Additional Coding Resources	Coding Pacing Guide - Optional Coding Sites

Grade Level	IMC Essential Skills	Digital Citizenship Outline
K	**I can select and change an image (insert, delete, resize, move). 1c, 4b **I can use a website (identify links, page navigation, page scrolling, maximize window). 2b, 3c, 7a **I can use a mouse successfully (single click, double click, click and drag, left click, clicking accuracy). 1d, 4b **I can open and close programs (identify correct icon, launch app/program, close program appropriately). 1d, 4b I can use paint tools to create an original work. 4b, 6b I can add text to a document. 1d, 6b I can use technology safely and appropriately (refer to Digital Citizenship Outline). 2b I can take care of my library materials and my technology. 1d, 2c I can identify basic technology equipment (mouse, headphones, keyboard, USB hub, tablet, etc.) 1d I can learn from a variety of sources. 3a	Safely navigating online places (Fall) ● Compare how staying safe online is similar to staying safe in the real world. ● Explain rules for traveling safely on the internet. Media balance is important (Spring) ● Know when and why to take breaks from device time. ● Consider the feelings of people around them, even when engaged in fun online activities CODING ● Code.org ○ CS Fundamentals Course A ■ Topics Covered ● Digital Citizenship ● **Sequencing** ● Enrichment- ○ Offline Activities ■ Coding File Folders ● Hands on practice with sequencing ■ Simon Says ○ Computer/Robots ■ Code & Go Robot Mouse ■ CodeSpark- Hour of Code ■ Codapillars ○ CS Fundamentals ■ Can continue other lessons for enrichment

		● Loops & Events

Grade Level	IMC Essential Skills	Digital Citizenship Outline
1st	**I can use digital tools to create an original work (paint tools, editing tools, text tools).1d **I can use a keyboard to enter text (spacebar, shift key, backspace/delete, enter key, punctuation). 1d **I can sign in and sign out and set up my device. (connect accessories and troubleshooting) 2b **I can open a web browser and use a website (locating shortcut, close popup, page navigation, page scrolling, minimize/maximize). 2b I can use technology to find out more about something that I want to learn. 3a,3c I can use technology safely and appropriately (refer to Digital Citizenship Outline). 2a I can find fiction and nonfiction books in the library. 2a I can take care of library materials and my technology. 1d, 2c	Be safe, responsible and respectful online. (possible book TEK) (Fall) ● Understand the importance of being safe, responsible and respectful online. It is important to listen to your feelings when using technology. (Spring) ● Recognize the different kinds of feelings you can have when using technology. ● Know what to do when you don't have a good feeling using technology. CODING ● Code.org ○ Cs Fundamentals Course B ■ Topics Covered ● Digital Citizenship ● Sequencing ● Loops ● Enrichment- ○ Offline Activities ■ Coding File Folders ● Hands on practice with sequencing ■ Coding Mazes ○ Computer/Robots ■ Code & Go Robot Mouse

		■ CodeSpark- Hour of Code ○ CS Fundamentals ■ Can continue lesson for enrichment

Grade Level	IMC Essential Skills	Digital Citizenship Outline
2nd	**I can access assignments and turn in my work (navigating online classroom; finding, opening, and turning in assignments/materials). 1d **I can create and edit a simple document with help (enter text/graphics, modify text/graphics, copy/paste, using the keyboard). 1d,4b, 6b, 6d, **I can sign in and sign out and set up my device. (connect accessories and troubleshooting) 1d, 2b **I can use technology to find out more about something that I want to learn (use a teacher provided resource, enter a search term, evaluate the results for your needs). 3a,3c I can use technology safely and appropriately (refer to Digital Citizenship Outline). 2a, 2b I can use the library to find books of interest to me. 3a, 3b, I can take care of library materials and my technology. 1d, 2c	Kid Friendly Acceptable Use policy. (beginning of the year) How Will You Be a Good Digital Citizen? Respond to the last slide. Draw and write how you will be a good digital citizen. (Fall) We the Digital Citizens video ● Understand that being a good digital citizen means being safe and responsible online. ● Take a pledge to be a good digital citizen. Digital Trails activity. (spring) ● Learn that the information they share online leaves a digital footprint or "trail" ● Explore what information is OK to be shared online CODING ● Code.org ○ Cs Fundamentals Course C ■ Topics Covered ● Digital Citizenship ● Sequencing ● Loops ● Debugging ● Events ● Enrichment-

		○ Offline Activities ■ Coding File Folders • Hands on practice with sequencing ■ Coding Mazes ○ Computer/Robots ■ Code-a-pillars ■ Code & Go Robot Mouse

Grade Level	IMC Essential Skills	Digital Citizenship Outline
3rd	**I can create, format and edit a document on my own (open a new document, enter text/graphics, format font size/style). 1c, 1d, 4b, 6a, 6b, 6d, 7a **I can use my own username and password to sign in (log in to my individual account, identify a strong/secure password, troubleshoot login difficulties). 1d, 2a, 2b **I can demonstrate understanding of keyboard use appropriate to my grade level (shift, space, enter, backspace, delete, symbols with shift key, tab, proper hand placement). 1a, 1d **I can use the library online card catalog (enter search term, find call number, determine availability of item). 3a, 3c I can share information and ideas with my classmates. 6c, 6d, 7a I can research information using online and print resources. 3a, 3c I can explore the basics of computer science skills. 1d, 4c, 4d, 5a, 5c, 5d	Review Kid Friendly Acceptable Use policy. (beginning of the year) Rings of Responsibility Activity (Fall) - Read Each Kindness by Jacqueline Woodson with this lesson (optional). Also do Digital Passport “Share Jumpers” ● Examine both in-person and online responsibilities. ● Describe the Rings of Responsibility as a way to think about how our behavior affects ourselves and others. Identify examples of online responsibilities to others. Password Power Up (Spring) Also do Digital Passport “Password Protect” ● Define the term "password" and describe a password's purpose. ● Understand why a strong password is important. ● Practice creating a memorable and strong password. CODING ● Code.org ○ Cs Fundamentals Course D ■ Topics Covered ● Digital Citizenship ● Sequencing ● Events ● Nested Loops

	I can use email appropriately with help. 1c, 2a, 2b, 6a, 6d
	
	I can use technology safely and appropriately (refer to Digital Citizenship Outline). 2a, 2b, 2c
	
	I can take care of library materials and my technology. 1d, 2c
		• Enrichment-
		  ○ Offline Activities
		  ■ Coding File Folders
		  • Hands on practice with sequencing
		  ■ Coding Mazes
		  ○ Computer/Robots
		  ■ Ozobots
		  ■ Cubelets

Grade Level	IMC Essential Skills	Digital Citizenship Outline

4th	**I can create, format and edit a document on my own (open a new document, enter text/graphics, format font size/style, use spell check and formatting tools) - 1a, 1d, 4b
	
	**I can research information using online and print resources (enter strong search terms, identify/evaluate useful information, identify source). 3a, 3b,3c, 6b
	
	**I can manage my individual accounts (identify account components: username, password, email, troubleshoot login difficulties). 2a, 2b, 2d
	
	**I can demonstrate understanding of keyboard use appropriate to my grade level (shift, space, enter, backspace, delete, symbols with shift key, tab, proper hand placement). 1a, 1d
	
	I can communicate using different forms of technology. 6a, 6b, 6d
	
	I can use technology safely and appropriately (refer to Digital Citizenship Outline). 2a, 2b, 2c, 2d
		Review Kid Friendly Acceptable Use policy. (beginning of the year)
		
		Our Online Tracks - How does our online activity affect the digital footprints of ourselves and others? *Read Technology Tail
		● Define the term "digital footprint" and identify the online activities that contribute to it.
		● Understand what responsibilities they have for the digital footprints of themselves and others.
		
		Keeping Games Fun and Friendly
		● Define "social interaction" and give an example.
		● Describe the positives and negative of social interaction in online games.
		
		CODING
		
		• Code.org
		  ○ Cs Fundamentals Course E
		  ■ Topics Covered
		  • Sprites
		  • Functions
		  • Conditionals
		  • Impacts of Computing
		• Enrichment-

	I can explore the basics of computer science skills. 4c, 4d, 5a, 5c,5d I can use email appropriately. 2a, 2b, 2d I can take care of library materials and my technology. 1d, 2c	○ Offline Activities ■ Coding File Folders ● Hands on practice with sequencing ■ Coding Mazes ○ Computer/Robots ■ Ozobots ■ Cubelets

Grade Level	IMC Essential Skills	Digital Citizenship Outline
5th	**I can create and communicate using different forms of technology (Google Suite, email, presentation applications). 1d, 4b, 6a, 6b, 6c, 6d **I can demonstrate understanding of keyboard use appropriate to my grade level (shift, space, enter, backspace, delete, symbols with shift key, tab, proper hand placement). 1a, 1d **I can research information using reliable online and print resources (enter strong search terms, identify/evaluate useful information, identify source). 2b, 2c, 3a, 3b, 3c **I can manage my files (save, find, print, organize, share) and my individual accounts (identify account components: username, password, email, troubleshoot login difficulties). 1c, 1d, 2a, 2b, 2d, 6b, 7a I can explore the basics of computer science skills. 4c, 4d, 5a, 5c, 5d I can use technology safely and appropriately (refer to Digital Citizenship Outline). 2a, 2b, 2c, 2d	Review Kid Friendly Acceptable Use policy (beginning of the year.) You Won't Believe This! - What is clickbait and how can you avoid it? ● Explain how clickbait uses the curiosity gap to get your attention. ● Use strategies for avoiding clickbait. Digital Friendships - How do you keep online friendships safe? ● Compare and contrast different kinds of online-only friendships. ● Describe how to respond to an online-only friend CODING ● Code.org ○ Cs Fundamentals Course F ■ Topics Covered ● Sprites ● Digital Citizenship ● Variables ● Data & Simulations ● End of course Project ● Enrichment- ○ Offline Activities

	I can take care of library materials and my technology. 1d, 2c	■ Coding File Folders • Hands on practice with sequencing ■ Coding Mazes ○ Computer/Robots ■ Ozobots ■ Cubelets

ISTE STANDARDS			
EMPOWERED LEARNER	DIGITAL CITIZEN	KNOWLEDGE CONSTRUCTOR	INNOVATIVE DESIGNER
Students leverage technology to take an active role in choosing,achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: a. 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. build networks and customize their learning environments in ways that support the learning process. c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	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. Students: a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. c. demonstrate an	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. Students: a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. c. curate information from digital resources using a variety of tools and methods to	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students: a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. c. develop, test and refine prototypes as part of a cyclical design process.

d. 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.	understanding of and respect for the rights and obligations of using and sharing intellectual property. d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	create collections of artifacts that demonstrate meaningful connections or conclusions. d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. WWW.ISE.ORG/STANDARDS
COMPUTATIONAL THINKER	CREATIVE COMMUNICATOR	GLOBAL COLLABORATOR	
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students: a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. b. 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. c. break problems into component parts, extract key information, and develop	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. Students: a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. b. create original works or responsibly repurpose or remix digital resources into new creations. c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. d. publish or present content	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students: a. 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. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. c. contribute constructively to project teams, assuming various roles and	

descriptive models to understand complex systems or facilitate problem-solving. d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	that customizes the message and medium for their intended audiences.	responsibilities to work effectively toward a common goal. d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.	WWW.ISTE.ORG/STANDARDS

Current ISTE Standards & Grade Level Exposure

EMPOWERED LEARNER	DIGITAL CITIZEN	KNOWLEDGE CONSTRUCTOR	INNOVATIVE DESIGNER	COMPUTATIONAL THINKER	CREATIVE COMMUNICATOR	GLOBAL COLLABORATOR
1.A- 3,4,5	2.A- 1,2,3,4,5	3.A- K,1,2,3,4,5	4.A-	5.A- 3,4,5	6.A- 3,4,5	7.A- K,3,5
1.B-	2.B- K,1,2,3,4,5	3.B- 2,4,5	4.B- 1,2,3,4,5	5.B-	6.B- 5,2,3,4,5	7.B-
1.C- K,3,,5	2.C- K,1,2,3,4,5	3.C- K,1,2,3,4,5	4.C- 3,4,5	5.C- 3,4,5	6.C- 3,5	7.C-
1.D- K,1,2,3,4,5	2.D- 4,5	3.D-	4.D- 3,4,5	5.D- 3,4,5	6.D- 2,3,4,5	7.D-

*Highlighted areas are not currently covered in the IMC curriculum at this point.