

Computer Science Standards

Computing Systems

Networks and the Internet

Data Analysis

Algorithms and Programming

Impacts of Computing

International Society for Technology Educators Standards

Digital Citizen

1.2 Students recognize the responsibilities and opportunities for contributing to their digital communities.

1.2.a Digital Footprint: Students manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.

1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.

1.2.c Safeguard Well-being: Students safeguard their well-being by being intentional about what they do online and how much time they spend online.

1.2.d Digital Privacy: Students take action to protect their digital privacy on devices and manage their personal data and security while online.

Innovative Designer

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

1.4a Design Process: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4b Design Constraints: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4c Prototypes: Students develop, test and refine prototypes as part of a cyclical design process.

1.4d Open-Ended Problems: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Kindergarten

Measurement Topic	Anchor Standard	Substandard	Activity
Computing Systems	1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).		<ul style="list-style-type: none"> • BrainPopJr - Parts of the Computer Video • Match the Computer Parts – Unplugged Activity • Build a computer – Unplugged Activity
Data and Analysis	1A-DA-05 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.		Microsoft Word and Inserting Images – Students need to change the file name, share to teacher, retrieve each class session, and define file as data.
Algorithms and Programming	1A-AP-08 Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.		Create a chart to model how you get ready for school in the morning.
	1A-AP-09 Model the way programs store and manipulate data by using numbers or other symbols to represent information.		Code.Org-Happy Maps <ul style="list-style-type: none"> • Use symbols to represent data
	1A-AP-10 Develop programs with sequences and simple loops, to express ideas or address a problem.		<ul style="list-style-type: none"> • Unplugged Activity- Pretend to be a robot and follow commands. • Explore coding blocks in Coding Express and have trains start at one location and stop at another.
Impacts of Computing	1A-IC-18 Keep login information private and log off of devices appropriately.		<ul style="list-style-type: none"> • Independently Log in and Out of their Devices. • Use ABCYa Games: Uppercase and Lowercase Letter Match to help students recognize capital letters on keyboard and lowercase letters in their password.

			<ul style="list-style-type: none"> • Use ABCYa Game: Keyboard Zoo to continue practice of finding letters on the keyboard.
Digital Citizen	1.2 Students recognize the responsibilities and opportunities for contributing to their digital communities.		<p>Introduction to the Digital Citizens from Common Sense Education</p> <ul style="list-style-type: none"> • Meet Head Meet Heart Meet Arms Meet Guts Meet Legs Meet Feet
	1.2b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.	ISTE 1.1.c, 1.1.d, 1.3.a, 1.3.c, 1.3.d, 1.7.c	<p>“Safety in My Neighborhood: How do you go places safely online?” from Common Sense Education</p> <ul style="list-style-type: none"> • Discover that the internet can be used to visit faraway places and learn new things. • Compare how staying safe online is similar to staying safe in the real world. • Explain rules for traveling safely on the internet.
	1.2.c Safeguard Well-being: Students safeguard their well-being by being intentional about what they do online and how much time they spend online.	ISTE 1.1.d, 1.3.d, 1.7.b, 1.7.c, 1.7.d	<p>“Pause for People: How do you say goodbye to technology when you don't want to?” from Common Sense Education</p> <ul style="list-style-type: none"> • Learn why it's important to be aware and respectful of people while using devices. • Learn the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions.
Keyboarding	Students will begin to understand the layout of the keyboard by practicing holding their hands over the home row.	Students can peek around their hand to look for keys as we are learning.	<p>End of Year Words Per Minute Goal: 5 wpm</p> <ul style="list-style-type: none"> • Unplugged Activities: <ul style="list-style-type: none"> ○ Password Practice-Finding the keys to our passwords ○ Important Functions: Find and Color the keys like Enter, Backspace, Delete, Shift, CapsLock • Use Type to Learn to practice Keyboarding in Third Trimester
Responsible Engagement	Students will demonstrate respectful and appropriate Computer Science behavior and participate in learning situations by contributing to group discussions, actively listening, and following directions.	CSTA 1A-IC-17 Work respectfully and responsibly with others online.	Students practice following working modes to promote an equitable learning environment for all learners.

Measurement Topic	Anchor Standard	Substandard	Activity
Computing Systems	1A-CS-01 Select and operate appropriate software to perform a variety of tasks and recognize that users have different needs and preferences for the technology they use.		Word Document-Vocabulary List
Data and Analysis	1A-DA-06 Collect and present the same data in various visual formats.		Spins of a dreidel and Create Data Charts
Algorithms and Programming	1A-AP-11 Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. 1A-AP-12 Develop plans that describe a program's sequence of events, goals, and expected outcomes.	1A-AP-10 Develop programs with sequences and simple loops, to express ideas or address a problem.	LEGO WeDo-Robotics: Create a Snail and problem solve how to attach wheels. Code.Org, Course B
Impacts of Computing	1A-IC-18 Keep login information private and log off of devices appropriately.		Students lock their Surface using Windows and L keys to protect their private information.
Digital Citizenship	1.2b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities. 1.2.c Safeguard Well-being: Students safeguard their well-being by being intentional about what they do online and how much time they spend online.	ISTE 1.1.d 1.3.d, 1.7.a, 1.7.c, 1.7.d	"Pause and Think Online: How can we be safe, responsible, and respectful online?" From Common Sense Education <ul style="list-style-type: none"> • Understand the importance of being safe, responsible, and respectful online. • Learn the "Pause & Think Online" song to remember basic digital citizenship concepts.
	1.2b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities. 1.2.c Safeguard Well-being: Students safeguard their well-being by being intentional about what they do online	ISTE 1.1.d, 1.3.d, 1.7.c, 1.7.d	"How Technology Makes You Feel Why is it important to listen to your feelings when using technology?" from Common Sense Education <ul style="list-style-type: none"> • Recognize the different kinds of feelings they can have when using technology. • Know what to do when they don't have a good feeling when using technology.

	and how much time they spend online.		
	1.2b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities. 1.2.c Safeguard Well-being: Students safeguard their well-being by being intentional about what they do online and how much time they spend online.	ISTE 1.1.d, 1.3.d, 1.7.c	“Internet Traffic Light: How do you stay safe when visiting a website or app?” from Common Sense Education <ul style="list-style-type: none"> • Understand that being safe online is similar to staying safe in real life. • Learn to identify websites and apps that are "just right" and "not right" for them. • Know how to get help from an adult if they are unsure about a website.
Keyboarding	Students will continue to practice the home row as they practice keyboarding and learn the keys of the top row. End of Year Words Per Minute Goal: 10 wpm Tri 1: 6-7 wpm Tri 2: 7-8 wpm	Students can continue to peek around their hand to look for keys as we are learning.	Unplugged Activities: <ul style="list-style-type: none"> ○ Top Row Letter Keys- Fill in the Letters of the Top Row ○ Keyboard layout- Color the keys each finger uses. Type to Learn to practice Keyboarding for 10 minutes each class / Home practice 4 other days.
Responsible Engagement	Students will demonstrate respectful and appropriate Computer Science behavior and participate in learning situations by contributing to group discussions, actively listening, and following directions.	CSTA 1A-IC-17 Work respectfully and responsibly with others online.	Students practice following working modes to promote an equitable learning environment for all learners.

Second Grade

Measurement Topic	Anchor Standard	Substandard	Activity
Computing Systems	1A-CS-01 Select and operate appropriate software to perform a variety of tasks and recognize that users have different needs and preferences for the technology they use.	1A-DA-05 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.	Me on the Map Project- Cross-Curricular with Social Studies <ul style="list-style-type: none"> • Me on a Map by Joan Sweeney • PowerPoint presentation and add screenshots from Google Earth

	1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).	1A-CS-03 Describe basic hardware and software problems using accurate terminology.	Name and Identify Parts of Computer
Networks and the Internet	1A-NI-04 Explain what passwords are and why we use them and use strong passwords to protect devices and information from unauthorized access.		Observation and Discussion of password safety.
Data and Analysis	1A-DA-07 Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.	1A-DA-06 Collect and present the same data in various visual formats.	
Algorithms and Programming	1A-AP-12 Develop plans that describe a program's sequence of events, goals, and expected outcomes. 1A-AP-14 Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops. 1A-AP-15 Using correct terminology, describe steps taken and choices made during the iterative process of program development.	1A-AP-09 Model the way programs store and manipulate data by using numbers or other symbols to represent information. 1A-AP-10 Develop programs with sequences and simple loops, to express ideas or address a problem.	LEGO WeDo – Dancing Robots Code.Org – Course C
Impacts of Computing	1A-IC-16 Compare how people live and work before and after the implementation or adoption of new computing technology.		Paper Maps vs Google Maps Library Books vs Webpages
Digital Citizenship	1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.	ISTE 1.1.d, 1.3.d, 1.6.b, 1.6.d, 1.7.c, 1.7.d	“Device Free Moments: Why is it important that we have device-free moments in our lives?” from Common Sense Education <ul style="list-style-type: none"> • Recognize the ways in which digital devices can be distracting. • Identify how they feel when others are distracted by their devices. • Identify ideal device-free moments for themselves and others.
	1.2.a Digital Footprint: Students manage their digital identity and understand the lasting impact of their	ISTE 1.1.d, 1.3.d, 1.5.c, 1.6.a, 1.6.b, 1.6.d, 1.7.c, 1.7.d	“That’s Private: What kinds of information should I keep to myself when I use the internet?” from Common Sense Education

	<p>online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.</p> <p>1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p> <p>1.2.c Safeguard Well-being: Students safeguard their well-being by being intentional about what they do online and how much time they spend online.</p> <p>1.2.d Digital Privacy: Students take action to protect their digital privacy on devices and manage their personal data and security while online.</p>		<ul style="list-style-type: none"> • Recognize the kind of information that is private. • Understand that they should never give out private information online.
	<p>1.2.a Digital Footprint: Students manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.</p> <p>1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p>	ISTE 1.1.d, 1.3.d, 1.7.c	<p>"Putting a STOP to Meanness Online: What should you do if someone is mean to you online?" from Common Sense Education</p> <ul style="list-style-type: none"> • Understand what online meanness can look like and how it can make people feel • Identify ways to respond to mean words online, using S-T-O-P
Keyboarding	<p>Students will continue to practice the home row as they practice keyboarding and learn the keys of the top row.</p> <p>End of Year Words Per Minute Goal: 15 wpm Tri 1: 11-12 wpm Tri 2: 13-14 wpm</p>	Students can continue to peek around their hand to look for keys as we are learning.	<p>Unplugged Activities:</p> <ul style="list-style-type: none"> ○ Top Row Letter Keys- Fill in the Letters of the Top Row ○ Keyboard layout- Color the keys each finger uses. <p>Type to Learn to practice Keyboarding for 10 minutes each class / Home practice 4 other days.</p>
Responsible Engagement	Students will demonstrate respectful and appropriate Computer Science behavior and participate in learning	CSTA 1A-IC-17 Work respectfully and responsibly with others online.	Students practice following working modes to promote an equitable learning environment for all learners.

	situations by contributing to group discussions, actively listening, and following directions.		
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Third Grade

Measurement Topic	Anchor Standard	Substandard	Activity
Computing Systems	1B-CS-01 Describe how internal and external parts of computing devices function to form a system.	1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).	What Makes a Computer A Computer? Video from Code.Org <ul style="list-style-type: none"> • Input, Output, Storage, and Processing Worksheet in Canva • External or Internal Worksheet in Canva Parts of the Computer presentation in Canva Match the Computer Part to the Picture worksheet in Canva
Algorithms and Programming	1B-AP-08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate. 1B-AP-11 Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.	1B-AP-09 Create programs that use variables to store and modify data. Variables are used to store and modify data. 1B-AP-13 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.	LEGO WeDo: Life Hacks Code.Org - Course D
Impacts of Computing	1B-IC-19 Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.	1B-IC-18 Discuss computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.	Generate Ideas to Provide Accessibility to Differing Needs
Digital Citizen	1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.	ISTE 1.1.d, 1.7.b, 1.7.c, 1.7.d	The Power of Words from Common Sense Media <ul style="list-style-type: none"> • Understand that it's important to think about the words we use, because everyone interprets things differently. • Identify ways to respond to mean words online, using S-T-O-P. • Decide what kinds of statements are OK to say online and which are not.

	<p>1.2.a Digital Footprint: Students manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.</p> <p>1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p> <p>1.2.d Digital Privacy: Students take action to protect their digital privacy on devices and manage their personal data and security while online.</p>	ISTE 1.1.d	<p>“Password Power-Up: How can a strong password help protect your privacy?” from Common Sense Education</p> <ul style="list-style-type: none"> • Define the term "password" and describe a password's purpose. • Understand why a strong password is important. • Practice creating a memorable and strong password.
	<p>1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p>	ISTE 1.1.d, 1.4.c, 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.7.a, 1.7.b, 1.7.c, 1.7.d	<p>“Is Seeing Believing? Why do people alter digital photos and videos?” from Common Sense Education</p> <ul style="list-style-type: none"> • Recognize that photos and videos can be altered digitally. • Identify different reasons why someone might alter a photo or video. • Analyze altered photos and videos to try to determine why.
Keyboarding	<p>Students will continue to practice the home row as they practice keyboarding and learn the numbers and other symbols.</p> <p>End of Year Words Per Minute Goal: 20 wpm</p> <p>Tri 1: 16-17 wpm</p> <p>Tri 2: 18-19 wpm</p>	Students keep their eyes on the screen.	<p>Unplugged Activities:</p> <ul style="list-style-type: none"> ○ Number and Symbol Keys- Fill in the Numbers and Symbols on the keyboard. ○ Keyboard layout - Color the keys with a different color each finger. <p>Type to Learn to practice Keyboarding for 15 minutes each class / Home practice 4 other days.</p>
Responsible Engagement	Students will demonstrate respectful and appropriate Computer Science behavior and participate in learning situations by contributing to group discussions,	CSTA 1A-IC-17 Work respectfully and responsibly with others online.	Students practice following working modes to promote an equitable learning environment for all learners.

	actively listening, and following directions.		
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Fourth Grade

Measurement Topic	Anchor Standard	Substandard	Activity
Computing Systems	1B-CS-02 Model how computer hardware and software work together as a system to accomplish tasks.	1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).	Create a whole computing system and relate the components to parts of the body/function
Networks and the Internet	1B-NI-04 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.		Code.Org – Course F: Internet Lesson from 2021
Data and Analysis	1B-DA-06 Organize and present collected data visually to highlight relationships and support a claim.	1B-DA-07 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.	Code.Org Course F, Lesson 12 (2022 edition) Simulating Experiments Microsoft Excel to Collect and Represent Data
Algorithms and Programming	1B-AP-14 Observe intellectual property rights and give appropriate attribution when creating or remixing programs. 1B-AP-15 Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	1B-AP-09 Create programs that use variables to store and modify data. Variables are used to store and modify data. 1B-AP-13 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. 1B-AP-16 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.	LEGO Spike Prime Code.Org – Course E
Impacts of Computing	1B-IC-20 Seek diverse perspectives for the purpose of improving computational artifacts.	1B-IC-18 Discuss computing technologies that have changed the world, and express how those	Wayback Machine and How Devices have Changed Create Presentation Discussing how devices have become more accessible.

		technologies influence, and are influenced by, cultural practices.	
Digital Citizen	1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities. 1.2.d Digital Privacy: Students take action to protect their digital privacy on devices and manage their personal data and security while online.	ISTE 1.1.d, 1.3.d, 1.7.b	"Private and Personal Information: What information about you is OK to share online?" From Common Sense Education <ul style="list-style-type: none"> • Identify the reasons why people share information about themselves online. • Explain the difference between private and personal information. • Explain why it is risky to share private information online.
	1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.	ISTE 1.1.d, 1.3.d, 1.4.a, 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.7.a, 1.7.b, 1.7.c, 1.7.d	"My Media Choices: What makes a healthy media choice?" from Common Sense Education <ul style="list-style-type: none"> • Learn the "What? When? How Much?" framework for describing their media choices. • Use this framework and their emotional responses to evaluate how healthy different types of media choices are. • Begin to develop their own definition of a healthy media balance.
	1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.	ISTE 1.1.d, 1.3.d, 1.4.a, 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.7.a, 1.7.b, 1.7.c, 1.7.d	"Keeping Games Fun and Friendly: How can I be positive and have fun while playing online games, and help others do the same?" from Common Sense Education <ul style="list-style-type: none"> • Define "social interaction" and give an example. • Describe the positives and negatives of social interaction in online games. <p>Create an online video game cover that includes guidelines for positive social interaction.</p>
Keyboarding	Students work to increase speed and accuracy. End of Year Words Per Minute Goal: 30 wpm Tri 1: 23-25 wpm Tri 2: 25-28 wpm	Students keep their eyes on the screen and use the 10-finger touch typing method	Typing.com to practice Keyboarding for 15 minutes each class / Home practice 4 other days.

Responsible Engagement	Students will demonstrate respectful and appropriate Computer Science behavior and participate in learning situations by contributing to group discussions, actively listening, and following directions.	CSTA 1A-IC-17 Work respectfully and responsibly with others online.	Students practice following working modes to promote an equitable learning environment for all learners.
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Fifth Grade

Measurement Topic	Anchor Standard	Substandard	Activity
Computing Systems	1B-CS-03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.	1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).	Book Trailer- We touch on common problems with the software. Typing.com- Left Click In blank space when typing freezes.
Networks and the Internet	1B-NI-05 Discuss real-world cybersecurity problems and how personal information can be protected.		Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as the necessity of backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords, or why we should install and keep anti-virus software updated to protect data and systems.
Data and Analysis	1B-DA-07 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.		The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way. Students should be able to refer to data when communicating an idea. For

			<p>example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed, and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction.</p>
<p>Algorithms and Programming</p>	<p>1B-AP-10 Create programs that include sequences, events, loops, and conditionals.</p> <p>1B-AP-12 Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.</p> <p>1B-AP-17 Describe choices made during program development using code comments, presentations, and demonstrations.</p> <p>1B-AP-14 Observe intellectual property rights and give appropriate attribution when creating or remixing programs.</p> <p>1B-AP-15 Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.</p>	<p>1B-AP-09 Create programs that use variables to store and modify data. Variables are used to store and modify data.</p> <p>1B-AP-13 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.</p> <p>1B-AP-16 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.</p>	<p>LEGO SPIKE™ Prime with Python-Communicating Ideas: Hardware and Software</p> <ul style="list-style-type: none"> • Importing Libraries • Communicating with Light • Pair Programming • Digital Sign <p>Code.Org – Course F</p>
<p>Impacts of Computing</p>	<p>1B-IC-21 Use public domain or creative commons media, and refrain from copying or using material created by others without permission.</p>		<p>Book Trailer Project- Cross-Curricular with Library</p> <ul style="list-style-type: none"> • Use Royalty Free Music from Purple Planet • Include Cover of Book with Citation to Creator

Digital Citizen	<p>1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p> <p>1.2.c Safeguard Well-being: Students safeguard their well-being by being intentional about what they do online and how much time they spend online.</p> <p>1.2.d Digital Privacy: Students take action to protect their digital privacy on devices and manage their personal data and security while online.</p>	<p>ISTE 1.1.d, 1.3.a, 1.3.b, 1.3.c, 1.3.d, 1.5.c, 1.7.a, 1.7.b, 1.7.c, 1.7.d</p>	<p>“A Creator's Rights and Responsibilities: What rights and responsibilities do you have as a creator?” from Common Sense Education</p> <ul style="list-style-type: none"> • Define "copyright" and explain how it applies to creative work. • Describe their rights and responsibilities as creators. • Apply copyright principles to real-life scenarios.
	<p>1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p>	<p>ISTE 1.7.b, 1.7.c, 1.7.d</p>	<p>“Is It Cyberbullying?: What is cyberbullying and what can you do to stop it?” from Common Sense Education</p> <ul style="list-style-type: none"> • Recognize similarities and differences between in-person bullying, cyberbullying, and being mean. • Empathize with the targets of cyberbullying. • Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.
	<p>1.2.b Online Interactions: Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p>	<p>ISTE 1.1.d, 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.7.a, 1.7.b, 1.7.c, 1.7.d</p>	<p>"Beyond Gender Stereotyping: How do gender stereotypes shape our experiences online?" from Common Sense Education</p> <ul style="list-style-type: none"> • Define "gender stereotype" and describe how they can be present online. • Describe how gender stereotypes can lead to unfairness or bias. • Create an avatar and a poem that show how gender stereotypes impact who they are.

Keyboarding	Students work to increase speed and accuracy. End of Year Words Per Minute Goal: 40 wpm Tri 1: 33-35 wpm Tri 2: 35-38 wpm	Students keep their eyes on the screen and use the 10-finger touch typing method	Typing.com to practice in class and at home for 15 minutes each class / Home practice 4 other days.
Responsible Engagement	Students will demonstrate respectful and appropriate Computer Science behavior and participate in learning situations by contributing to group discussions, actively listening, and following directions.	CSTA 1A-IC-17 Work respectfully and responsibly with others online.	Students practice following working modes to promote an equitable learning environment for all learners.