



# Digital Storytelling: Alignment to Educational Standards

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Correlation of **21<sup>st</sup> Century Skills** to Digital Storytelling:

<b>21<sup>st</sup> Century Skills:</b>	<b>Digital Storytelling:</b>
Digital Age Literacy	Digital storytelling allows a student to be informed and visually literate on numerous levels.
Inventive Thinking	Digital storytelling requires creative, independent, and inventive thinking.
Effective Communication	Digital storytelling involves collaborative, social interactive, and personal communication.
High Productivity	Digital storytelling utilizes cutting-edge, productivity tools to create high quality products and results.

Alignment with *Engauge 21<sup>st</sup> Century Skills* Checklist  
<http://pict.sdsu.edu/engauge21st.pdf>

Correlation of **National Educational Technology Standards for Students (NETS)** to Digital Storytelling:

<b>NETS for Students:</b>	<b>Digital Storytelling:</b>
2a. Students understand the ethical, cultural, and societal issues related to technology.	Students will have a clear understanding of copyright issues surrounding the use of images in digital stories.
3a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	Students will use Macromedia Flash, Adobe Premiere, Photostory, Movie Maker, Apple iMovie, Adobe Photoshop Elements, Gold Wave, Snagit, and other multimedia software to create digital stories.
3b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	Students will use a storyboard template, Macromedia Flash, Adobe Premiere, Photostory, Movie Maker, Apple iMovie, Adobe Photostory Elements, Gold Wave, Snagit, and other multimedia software to create digital stories.
4a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Students will use a storyboard template, Macromedia Flash, Adobe Premiere, Photostory, Movie Maker, Apple iMovie, Adobe Photostory Elements, Gold Wave, Snagit, and other multimedia software to create collaboratively-produced digital stories.
4b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	Students will use Macromedia Flash, Adobe Premiere, Photostory, Movie Maker, Apple iMovie, Adobe Photoshop Elements, Gold Wave, Snagit, and other multimedia software to create digital stories as personal narratives, as an examination of historical events, and as stories that inform/instruct.

Alignment with the NETS from the International Society for Technology in Education  
[http://cnets.iste.org/students/s\\_stands.html](http://cnets.iste.org/students/s_stands.html)

For more information, visit the University of Houston's web site titled Educational Uses of Digital Storytelling:  
<http://digitalstorytelling.coe.uh.edu/index.html>



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Correlation of **National English Language Arts Standards** to Digital Storytelling:

National English Language Arts Standards:	Digital Storytelling:
1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.	Students will watch digital stories produced by other students, teachers, etc., to build an understanding of new information, of society, of cultures, and for personal enjoyment.
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary to communicate effectively with a variety of audiences and for different purposes.	Students will write digital stories as personal narratives, examine historical events, and inform/instruct.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts and people) to communicate their discoveries in ways that suit their purpose and audience.	Students will use Macromedia Flash, Adobe Premiere, Photostory, Movie Maker, Apple iMovie, Adobe Photoshop Elements, Gold Wave, SnagIt, and other multimedia software to create digital stories as personal narratives, examine historical events, and inform/instruct.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer, networks, and video) to gather and synthesize information and to create and communicate knowledge.	Student will use Internet Search Tools (e.g., Yahoo Images, Google Images, Ask Pictures, and Picsearch) and Public Domain Websites (e.g., The NYPL Picture Collection Online, Digital History, Picture History) to gather images for the digital stories.
11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.	Students will use Macromedia Flash, Adobe Premiere, Photostory, Movie Maker, Apple iMovie, Adobe Photoshop Elements, Gold Wave, SnagIt, and other multimedia software to create digital stories that demonstrate new learning through personal narratives, examination of historical events, and stories that inform/instruct.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information.	Students will use Macromedia Flash, Adobe Premiere, Photostory, Movie Maker, Apple iMovie, Adobe Photoshop Elements, Gold Wave, SnagIt, and other multimedia software to create digital stories as personal narratives, examine historical events, and inform/instruct.

Alignment with standards from the National Council of Teachers of English & International Reading Association  
<http://www.ncte.org/standards>

For more information, visit the University of Houston's web site titled Educational Uses of Digital Storytelling:  
<http://digitalstorytelling.coe.uh.edu/index.html>