclical design process to develop, test and refine prototypes and reflect on the role that trial and error plays.	• Students design and create prototypes and engage in trial and error to refine them (e.g., 3D printers, cameras and video equipment, presentation software, circuits, coding software). • Students generate, develop, test, and communicate design ideas and decisions throughout the design process (e.g., survey, poll, spreadsheet, data analysis software, notes, and annotation).
3-5.4.d. Students demonstrate perseverance when working with open-ended problems.	• Students apply effort and persistence when solving open-ended problems. • Students seek feedback from a variety of sources (e.g., peers, teacher, self, community members, digital co-learners) and evaluate the products, processes, edits, and then retry.

Content Specific Sample Student Performance

English Language Arts

- Students use the writing process to investigate, plan, draft, revise, and publish writing.
- Students iteratively revise writing using digital tools to incorporate peer and teacher feedback, refining ideas, organization, and language for a specific audience.

Mathematics

- Students use mathematical modeling to design and test solutions to real-world problems, revising their approach as needed.
- Students explore multiple strategies and representations, evaluate their effectiveness, and refine solutions.
- Students apply a design process in math projects (e.g., planning a playground) using geometry, measurement, and appropriate tools to develop and present solutions.

Science

- Students use digital tools to represent initial ideas about phenomena, or identify problems, criteria, and constraints for engineering challenges.
- Students create and revise digital models or prototypes to explain phenomena or test possible solutions.
- Students use digital tools to make observations and/or measurements, collect appropriate data, and identify patterns that provide evidence for an explanation of a phenomenon or test a design solution.

Social Studies

- Students generate and refine compelling, student-guided questions about historical or contemporary issues to guide inquiry and problem-solving using digital technology.
- Students use a variety of technologies to engage in the inquiry process by developing claims, creating organizational frameworks, and gathering evidence to explain historical developments or current real-world challenges.
- Students design innovative products that connect the past and present by proposing solutions to real-world problems and revising ideas based on evidence and feedback.

3-5 EdTech Standards Connections & Integration

EDUCATIONAL TECHNOLOGY STANDARD 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.

Indicators	Sample Student Performance
3-5.5.a. Students, in collaboration with an educator, identify, explore, or solve problems by selecting technology for data analysis, modeling, and algorithmic thinking.	• Students identify problems that can be solved more efficiently through the use of technology and algorithmic thinking. • Students use digital tools and compare data to create visually appropriate graphical representation of the data (e.g., line graphs, circle graphs, bar graphs, etc.).
3-5.5.b. Students, in collaboration with an educator, select effective technology to represent and organize data.	• Students, with guidance, collect data from a variety of sources (e.g., surveys, measurement, observations, existing data sets) and create charts/graphs, either individually or collectively, as a class. • Students, with guidance, analyze data using digital tools (e.g., spreadsheets, data visualization tools, mapping applications) to identify patterns and/or draw conclusions.
3-5.5.c. Students, in collaboration with an educator, break down problems into smaller parts, identify key information, and propose solutions.	• Students, with guidance, break complex problems into a series of smaller, more manageable problems in order to find relevant and useful information to reduce complexity and better understand the problem. • Students create multimedia presentations to demonstrate understanding of a problem and possible solutions.
3-5.5.d. Students understand and explore basic concepts related to automation, patterns, and algorithmic thinking.	• Students define an algorithm as a sequence of instructions or rules to follow. • Students describe how technology can efficiently repeat a series of steps or rules in order to solve a problem.

Content Specific Sample Student Performance

English Language Arts

- Students analyze informational texts using data from multiple digital sources (e.g., timelines, models, perspectives) to identify patterns and solve problems.
- Students interpret and compare information across digital texts and media to organize ideas, recognize relationships, and support conclusions.
- Students use digital tools to organize thinking, plan writing, and integrate multimedia that clarifies and supports their ideas.

Mathematics

- Students create and analyze graphs and visual models using digital tools to organize data, interpret results, and identify patterns.
- Students solve problems by breaking them into smaller parts, applying algorithms or formulas, and refining solutions.
- Students apply known strategies (e.g., area models) to solve new problems and explain their reasoning.

Science

- Students organize and display data using digital tools, then compare results across groups to identify patterns and relationships.
- Students collect, measure, and graph data with digital tools to analyze quantities and inform scientific investigations.
- Students use computational outcomes to evaluate and compare possible solutions to scientific or engineering problems.

Social Studies

- Students break down complex topics using strategies such as hexagonal thinking to analyze relationships, discuss components, and evaluate possible solutions.
- Students create digital storyboards or sequences to organize events, explain the development of historical ideas, and represent cause and effect relationships.
- Students investigate community or historical problems and use digital tools to represent data through graphs, charts, or visuals that reveal patterns and changes over time.

3-5 EdTech Standards Connections & Integration

EDUCATIONAL TECHNOLOGY STANDARD 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.

Indicators	Sample Student Performance
3-5.6.a. Students, in collaboration with an educator, recognize and utilize the features and functions of a variety of creation or communication tools.	• Students identify appropriate digital learning tools and resources to produce and publish information to communicate with others. • Students use a variety of digital communication tools (e.g., email, discussion forums, video conferencing tools) appropriately, respectfully, and effectively.
3-5.6.b. Students, in collaboration with an educator, create original works and learn strategies for responsibly repurposing and remixing to create new artifacts.	• Students combine existing and new digital assets to create new products. • Students transfer the information learned from online sources into a new product.
3-5.6.c. Students, in collaboration with an educator, create digital artifacts using digital tools to communicate ideas visually, graphically, and/or auditorily.	• Students create digital visualizations (e.g., infographics, word clouds, data map), models (e.g., concept maps, flowcharts), and simulations. • Students clearly communicate sophisticated ideas (e.g., presentations, multimedia design, etc.).
3-5.6.d. Students, in collaboration with an educator, learn about and consider the intended audience when creating and publishing digital artifacts and presentations.	• Students, with guidance, select a digital tool that most effectively conveys a message for the targeted audience. • Students utilize and follow basic copyright guidelines when creating and publishing digital content.

Content Specific Sample Student Performance

English Language Arts

- Students collaborate with others using digital tools to plan, revise, and create writing and presentations designed for a specific audience and purpose.
- Students communicate ideas clearly by creating digital products that incorporate audio, visual, and graphic elements, such as recordings, voiceovers, or images, to enhance meaning.
- Students select appropriate digital tools by discussing how tool choice supports message clarity, audience engagement, and effective sharing.

Mathematics

- Students communicate mathematical understanding through project-based tasks that integrate multiple concepts and digital tools to share solutions with an audience.
- Students create and explain visual mathematical models (e.g., fraction models, number lines) using digital tools to represent situations and justify their reasoning.
- Students create digital products (e.g., recordings, presentations, infographics) to clearly explain their thinking for different purposes and audiences.

Science

- Students use a digital presentation tool to explain their investigation processes, models, or conclusions and incorporate hyperlinks or resources to enhance the clarity of their report.
- Students develop a diagram or simple prototype to convey a proposed object, tool or process using digital tools.
- Students use technology to share findings or solutions. (e.g., news broadcast, documentary, or podcast)

Social Studies

- Students collaborate to design visual products from choice boards including posters, comic strips, or digital displays, to explain characteristics, perspectives, or historical ideas clearly and creatively.
- Students participate in structured civic discourse activities (e.g., virtual exchanges, consensus-building discussions, or class compacts) to collaboratively communicate ideas and publish shared outcomes.

3-5 EdTech Standards Connections & Integration

EDUCATIONAL TECHNOLOGY STANDARD 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.

Indicators	Sample Student Performance
3-5.7.a. Students, in collaboration with an educator, use digital tools to work with other learners, including those from a variety of backgrounds and cultures.	• Students, with guidance, use synchronous (e.g., video conferencing, web meeting) and asynchronous (e.g., discussion forums, e-mail) communication tools to connect with others from diverse cultures and geographic areas. • Students, with guidance, use digital tools (e.g., translation tools) to break down communication barriers such as language differences.
3-5.7.b. Students, in collaboration with an educator, use technology to connect with others, including peers, experts, and community members, to explore different points of view on various topics.	• Students utilize a variety of synchronous and asynchronous tools to communicate and learn from others (e.g., students in another class, school, or country, community members, subject experts, authors). • Students use appropriate and effective online discussion strategies that encourage respectful sharing of diverse perspectives.
3-5.7.c. Students, in collaboration with an educator, take on various assigned team roles, contributing their knowledge of technology and content to complete a project or solve a problem.	• Students engage in online collaborative projects with students in other classrooms and schools. • Students participate as an accountable team member in specific assigned roles to accomplish group goals.
3-5.7.d. Students, in collaboration with an educator, work with others, using technology to explore local and global issues and identify possible solutions.	• Students use digital resources to collaborate with authentic audiences to further learning, examine a global issue, and/or develop solutions. • Students leverage technology (e.g., virtual field trips, webcam, AR/VR) to interact with places and content otherwise not easily accessible.

Content Specific Sample Student Performance

English Language Arts

- Students virtually collaborate with peers, experts, or community members to ask questions, compare points of view, and deepen understanding of literacy related topics.
- Students work in assigned team roles (e.g., editor, researcher, or designer) to select the appropriate digital tools to draft, revise, and review writing.
- Students practice composing messages, emails, or responses that reflect appropriate tone, respect differing perspectives, and contribute meaningfully to shared conversations.

Mathematics

- Students compare real-world data from different countries, such as prices, energy use, or resource consumption and explain patterns, similarities, and differences.
- Students apply mathematical reasoning to culturally relevant contexts (e.g., scaling recipes or converting measurements) and share solutions with others.
- Students work with peers, families, or other classrooms to create and share digital products that teach mathematical concepts and reflect diverse perspectives.

Science

- Students digitally collaborate to compare scientific evidence and perspectives with diverse learners, analyzing how environment and viewpoint influence conclusions.
- Students refine explanations or solutions to global issues (e.g., climate or habitat change) through digital discussions and feedback with peers, experts, or community members.
- Students work in teams to give and receive feedback on scientific arguments, using digital evidence to strengthen their findings for authentic audiences.

Social Studies

- Students participate in virtual field trips and experiences to explore historical sites, analyze primary sources, and build background knowledge.
- Students engage in simulations to explore civic concepts, historical decisions, and real-world issues from multiple perspectives.
- Students collaborate to create and share digital artifacts that communicate social studies knowledge and evidence-based conclusions to an audience beyond the classroom.

3-5 EdTech Standards Connections & Integration

Welcome to the FAQ page for the 3-5 EdTech Integration & Connections Guidance Document. Here, we address common questions and provide clarifications to help you effectively implement Arizona's K-12 EdTech Standards in your classroom.

Question	Answer
Who is responsible for teaching the EdTech Standards?	Arizona's Educational Technology Standards are designed to be equitably integrated into all classrooms across K-12, therefore it is ideal for all teachers to share the responsibility of implementation. However, some schools may choose to have a specialist or elective teacher lead implementation, with classroom teachers supporting or extending EdTech Standards instruction.
What specific tools or apps should I use to support implementation of Arizona's EdTech Standards in my classroom?	Each district and/or school has their own process for vetting, approving, and purchasing digital resources for their staff and students. We recommend reaching out to your district or school's technology department for a list of approved tools and apps that you may use.
How can I address concerns about my students' ability to master the standards for their grade level band?	Arizona's EdTech Standards are organized in grade-level bands, and students are expected to build toward mastery over time, not all at once. Teachers can differentiate support by: • Looking to the K-2 standards to reinforce foundational skills for students who need additional support. • Using the 6-8 standards to extend and challenge students who are ready for more advanced application. This flexibility allows teachers to meet students where they are while still working toward grade level expectations.
How can I learn more about what it looks like to implement educational technology in my classroom in alignment with Arizona's EdTech Standards?	Arizona's Educational Technology Standards are based on ISTE's Standards for Students. ISTE's website includes additional information about the standards, including video examples of implementation from real classrooms.
How can I avoid the over-reliance of technology while still ensuring implementation of Arizona's EdTech Standards?	The intention of Arizona's Educational Technology Standards is to facilitate learning experiences where technology is used in meaningful ways to support students in preparing for their futures in an increasing digital world. We encourage teachers to be thoughtful in the use of technology within their lesson to ensure that value is added, rather than passively using technology for substitution.