

Grade 1		
Outcomes	Opportunities	Activities
Understand that algorithms are step-by-step solutions to a problem, or the rules to follow to solve a problem	<i>Develop a sequence EXAMPLE: writing recipes, folding paper aeroplane etc</i>	

Grade 2		
Outcomes	Opportunities	Activities
With support, create simple code to give instructions	Example - Beebots, Scratch - Directions through a maze	

Grade 3		
Outcomes	Opportunities	Activities
No new outcomes	- See previous years	

Grade 4		
Outcomes	Opportunities	Activities
No new outcomes	- See previous years	



[illegible]



Grade 1 - Communication and Collaboration		
Outcomes	Opportunities	Activities
Through the teacher, students are aware that there are digital tools with which they can connect with learners from a variety of backgrounds	<i>Examples: blogs, guest speakers on zoom</i>	
Students contribute to collaborative digital projects to work towards a teacher-directed goal	Children can create and post to Seesaw together	
Navigate a computer game with a peer, collaboratively selecting and the route of navigation	<i>codespark, ABCya</i>	

Grade 2 - Communication and Collaboration		
Outcomes	Opportunities	Activities
Understand that there is a variety of platforms and tools for expressing their own ideas	Example: Create media using a variety of applications eg Docs, Slides, Youtube, Explain Everything, Lego Movie Maker, etc	
Through the teacher, students use digital tools to connect with learners from a variety of backgrounds	Example: Zoom with different classes, add to shared padlets, Jamboard	
Collaborate with a partner on a shared digital project	Example: Genius Hour	

Grade 3 - Communication and Collaboration		
Outcomes	Opportunities	Activities
Students use digital tools to connect with learners from a variety of backgrounds, under teacher supervision	Zoom calls with stories about history	
Select and use appropriate digital tools for individual and collaborative writing, communication or presentation activities	<a href="#">- Book Creator for creation of a class book</a>	
Collaborate and interact respectfully while participating in online projects	<i>- Genius hour, class zooms, online projects, guest zooms, padlet etc</i>	

Grade 4 - Communication and Collaboration		
Outcomes	Opportunities	Activities
Students use digital tools to connect with learners from a variety of backgrounds, under teacher supervision	<i>Penpal programs</i>	<i>Use Flipgrid to share learning with a buddy class (virtual pen pals).</i>
Select and use appropriate digital tools for individual and collaborative writing, communication or presentation activities	<i>Determine which website, app, or Google tool is most appropriate for a task.</i>	<i>For summatives for Convince Me, students could choose three different medium to create three different advertisements.</i>
Collaborate and interact respectfully while participating in online projects	<i>- Genius hour, class zooms, online projects, guest zooms, padlet etc</i>	<i>-Create common agreements for group projects.</i>

Grade 5 - Communication and Collaboration		
Outcomes	Opportunities	Activities
Use digital tools effectively to record or express ideas	<i>World Changers Unit, PYPX</i>	<i>Podacst recordings PYPX: record a topic song</i>
Students use digital tools to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints	<i>PYPX Students film themselves and peers to use for teaching and reflection (PE)</i>	<i>PYPX: Use all digital tools and platforms to express ideas</i>
Students contribute constructively to team projects, assuming various roles and responsibilities to work effectively toward a common goal	<i>PYPX All the world is a Stage</i>	<i>Write a script together in different writing teams on one google document in order to connect different sections of a play.</i>
Use digital tools to organise and display knowledge and understanding in ways that others can view, use, and assess.	<i>PYPX Termly assessment loaded to Seesaw</i>	<i>Seesaw platform: take images, visual recordings, photographs and audio recording to discuss submitted work per unit, literacy and math submissions.</i>





Grade 1 - Creativity and Innovation		
Outcomes	Opportunities	Activities
There are no outcomes for this grade level		

Grade 2 - Creativity and  
Innovation

Outcomes	Opportunities	Activities
No outcomes in this grade level		

Grade 3 - Creativity and Innovation		
Outcomes	Opportunities	Activities
There are no outcomes for this grade level		

Grade 4 - Creativity and Innovation		
Outcomes	Opportunities	Activities
Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital tools appropriate for their goals.	<i>Using appropriate fonts, sizes, styles, transitions, filters</i>	Use Google tools to create and edit presentations. Use PicCollage and Canva to create posters.

Grade 5 - Creativity and Innovation		
Outcomes	Opportunities	Activities
Use digital tools effectively to record or express ideas	<i>PYPX</i> <i>Peace and conflict - creating podcasts</i>	Soundtrap - how to record music and podcasts <a href="#">Smashboombest</a>
Students use digital tools to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints	<i>PYPX</i>	Shared ideas on a various Google Documents for PYPX ideas and sections
Students contribute constructively to team projects, assuming various roles and responsibilities to work effectively toward a common goal	<i>PYPX</i> <i>Stop Frame Animations</i> <i>Digital Cartoons</i>	Soundtrap - work collaboratively to create podcasts and music Use various programmes to create stop frame animations to create footage dealing with PYPX issues Free Digital Cartoons
Use digital tools to organise and display knowledge and understanding in ways that others can view, use, and assess.	<i>PYPX</i>	Interactive video games with a relevant missions highlighting PYPX topics



Grade 1 - Data Handling		
Outcomes	Opportunities	Activities
No outcomes in this grade level		

Grade 2 - Data Handling		
Outcomes	Opportunities	Activities
No outcomes in this grade level		



Grade 3 - Data Handling		
Outcomes	Opportunities	Activities
Fill in a simple table using a spreadsheet	This links perfectly to the summative assessment for Buy, Sell, Trade.	
Generate a bar chart from data on a spreadsheet		<a href="#">How to Create a Bar Graph in Google Sheets   Databox Blog</a>

Grade 4 - Data Handling		
Outcomes	Opportunities	Activities
Create a simple table using a spreadsheet	<i>-Graphing and data projects in math</i>	-As a part of classroom jobs, student bankers maintain and update student bank accounts.
Generate a variety of graphical representations using a spreadsheet		
Begin to generate forms to collect data	<i>-Creating surveys</i>	

Grade 5 - Data Handling		
Outcomes	Opportunities	Activities
Evaluate the information against a range of appropriate given criteria and parameters: (accuracy, perspective, credibility, relevance of data)	PYPX	
Use a range of ICT to identify and represent patterns in sets of information using: (tables, concept maps, graphic organisers and charts)	PYPX	For the PYPX, the students use Google forms to collect and analyse data related to their topics.
Use spreadsheets to collect and analyse data as part of a broader project	PYPX	
Create a form to collect relevant data from a targeted audience	PYPX	



Grade 1 - Digital Citizenship			
Outcomes	Kid Friendly	Discussions/Focus	Activities
Learn to use purposefully selected ICT tools safely under the guidance of trusted adults.	Learn to Use Safe Tech Tools: Discover how to use special computer tools with the help of grown-ups.	*G1 specific - seesaw, etc Safe search tools	<a href="#">The internet of Toys (EducationCity)</a> <a href="#">Britannica</a> , <a href="#">Ecosia search engine</a> Common Sense - <a href="#">Safety in my neighborhood</a> (virtual fieldtrip)
Understand that information can be shared responsibly and kindly online.	Share Online Nicely: Understand how to share things online in a kind and responsible way.	Focus on offline bullying (rumours, name calling, etc)	<a href="#">How to stay safe online (EducationCity)</a> <a href="#">Worksheet</a> <a href="#">Cyberbullying</a> <a href="#">Meet Heart - Kindness online</a>
Recognize the importance of respectful behaviors when using information and technology.	Be Polite with Tech: Know that it's important to be polite when using computers and devices	- Interpret what 'online etiquette' is and apply it to their own behaviour - Give meaningful and helpful comments and feedback on another student's work using an online platform (seesaw)	<a href="#">Be Kind Online (EducationCity)</a> <a href="#">Meet Legs - Anti Cyberbullying</a>
Introduce the concept of personal information and discuss the importance of keeping it private when using ICT tools.	Keep Your Info Secret: Learn that some things about you are private and should stay that way when you use devices		<a href="#">Meet Guts - Digital Safety</a> <a href="#">Meet Feet - Digital Footprint</a>
Learn to navigate age-appropriate websites and understand the difference between advertisements and content.	Explore Safe Websites: Find out how to visit websites that are okay for your age and tell the difference between ads and informaton.	-Age-appropriate open discussion about what kind of things could be dangerous or inappropriate online or on TV etc	<a href="#">Meet Head</a> - News and Media Literacy
Understand when to report inappropriate content to a trusted adult	Tell a Grown-up If It's Not Right: Learn when to tell a trusted adult if you see something on the computer that's not nice.		- <a href="#">Role-play scenarios where this situation occurs</a> - <a href="https://www.thinkuknow.co.uk/games-and-role-plays-for-this-scenario">https://www.thinkuknow.co.uk/games-and-role-plays-for-this-scenario</a>
Show an awareness of healthy-habits when using technology	Stay Healthy with Tech: Know how to be healthy when you use computers and devices.	-Discussions surrounding screen time; what is a healthy amount? Is there good/bad screen time? - Who has control over what we see?	<a href="#">Online Gaming- Safety First (EducationCity)</a> <a href="#">Meet Arms - technology balance</a> <a href="#">Common Sense - Balance is Important</a> <a href="#">Common Sense - Pause for People (transitioning away from a device)</a>

Grade 2 - Digital Citizenship			
Outcomes		Discussions/Focus	Activities
Use purposefully selected ICT tools to view and share information	Using Special Computer Tools: Learn how to use special computer tools to look at and share information.		Will watch videos and have conversations during our Healthy Habbits Unit Common Sense - <a href="#">We the digital citizens</a> Common Sense - <a href="#">Who is in your online community</a> Get Epic - <a href="#">How to be a good digital citizen</a>
Develop awareness of cyberbullying and hurtful comments, even when the victim is not present.	Be Kind Online: Understand that we should be kind and not say mean things, even when someone can't see us.	- Focus on rumour spreading, talking behind people's backs etc. Offline bullying.	<a href="#">Video 1</a> <a href="#">Video 2</a> <a href="#">Video 3</a> Common Sense - <a href="#">Internet Traffic Light</a> Common Sense - <a href="#">Putting a stop to online meanness</a>
Begin to understand the potential dangers of internet and media use.	Be Safe on the Internet: Begin to know that the internet can have things that are not safe, and we need to be careful.	- Interpret what 'online etiquette' is and apply it to their own behaviour - Give meaningful and helpful comments and feedback on another student's work using an online platform (seesaw) - Discuss "digital footprints"- eg who can see a photo you have posted? How do you know?	Common Sense - <a href="#">How does technology make you feel</a>



Explore the concept of ownership of ideas and respect for others' creations.	Respect Others' Ideas: Find out it's important to respect what others create and come up with on the computer.	- Import, Public Domain photographs	Common Sense - <a href="#">Giving Credit</a>
Show an awareness of some potential dangers of internet and other media use	Online Safety Awareness: Know there are some things online that might not be safe, so we should be cautious.	-Age-appropriate open discussion about what kind of things could be dangerous or inappropriate online or on TV etc	Common Sense - <a href="#">Pause and Think Online</a>
Explore the idea of digital footprint and discuss how online actions can leave a lasting impact.	Our Online Actions Matter: Learn that what we do on the computer can stay online and affect others, so we should be thoughtful.	- <a href="#">Role-play scenarios where this situation occurs</a> - <a href="https://www.thinkuknow.co.uk/games-and-role-plays-for-this-scenario">https://www.thinkuknow.co.uk/ games and role-plays for this scenario</a>	Common Sense - <a href="#">Digital Trails</a>
Show an awareness of healthy-habits when using technology	Stay Healthy with Tech: Be aware of how to use computers and devices in a healthy way.	- As a class, discuss and draft a contract outlining reasonable and healthy expectations for screen-time in school and at home, to be signed by students and parents	Common Sense - <a href="#">Device Free Moments</a>
Introduce the basics of online privacy and strategies to protect personal information.	Keep Your Info Safe: Start learning how to keep your information private when you use the computer.		Common Sense - <a href="#">That's Private</a>

### Grade 3 - Digital Citizenship

Outcomes		Discussions/Focus	Activities
Select and use ICT tools to view and exchange information and to begin to safely collaborate with others	Using Special Computer Tools: Learn to use special computer tools to look at information and talk with others in a safe way.		Common Sense - <a href="#">Digital Norms</a> Common Sense - <a href="#">This is me</a>
Discuss the consequences of cyberbullying and strategies to prevent it.	Being Kind Online: Talk about why it's important to be nice on the internet and how to stop people from being unkind.	- Lacking tone, facial expressions, etc - interpreting dm conversation activity Posting comments, how do know who sees what we write and say?, online chatting SMART acronym	Common Sense - <a href="#">The Power of Words</a>
Demonstrate responsible and respectful behaviours when using information and technology	Tech Manners: Show good manners when using computers and devices.	- Students demonstrate understanding that they have an online digital footprint and that they need to present themselves in an ethical and respectful manner SMART acronym (from MG) for digital behaviours	Common Sense - <a href="#">Rings of Responsibility</a>
Introduce the concept of plagiarism and the importance of giving credit to original sources when using information from the internet.	Give Credit for Ideas: Learn why it's important to say where you found your information on the internet.	-Age-appropriate open discussion about what kind of things could be dangerous or inappropriate online or on TV etc	<a href="#">When Marion Copied</a> - readaloud
Discover safe practices for reporting inappropriate content to trusted adults.	Stay Safe Online: Find out how to tell a trusted grown-up if you see something not nice on the internet.	- <a href="#">Role-play scenarios where this situation occurs</a> - <a href="https://www.thinkuknow.co.uk/games-and-role-plays-for-this-scenario">https://www.thinkuknow.co.uk/ games and role-plays for this scenario</a>	Common Sense - <a href="#">Is seeing believing</a>
Gain an awareness of healthy habits when using technology and being mindful of screen timeR as well as the age restrictions and guidelines for accessing different social media/gaming platforms.	Healthy Tech Habits: Be aware of how much time you spend on screens and the rules for different apps and games.	- As a class, discuss and draft a contract outlining reasonable and healthy expectations for screen-time in school and at home, to be signed by students and parents	<a href="#">Screen Time vs. Lean Time Infographic</a> Common Sense - <a href="#">Rings of Responsibility</a>


### Grade 4 - Digital Citizenship

Outcomes		Discussions/Focus	Activities
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Select and use appropriate ICT tools to view and exchange information in order to safely collaborate with others	Using Special Computer Tools Safely: Learn to pick the right computer tools to look at information and share things safely with others.	Collaborative projects (slides, docs etc), seesaw	<p><a href="#">Slido.com</a> to rank the importance of student questions they wished to inquire into</p> <p>Google Slides - to create visual representations of food chains/webs, document and present prior/gained knowledge within the class/grade</p> <p>Common Sense - <a href="#">My Media Choices</a></p>
Explore the responsible use of social media and digital communication.	Being Smart on Social Media: Explore how to use social media and talk online in a good way.	<p>- Leaving comments on docs and seesaw, book reviews on library catalogue</p> <p>- Demonstrating awareness of age-appropriate sites, games where they communicate with others</p> <p>-Making blogs?</p>	<p>Create posts on Seesaw and respond to others posts; use Flipgrid to share and respond to others. Create collaborative Jamboards and show appropriate online behavior in creating and editing work.</p> <p>Common Sense - <a href="#">Creator rights and responsibilities</a></p>
Deepen the understanding of online safety and the consequences of cyberbullying.	Staying Safe Online: Get better at knowing how to be safe on the internet and what happens when people are mean online.	- Blogs, Google tools, Zoom, Seesaw	<p>Nonfiction writing involved gathering data from online resources and using them in their essays with citations. Class discussions on why you cannot steal another person's work and use it as your own.</p> <p>Discussed using public domain images</p> <p>Showed the students that it is easy to detect if information has been stolen from another source using some Google/online tools</p> <p>Common Sense - <a href="#">Super Digital Citizen</a></p>
Explore the world of online scams and strategies to recognize and avoid them.	Avoiding Online Tricks: Learn how to recognize and stay away from tricky things people do online to trick others.	-Age-appropriate open discussion about what kind of things could be dangerous or inappropriate online or on TV etc	<p>-Class discussions about using WhatsApp use and teaching session with Tanya Goodin about appropriate use of smartphones</p> <p>Common Sense - <a href="#">Our Privacy and Information</a></p>
Understanding the impact of fake news, misinformation, and online echo chambers on society.	Fake News and Being Truthful: Understand how some news on the internet is fake and why it's important to tell the truth.	<p>- <a href="#">Role-play scenarios where this situation occurs</a></p> <p>- <a href="https://www.thinkuknow.co.uk/games-and-role-plays-for-this-scenario">https://www.thinkuknow.co.uk/games-and-role-plays-for-this-scenario</a></p>	<p>Common Sense - <a href="#">Is seeing believing</a></p> <p>PBSLearning - <a href="#">Fake News</a></p>
Identify model responsible behaviors and ethical decision-making when using information and technology.	Good Tech Behavior: Figure out what it means to behave nicely and make good choices when using computers and devices.	- As a class, discuss and draft a contract outlining reasonable and healthy expectations for screen-time in school and at home, to be signed by students and parents	<p>Sign technology use agreements.</p> <p>Common Sense - <a href="#">Keeping Games Fun and Friendly</a></p> <p>Common Sense - <a href="#">Our Online Tracks</a></p>
Reflect on the impact of technology on society and personal well-being as well as the age restrictions and guidelines for accessing different social media/gaming platforms.	Tech's Impact on Life: Think about how technology affects our lives and what rules there are for using social media and games online.		<p>Common Sense - <a href="#">My Media Choices</a></p>

Grade 5 - Digital Citizenship			
Outcomes		Discussions/Focus	Activities
Learn to critically evaluate online information and sources.	Evaluating Online Info: Learn how to carefully judge if the information you find online is good and true.	- Blogs, Google tools, Zoom, Seesaw, Sharing photos, IMs	Common Sense - <a href="#">You Wont Believe This</a>



Demonstrate concepts of plagiarism and copyright and how this relates to safely using media found online.	Being Honest with Online Information: Show how to understand plagiarism and copyright rules and why they're important when using things from the internet.		World Changer speeches - workshop on plagiarism and copyright with Librarian. Actively taking notes instead of copying and pasting.  <a href="#">What is plagirism and how to avoid it</a>
Explore the ethical considerations of artificial intelligence and automation.	Thinking About AI and Robots: Explore how smart machines and robots work and what's good and not so good about them.	-Discussion could include: What is your email for? How should we use Google Hangouts in school? Why?	Common Sense - <a href="#">AI in Schools</a>
Show some awareness of which communication tools are age-appropriate, and why	Choosing the Right Tools: Be aware of which communication tools are right for your age, and why some are better for kids.	- Why is Whatsapp less appropriate than Google Hangouts? What games are appropriate? Why is communication with strangers risky?	Discussion on how and, when and why to use Google Hangouts. Create groups and allow messaging on projects / student leadership related matters.
Introduce the importance of online civic responsibility and discuss how digital platforms can be used for positive social change.	Online Responsibility: Understand why it's important to be a good citizen online and use the internet to make the world better.	- How does what you have learned in Grades 1-4 apply to the use of your device and the tools which you have gained increased access to over the last year?	Beginning year activity. Open platforms discuss productive ways to use - Google Classroom, Hangouts, Common Sense - <a href="#">Digital Friendships</a>
Develop strategies to protect personal information and stay safe online.	Stay Safe and Protect Info: Learn how to keep your private information safe and be smart when you're online.	-Age-appropriate open discussion about what kind of things could be dangerous or inappropriate online or on TV etc	Double checking sources with a variety of different resources - an activity used in information text writing.  <a href="#">Be Internet Awesome</a>
Understand when to report inappropriate content to a trusted adult	When to Get Help: Know when it's time to tell a trusted adult if you see something on the internet that's not right.	- Role-play scenarios where this situation occurs - <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a> games and role-plays for this scenario	 What to do if you've seen something online that has upset you   Own It - YouTube
Reflect on the impact of technology on society and personal well-being as well as the age restrictions and guidelines for accessing different social media/gaming platforms.	Tech's Impact on Us: Think about how computers and devices affect our lives and what rules there are for using social media and games online.	- As a class, discuss and draft a contract outlining reasonable and healthy expectations for screen-time in school and at home, to be signed by students and parents	Common Sense - <a href="#">Finding My Media Balance</a> Common Sense - <a href="#">Gender Stereotypes</a>
Demonstrating respectful communication and digital etiquette when chatting with peers or other online users	Being Polite Online: Show how to chat nicely and use good manners when you're talking with friends or others on the internet.		Common Sense - <a href="#">Is it CyberBullying?</a>



## Grade 1 - Multimedia

Outcomes	Opportunities	Activities
Use a camera to obtain an original image	<i>Examples: Take a photo on Seesaw</i>	
Review quality of photos or video, retaking if necessary		
Resize and rotate an object		
Delete a photo from a presentation	<i>Example: on Seesaw</i>	
With support, create a mixed-media post using text, images, audio or numbers	Example: on Seesaw/Slides/Docs	
Reflect on the effective use of digital information used in an activity		

Grade 2 - Multimedia		
Outcomes	Opportunities	Activities
Create a mixed-media post using text, images, audio or numbers	Example: Adding voice notes and comments on Seesaw	<i>Children reflected in the summative assessment. Children recorded a reflection to post in SeeSaw</i>
Crop an image	<i>Use slides or native device photo editor</i>	

Grade 3 - Multimedia		
Outcomes	Opportunities	Activities
Use various digital resources to produce graphical representations of data	- Use Sheets to generate graphs and charts connecting to the Maths curriculum.	
Use AR or VR to explore learning-relevant content	<i>Google Earth</i>	
Be aware of a range of possible apps or programs to create digital media		<a href="https://www.tinkercad.com">tinkercad.com</a> for students to create online 3D shapes <i>Sketchup</i>
Understand when to add title screen and credits, acknowledging creators of source material		
Understand when to add video transitions and effects		

Grade 4 - Multimedia		
Outcomes	Opportunities	Activities
No new outcomes	- See previous years	

[illegible]



Grade 1 - Research		
Outcomes	Opportunities	Activities
Use appropriate links on a simple website to find further information for group work		
Can identify how and where they hope to obtain their answers from		
Complete a web or image search on computers and iPads	<i>e.g. As part of a non-fiction unit</i>	
Locate and launch kidrex/kiddle		
Use ICT to brainstorm information needs, search, record, and present digital text and images as part of the research process. (Children to be aware that this is possible)		

Grade 2 - Research		
Outcomes	Opportunities	Activities
Locate, launch and use a variety of search engines to retrieve data.	Example: kiddle, kidrex, google	
Begin to understand how to refine and formulate research questions to influence the range of potential answers	<i>Example: Teachers give students a research question and students identify keywords in order to search for information</i>	
Locate and Insert an existing image	- Use explore tool in Google Slides	
Look at a variety of sources and evaluate the purpose of each one	<i>Example: Identify a variety of digital and print sources for research</i>	
Begin to explore the Internet as a means of personal learning	<i>Example: passion project, genius hour</i>	



Grade 3 - Research		
Outcomes	Opportunities	Activities
Demonstrates an informed decision when choosing the media tool to complete their research	Show an awareness of a range of digital sources including: Youtube, Sora, Britannica School, World Book Online, Get Epic, etc	Learning when to use Google, Kiddle, Ecosia etc.
Organise and record research findings using digital tools	<i>Create a bank of links to useful websites using Google Docs</i>	
Identify and interpret key words, questions, and ideas within a given context		
Explore technical methods for filtering information from the search engines. (choice of wording)	- Identify keywords for searches	
Begin to identify trusted sources and justify why they are trusted and reliable. (Creator, time stamped, purpose)		

Grade 4 - Research		
Outcomes	Opportunities	Activities
Understand how to refine and formulate research questions		Key words used in search bars
Collect information from a variety of online sources.	<ul style="list-style-type: none"> <li>- Understand the necessity to increase variation in the location of sources.</li> <li>- Identify a variety of digital and non-digital sources to generate rich data</li> <li>- Understand that increasing the variation of trusted sources increases the validity of the data</li> </ul>	During our biomes unit, students used a variety of websites to gain information and take notes. Some were provided by classroom teachers and others the students found themselves.
Apply knowledge when conducting research to develop accurate and balanced reports.	Use methods for filtering effectively and produce advanced searches on various search engines (text, language, region, file type)	While this was touched on during our biomes (first) unit, it will need further practice throughout the year
Understand how to recognise what is and isn't a trusted source	Generate a checklist to determine if a website is trustworthy or not	<a href="#">How to Tell if a Source is Reliable</a>
Interpret research from multiple sources to draw conclusions		While this was touched on during our biomes (first) unit, it will need further practice throughout the year
Identify the parts of a web site URL: name of the site, domain and Extensions to determine the nature of the website.		

Grade 5 - Research		
Outcomes	Opportunities	Activities
Use various technology and digital resources to collect and share information	<ul style="list-style-type: none"> <li>- Identify information in various formats</li> <li>- Collect information from a variety of sources</li> <li>- Use a range of primary and secondary data sources</li> <li>- Apply best practices for searching digital resources</li> </ul>	
Evaluate the accuracy, relevance, and appropriateness of electronic information sources		
Use research to support written and oral presentations	<ul style="list-style-type: none"> <li>- Apply knowledge when conducting research to develop accurate and balanced reports.</li> <li>- Interpret digital primary sources within historical and contemporary contexts</li> <li>- Understands how to pose further questions based on research analysis</li> </ul>	
Demonstrates understanding of basic concepts of academic honesty and how to cite sources found online.	Adding citations for: World Changers / Peace and Conflict / Opinion Writing / PYPX	Citation workshop with Loibrarian. The use of Britannica citation copied. Epic Book Citation copy and paste option.
Students use digital tools to learn from others and effectively work in teams	Assume different roles (e.g., leader/follower, orator/listener) in teams in various situations.	
Organise and display knowledge and understanding in ways that others can view, use, and assess.		
Use various creative software, programming environments, or digital tools to convey existing ideas in new and effective ways	Collaboratively review and modify digital work prior to publishing.	
Use technology tools to share original work		
Works collaboratively with peers to create and modify an appropriate project for community presentation.		

