

| Digital Citizenship | | | |
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| Grade Primary | Grade 1 | Grade 2 | Grade 3 |
| Safety and Privacy | | | |
| understand and participate in classroom and school activities establishing safe and healthy routines as they use technology for learning | understand and participate in classroom and school activities establishing safe and healthy routines as they use technology for learning. | be expected to work with the teacher to develop safe and healthy routines for using technology responsibly, ensuring their own and others health and safety, and responsible screen time | work with the teacher to develop safe and healthy routines for using technology responsibly, ensuring their own and others health and safety, and responsible screen time |
| follow simple online safety and behaviour expectations while completing learning tasks | co-construct, with teacher assistance, and follow simple online safety and behaviour expectations while completing learning tasks. | be expected to begin to articulate the need to be mindful when providing personal information online, and only share limited personal information with a teacher approved audience | follow best practices of active digital citizenship as they participate in and contribute to school based communities |
| discuss the need for passwords and keeping them private | discuss the need for individual passwords and keeping them private | be expected to understand the need for individual and secure passwords and the importance of keeping them private | understand the need for more complex and secure passwords and keeping them private |
| discuss the difference between personal and private information | understand the need for individual and secure passwords and the importance of keeping them private | understand what kinds of personal information should be kept private. Understand and respect the privacy of others | understand what kinds of personal information should be kept private. Respect the privacy boundaries of others, even if different from one's own |

| Digital Citizenship | | | |
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| Grade Primary | Grade 1 | Grade 2 | Grade 3 |
| Ethical Use and Social Interactions | | | |
| discuss with teacher the basic issues related to the responsible and appropriate use of technology. | demonstrate with teacher assistance responsible and appropriate use of technology while participating in online activities lead by the teacher. | be expected to demonstrate and show understanding of the responsible and appropriate use of technology while participating in and contributing to their school learning community | use technology appropriately and responsibly with teacher assistance, to address opportunities for the development of active local and global citizenship |
| with teacher assistance, develop awareness that not all information online is true. | develop awareness, with teacher assistance , that not all information online is true. | develop awareness, with teacher assistance, that not all information online is factual, and question the accuracy and credibility of information found online | develop awareness that not all information online is factual. Students will question the accuracy and credibility of information found online |
| define what being positive means and looks like online and offline. | define what being positive means and looks like online and offline. | define a positive online identity and contribute positively through online interactions | cultivate and maintain a positive online presence |
| show some understanding that individuals own their works and can indicate how their works can be used. | show some understanding that individuals own their works and can indicate how their works can be used. | be expected to recognize and demonstrate, with teacher assistance, the acceptable use of the intellectual property of others | recognize and demonstrate the acceptable use of the intellectual property of others |
| Empowered Learner (personal/career development) | | | |
| | | start to use technology to recognize and make use of feedback that informs and improves their practice | use technology to recognize and make use of feedback that informs and improves their practice |
| Global Collaborator | | | |
| | | | brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users |

| Design Thinking | | | |
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| Grade Primary | Grade 1 | Grade 2 | Grade 3 |
| Knowledge Constructor (Critical Thinker) | | | |
| with teacher assistance, use grade appropriate digital tools to explore ideas, think critically and reflect | with teacher assistance, use grade appropriate digital tools to explore ideas, think critically and reflect. | be expected to, with teacher assistance use grade appropriate digital tools to explore ideas, think critically and reflect | select and use, with teacher assistance grade appropriate digital tools to explore ideas, think critically and reflect. |
| with teacher assistance, students will be expected to discuss ways in which technology can be used to access information, images or other digital media | with teacher assistance, investigate ways to search for specific information, images or other media. | be expected to demonstrate, with support, several ways to search for specific information, images or other media | demonstrate how to search for specific information, images or other media. |
| Creative Communicator | | | |
| with teacher assistance, use digital tools to share and exchange information. | with teacher assistance, use digital tools to share and exchange information. | be expected to use digital tools with teacher assistance to share and exchange information and collaborate with local school communities | use digital tools to share and exchange information and collaborate with local school communities |
| Innovative Designer | | | |
| be expected to, with teacher support create original works using grade appropriate digital tools | with some teacher assistance create original works using grade appropriate digital tools. | be expected to with teacher assistance create original works using grade appropriate digital tools | with teacher assistance create original works using grade appropriate digital tools. |

| Coding/Computational Thinking | | | |
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| Grade Primary | Grade 1 | Grade 2 | Grade 3 |
| Competencies | | | |
| with teachers assistance, use grade appropriate ICT terminology | use grade appropriate ICT terminology | use grade appropriate ICT terminology | use grade appropriate ICT terminology |
| use grade appropriate technology skills | use grade appropriate technology skills | use grade appropriate technology skills | use grade appropriate technology skills |
| Data and Analysis | | | |
| | use digital tools, students will be expected to collect and record , with teacher support, information and view results. | be expected, using digital tools, to collect and record, with teacher support, data and view results on charts and graphs | create and analyse digital charts, maps, and graphs to predict patterns and relationships in information and to support decision making |
| explore a sequence of events to reach an expected goal | explore a sequence of events to reach an expected goal | explore a sequence of events , explore and reflect on the results | explore programs that include sequences, events, loops, and conditionals |
| decompose (break down) the steps needed to solve a problem into a precise sequence of instructions | decompose (break down) the steps needed to solve a problem into a precise sequence of instructions | decompose (break down) the steps needed to solve a problem into a precise sequence of instructions | decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process |
| Coding | | | |
| create sequences to express ideas or address a problem | create sequences to express ideas or address a problem | create a program that includes sequences and loops to express ideas or address a problem | develop programs that include sequences, events, loops and conditions to express ideas or address a problem |
| debug (identify and fix) errors in a sequence | debug (identify and fix) errors in a sequence | debug (identify and fix) errors in a program that includes sequences and simple loops | debug (identify and fix) errors in a program that includes sequences, simple loops, events, or conditions |
| | | | communicate choices made during program development |