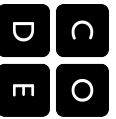


# Standards Alignment

Code.org K-5 Curriculum Course 1

## 1. Happy Maps (Unplugged)

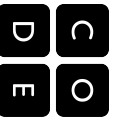
<b>ISTE</b>	1.c - Use models and simulation to explore complex systems and issues. 2.d - Contribute to project teams to solve problems. 6.a - Understand and use technology systems.
<b>CSTA</b>	CPP.LI:3-04. Construct a set of statements to be acted out to accomplish a simple task. CT.LI:6-01. Understand and use the basic steps in algorithmic problem-solving. CT.LI:6-02. Develop a simple understanding of an algorithm using computer-free exercises. CT.L2-03. Define an algorithm as a sequence of instructions that can be processed by a computer. CT.L2-06. Describe and analyze a sequence of instructions being followed.
<b>NGSS</b>	NA
<b>CC Math</b>	Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
<b>CC ELA</b>	K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail. L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



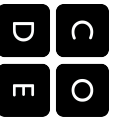
**K–5 Curriculum Course 1**

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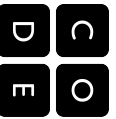
	<p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<p><b>2. Move It, Move It (Unplugged)</b></p>	
<p><b>ISTE</b></p>	<p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>2.d - Contribute to project teams to solve problems.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p>
<p><b>CSTA</b></p>	<p>CPP.L1:3-04. Construct a set of statements to be acted out to accomplish a simple task.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.</p> <p>CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercise.</p> <p>CT.L2-03. Define an algorithm as a sequence of instructions that can be processed by a computer.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p>
<p><b>NGSS</b></p>	<p>NA</p>
<p><b>CC Math</b></p>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> </ol>



	<p>8. Look for and express regularity in repeated reasoning.</p> <p>K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<b>3. Jigsaw – Learn to Drag and Drop</b>	
<b>ISTE</b>	<p>1.a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>2.d - - Contribute to project teams to produce original works or solve problems.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p>
<b>CSTA</b>	<p>CD.L1:3-01. Use standard input and output devices to successfully operate computer and related technologies.</p> <p>CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p>



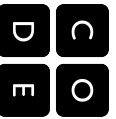
	CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions. CT.L2-06. Describe and analyze a sequence of instructions being followed. CT.L2-08. Use visual representations of problem states, structures, and data.
<b>NGSS</b>	K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.
<b>CC Math</b>	Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
	K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<b>CC ELA</b>	SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
<b>4. Maze -Sequence</b>	
<b>ISTE</b>	1a - Apply existing knowledge to generate new ideas, products, or processes. 1c - Use models and simulation to explore complex systems and issues. 4.b - Plan and manage activities to develop a solution or complete a project. 6.a - Understand and use technology systems. 6.c - Troubleshoot systems and applications. 6.d - Transfer current knowledge to learning of new technologies.



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<b>CSTA</b>	CD.L1:3-01. Use standard input and output devices to successfully operate computer and related technologies. CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems. CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology. CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out. CPP.L1:6-06. Implement problem solutions using a block-based visual programming language. CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions. CT.L2-06. Describe and analyze a sequence of instructions being followed. CT.L2-08. Use visual representations of problem states, structures, and data. CT.L2-12. Use abstraction to decompose a problem into sub-problems.
<b>NGSS</b>	K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.
<b>CC Math</b>	Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.  K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. K.OA.A.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). K.OA.A.5 - Fluently add and subtract within 5.  1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  2.OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of

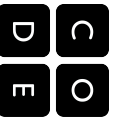


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<b>CC ELA</b>	<p>them.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<b>5. Maze - Debugging</b>	
<b>ISTE</b>	<p>1a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p> <p>6.c - Troubleshoot systems and applications.</p> <p>6.d - Transfer current knowledge to learning of new technologies.</p>
<b>CSTA</b>	<p>CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p> <p>CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions.</p> <p>CT.L2-06 .Describe and analyze a sequence of instructions being followed.</p> <p>CT.L2-08. Use visual representations of problem states, structures, and data.</p> <p>CT.L2-12. Use abstraction to decompose a problem into sub-problems.</p>
<b>NGSS</b>	<p>K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K-2-PS3-2 .Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <p>1. Make sense of problems and persevere in solving them.</p>

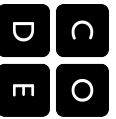




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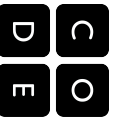
## Standards Alignment

	<ol style="list-style-type: none"><li>2. Reason abstractly and quantitatively.</li><li>3. Construct viable arguments and critique the reasoning of others.</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to precision.</li><li>7. Look for and make use of structure.</li><li>8. Look for and express regularity in repeated reasoning.</li></ol> <p>K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.OA.A.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings; and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>K.OA.A.5 - Fluently add and subtract within 5.</p> <p>K.G.A.1 - Describe objects in the environment using names of shapes; and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>



<b>6. Real-life Algorithms - Plant a Seed (Unplugged)</b>	
<b>ISTE</b>	<p>1a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>2.d - Contribute to project teams to solve problems.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p>
<b>CSTA</b>	<p>CT.L1:3-03. Understand how to arrange information into useful order without using a computer.</p> <p>CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.</p> <p>CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercise.</p> <p>CT.L1:6-05. Make a list of sub-problems to consider while addressing a larger problem.</p> <p>CPP.L1:3-04. Construct a set of statements to be acted out to accomplish a simple task.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out (e.g., make a peanut butter and jelly sandwich activity).</p> <p>CT.L2-03. Define an algorithm as a sequence of instructions that can be processed by a computer.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p>
<b>NGGS</b>	<p>Science and Engineering Practices</p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>





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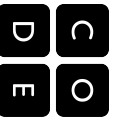
	<p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<p><b>7. Bee 1 - Sequence</b></p>	
<p><b>ISTE</b></p>	<p>1a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p> <p>6.c - Troubleshoot systems and applications.</p> <p>6.d - Transfer current knowledge to learning of new technologies.</p>
<p><b>CSTA</b></p>	<p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p> <p>CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p> <p>CT.L2-08. Use visual representations of problem states, structures, and data.</p> <p>CT.L2-12. Use abstraction to decompose a problem into sub-problems.</p>
<p><b>NGSS</b></p>	<p>K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>
<p><b>CC Math</b></p>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>5. Use appropriate tools strategically</li> <li>6. Attend to precision.</li> </ol>



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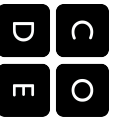
### Standards Alignment

	<p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p> <p>K.CC.B.4 - Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <p>K.OA.A.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings; and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>K.OA.A.5 - Fluently add and subtract within 5.</p> <p>K.G.A.1 - Describe objects in the environment using names of shapes; and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>



**8. Artist - Sequence**

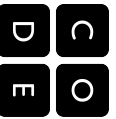
<b>ISTE</b>	<p>1a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p> <p>6.c - Troubleshoot systems and applications.</p> <p>6.d - Transfer current knowledge to learning of new technologies.</p>
<b>CSTA</b>	<p>CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p> <p>CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p> <p>CT.L2-08. Use visual representations of problem states, structures, and data.</p> <p>CT.L2-12. Use abstraction to decompose a problem into sub-problems.</p>
<b>NGSS</b>	<p>K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p>
<b>CS Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p>K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.A.2 - Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.B.6 - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p> <p>1.G.A.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.A.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-</p>



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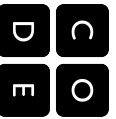
	<p>circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>2.G.A.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<p><b>CS ELA</b></p>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<p><b>9. Building a Foundation (Unplugged)</b></p>	
<p><b>ISTE</b></p>	<p>1.b - Create original works as a means of personal or group expression.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>2.d - Contribute to project teams to solve problems.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>4.d - Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>6.c - Troubleshoot systems and applications.</p>
<p><b>CSTA</b></p>	<p>CPP.L1:3-04. Construct a set of statements to be acted out to accomplish a simple task</p> <p>CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving</p> <p>CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercises</p> <p>CT.L1:6-05. Make a list of sub-problems to consider while addressing a larger problem.</p> <p>CL.L1:6-03. Identify ways that teamwork and collaboration can support problem solving and innovation.</p> <p>CL.L2-04. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.</p>
<p><b>NGSS</b></p>	<p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to</p>



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	<p>define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"><li>1. Make sense of problems and persevere in solving them.</li><li>2. Reason abstractly and quantitatively.</li><li>3. Construct viable arguments and critique the reasoning of others</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to precision.</li><li>7. Look for and make use of structure.</li><li>8. Look for and express regularity in repeated reasoning.</li></ol> <p>K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.MD.1 - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers</p>



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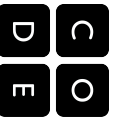
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	and adults in small and larger groups. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
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### 10. Artist - Shapes

<b>ISTE</b>	1a - Apply existing knowledge to generate new ideas, products, or processes. 1b - Create original works as a means of personal or group processes. 1c - Use models and simulation to explore complex systems and issues. 4.b - Plan and manage activities to develop a solution or complete a project. 6.a - Understand and use technology systems. 6.c - Troubleshoot systems and applications. 6.d - Transfer current knowledge to learning of new technologies.
<b>CSTA</b>	CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology. CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems. CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out. CPP.L1:6-06. Implement problem solutions using a block-based visual programming language. CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions. CT.L2-06. Describe and analyze a sequence of instructions being followed. CT.L2-08. Use visual representations of problem states, structures, and data. CT.L2-12. Use abstraction to decompose a problem into sub-problems.
<b>NGSS</b>	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
<b>CC Math</b>	Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.  K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.A.2 - Correctly name shapes regardless of their orientations or overall size.

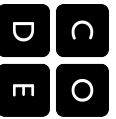




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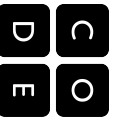
	<p>K.G.B.6 - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p> <p>1.G.A.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.A.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>1.G.A.3 - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>2.G.A.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<b>CC ELA</b>	<p>SL.K.1.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<b>11. Spelling Bee</b>	
<b>ISTE</b>	<p>1a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p> <p>6.c - Troubleshoot systems and applications.</p>



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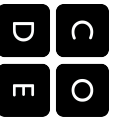
	6.d - Transfer current knowledge to learning of new technologies.
<b>CSTA</b>	<p>CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p> <p>CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p> <p>CT.L2-08. Use visual representations of problem states, structures, and data.</p> <p>CT.L2-12. Use abstraction to decompose a problem into sub-problems.</p>
<b>NGSS</b>	<p>K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1.B - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>RF.1.3.B - Decode regularly spelled one-syllable words.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<b>12. Getting Loopy (Unplugged)</b>	
<b>ISTE</b>	1c - Use models and simulation to explore complex systems and issues.



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	<p>2.d - Contribute to project teams to solve problems.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p>
<b>CSTA</b>	<p>CT.L1:3-03. Understand how to arrange information into useful order without using a computer.</p> <p>CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.</p> <p>CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercise.</p> <p>CT.L1:6-05. Make a list of sub-problems to consider while addressing a larger problem.</p> <p>CPP.L1.3-04. Construct a set of statements to be acted out to accomplish a simple task.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CT.L2-03. Define an algorithm as a sequence of instructions that can be processed by a computer.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p>
<b>NGSS</b>	<p>K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>4. Model with mathematics.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p>K.CC. 4 - Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.6 - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.MD.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>



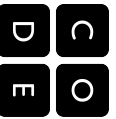
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	<p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships .</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
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**13. Maze - Loops**

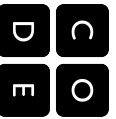
<b>ISTE</b>	<p>1a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6 a - Understand and use technology systems.</p> <p>6.c - Troubleshoot systems and applications.</p> <p>6.d - Transfer current knowledge to learning of new technologies.</p>
<b>CSTA</b>	<p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CT. L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p> <p>CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions.</p> <p>CT.L2-06 .Describe and analyze a sequence of instructions being followed.</p> <p>CT.L2-08. Use visual representations of problem states, structures, and data.</p> <p>CT.L2-12. Use abstraction to decompose a problem into sub-problems.</p>
<b>NGSS</b>	<p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> </ol>



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	<p>8. Look for and express regularity in repeated reasoning.</p> <p>K.CC.B.4 - Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <p>K.OA.A.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings; and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>K.OA.A.5 - Fluently add and subtract within 5.</p> <p>K.G.A.1 - Describe objects in the environment using names of shapes; and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<b>14. Bee - Loops</b>	
<b>ISTE</b>	<p>1.a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p>

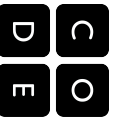


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	<p>6.a - Understand and use technology systems.</p> <p>6.c - Troubleshoot systems and applications.</p> <p>6.d - Transfer current knowledge to learning of new technologies.</p>
<b>CSTA</b>	<p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p> <p>CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p> <p>CT.L2-08. Use visual representations of problem states, structures, and data.</p> <p>CT.L2-12. Use abstraction to decompose a problem into sub-problems.</p>
<b>NGSS</b>	<p>K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"><li>1. Make sense of problems and persevere in solving them.</li><li>2. Reason abstractly and quantitatively.</li><li>4. Model with mathematics.</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to precision.</li><li>7. Look for and make use of structure.</li><li>8. Look for and express regularity in repeated reasoning.</li></ol> <p>K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.OA.A.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>K.OA.A.5 - Fluently add and subtract within 5.</p> <p>K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>

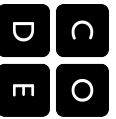




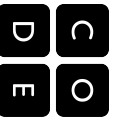
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	<p>2.OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<b>CC ELA</b>	
<b>15. The Big Event (Unplugged)</b>	
<b>ISTE</b>	<p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems .</p>
<b>CSTA</b>	<p>CPP.L1:3-04. Construct a set of statements to be acted out to accomplish a simple task.</p> <p>CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercises.</p> <p>CT.L1:6-05. Make a list of sub-problems to consider while addressing a larger problem.</p> <p>CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p>
<b>NGSS</b>	<p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p>K.CC. 4 - Understand the relationship between numbers and quantities; connect counting to cardinality.</p>



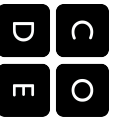
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<b>16. Play Lab - Create a Story</b>	
<b>ISTE</b>	<p>1.a - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>1.b - Create original works as a means of personal or group expression.</p> <p>1.c - Use models and simulation to explore complex systems and issues.</p> <p>4.b - Plan and manage activities to develop a solution or complete a project.</p> <p>6.a - Understand and use technology systems.</p> <p>6.c - Troubleshoot systems and applications.</p> <p>6.d - Transfer current knowledge to learning of new technologies.</p>
<b>CSTA</b>	<p>CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.</p> <p>CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.</p> <p>CPP.L1:6-03. Use technology tools for individual and collaborative writing, communication and publishing activities.</p> <p>CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.</p> <p>CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.</p> <p>CT.L2-01. Use the basic steps in algorithmic problem solving to design solutions.</p> <p>CT.L2-06. Describe and analyze a sequence of instructions being followed.</p> <p>CT.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers.</p>



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	<p>CT.L2-08. Use visual representations of problem states, structures, and data.</p> <p>CT.L2-12. Use abstraction to decompose a problem into sub-problems.</p>
<b>NGSS</b>	<p>K-2-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p> <p>K-2-ETS1-1 - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>
<b>CC Math</b>	<p>Mathematical Practices</p> <ol style="list-style-type: none"><li>1. Make sense of problems and persevere in solving them.</li><li>2. Reason abstractly and quantitatively.</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to precision.</li><li>7. Look for and make use of structure.</li><li>8. Look for and express regularity in repeated reasoning.</li></ol> <p>K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.OA.A.5 - Fluently add and subtract within 5.</p> <p>1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and</p>



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	<p>feelings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p><b>17. Going Places Safely (Unplugged)</b></p>	
<b>ISTE</b>	<p>5.a - Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>5.b - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>6.a - Understand and use technology systems.</p>
<b>CSTA</b>	<p>CLL1:3-1. Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.</p> <p>CPP.L2-6. Demonstrate good practices in personal information security: using passwords, encryption, secure transactions.</p>
<b>NGSS</b>	<p>NA</p>
<b>CC Math</b>	<p>NA</p>
<b>CC ELA</b>	<p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>



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	<p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
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