Greetings! We appreciate you taking the time to read this newsletter — we know that this is a school year unlike any other, and that it continues to be full of unpredictable changes and stresses.

School year sessions with ARCS partner Code VA are continuing! If you have not yet signed up for the PLC, please email us at TCEP@odu.edu and we will connect you with the group. Did you know that part of the ARCS project involves developing performance assessments that can be used by elementary teachers across the Commonwealth? This school year, we have developed a performance assessment for students in grades 3 through 5 that incorporates SOL skills in literacy, mathematics, science, and computer science. Links to the assessment and a fascinating survey that asks your students about their attitudes towards computer science have been sent to you by ARCS external evaluator, Dr. Jennifer Maeng.

This month’s theme is Digital Citizenship. Now, more than ever, our lives are inextricably connected, and all interactions take place in a digital space. We provide several angles and resources on this complex topic below, which we hope will help you facilitate discussions about Digital Citizenship for your students.

Did you know that part of the ARCS project involves developing performance assessments that can be used by elementary teachers across the Commonwealth? This school year, we have developed a performance assessment for students in grades 3 through 5 that incorporates SOL skills in literacy, mathematics, science, and computer science. Links to the assessment and a fascinating survey that asks your students about their attitudes towards computer science have been sent to you by ARCS external evaluator, Dr. Jennifer Maeng.

(continued…)

# Concept Corner

## Engaging All Learners

Modern computers and the internet provide us with powerful tools for fast calculation and communication. While computers and the internet allow us to work on complex problems and communicate in real-time solutions to the identification of the complete human genome and the development of technologies that allow us to quickly identify humans from their DNA. However, those contents do not necessarily represent the policy of the Department of Education, and you should not endorse or unambiguously recommend their use.

As always, don’t hesitate to reach out if you have comments or questions. The ARCS team.

# Pedagogy Pointers

For all levels: Common Sense Education provides a series of lessons, videos, and activities for elementary-aged students at all levels that help students work on ethical behavior while online, including the dangers of cyberbullying and inappropriate computer usage. The collection of resources that incorporates SOL skills for grades K-12 includes songs for especially young students. Aligns with CS standards K.10, 1.12, 2.13, 3.14, 4.14, 5.14, 6.15, 7.15, 8.12.

Digital Citizenship lesson, worksheets, and planning guide

Digital Citizenship videos and songs

For Valentine’s Day: Customise a Google Logo with this lesson planned and provided by Google’s education division. In this lesson, students can create and animate their own version of the Google logo in Scratch to share with someone they care about (be it a friend, a teacher, a family member or a pet!) on Valentine’s Day.

A child-friendly introduction video is provided with the lesson. Aligns with CS standards 1.2.2, 3.2, 4.2, 5.2.

Valentine’s Day Google Logo.

# Computer Science in the Commonwealth

As teachers, we want to prepare our students for future careers and academic pathways. This preparation includes the development of student problem-solving skills, curriculum that incorporate student voice and introduce the new concepts using familiar vocabulary are critical to modern life. As educators, it is our responsibility to not only teach these standards through integration and stand-alone computer science instruction, but also need to be explicit in referring to these skills.

While we recognize the importance of integrated computer science instruction, we also have to be careful.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society. While we recognize the importance of integrated computer science instruction, we also have to be careful.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society. While we recognize the importance of integrated computer science instruction, we also have to be careful. At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society. While we recognize the importance of integrated computer science instruction, we also have to be careful.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society. While we recognize the importance of integrated computer science instruction, we also have to be careful.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society.

At times, our integration can lead to a watered-down version of the content that students need to know in order to compete in the 21st century job market. However, the same power that can be used for good can be abused with vast negative impact on society.