

Standards Alignment

Code.org K-5 Curriculum Course 2

1. Graph	Paper Programming (Unplugged)
ISTE	1.b - Create original works as a means of personal or group expression.
	1.c - Use models and simulation to explore complex systems and issues.
	2.d - Contribute to project teams to produce original works or solve problems.
	4.b - Plan and manage activities to develop a solution or complete a project.
	4.d - Use multiple processes and diverse perspectives to explore alternative solutions.
CSTA	CPP.L1:3-04. Construct a set of statements to be acted out to accomplish a simple task.
	CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.
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	CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.
	CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercises.
	CT.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers.
NGSS	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.
	3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to
	meet the criteria and constraints of the problem.
CC Math	Mathematical Practices
	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively.
	3. Construct viable arguments and critique the reasoning of others.
	6. Attend to precision.
	7. Look for and make use of structure.
	8. Look for and express regularity in repeated reasoning.
	2.G.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of
	them.



CT.L1:6-O2. Develop a simple understanding of an algorithm using computer-free exercise. CT.L1:6-O5. Make a list of sub-problems to consider while addressing a larger problem. CPP.L1:3-O4. Construct a set of statements to be acted out to accomplish a simple task. CPP.L1:6-O5. Construct a program as a set of step-by-step instructions to be acted out (e.g., make a and jelly sandwich activity). CT.L2-O3. Define an algorithm as a sequence of instructions that can be processed by a computer. CT.L2-O6. Describe and analyze a sequence of instructions being followed.	1.a - Apply existing knowledge to generate new ideas, products, or processes 1.c - Use models and simulation to explore complex systems and issues. 2.b - Communicate information and ideas effectively to multiple audiences using a variety of media and formats 2.d - Contribute to project teams to produce original works or solve problems. 4.b - Plan and manage activities to develop a solution or complete a project. 6.a - Understand and use technology systems. CT.L1:3-03. Understand how to arrange information into useful order without using a computer. CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.	an an an an an an an and and and and an and an and an and an and an an and an	and adults in small and larger groups. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or throug other media. L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to text 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. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or throughten.
ter-free exercise. ger problem. a simple task. be acted out (e.g., make a peanut butter rocessed by a computer.	ety of media and formats. omputer.	to, and responding to texts, s, and teacher-led) with their own clearly. ate elaboration and detail. and domain-specific words	r information presented orally or through d being read to, and responding to texts, iships. out grade 2 topics and texts with peers information presented orally or through



NGSS	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.
	meet the criteria and constraints of the problem.
CC Math	Mathematical Practices
	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others
	6. Attend to precision.
	7. Look for and make use of structure.
	8. Look for and express regularity in repeated reasoning.
	1.G.1 - Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.
	2.G.3 - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.
CC ELA	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.
	SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through
	other media.
	L.i.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.
	SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through
	other media. 1-2 6 - Use words and phrases acquired through conversations reading and being read to, and responding to texts
	including using adjectives and adverbs to describe.
	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with
	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.



3. Maze -	- Sequence
ISTE	1.a - Apply existing knowledge to generate new ideas, products, or processes.
	1.c - 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.
CSTA	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.
	solution to a specific problem.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to
	meet the criteria and constraints of the problem.
CC Math	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.
	1.OA.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.
	2.OA.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
	Grawings and equations with a symbol for the unknown humber to represent the problem.



	3.0A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups
	rrays, and measurement quantities.
CC ELA	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.
	including using adjectives and adverbs to describe.
	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with
	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	and phrases, including those that signal spatial and temporal relationships.
4. Artist	- Sequence
ISTE	1.a - Apply existing knowledge to generate new ideas, products, or processes.
	1.c - Use models and simulation to explore complex systems and issues.
	6.a - Understand and use technology systems.
	6.c - Troubleshoot systems and applications. 6.d - Transfer current knowledge to learning of new technologies.
CSTA	1:3-01. Use technology resources (e.g., puzzles, logical thinking progr
	CL.LI:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.
	CPP.L1:6-06. Implement problem solutions using a block-based visual programming language.
	CT.L2-06. Describe and analyze a sequence of instructions being followed.
	CT.L2-08. Use visual representations of problem states, structures, and data.
NGSS	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.
	3-5-ETST-2 - Generate and compare multiple possible solutions to a problem based on now well each is likely to



	meet the criteria and constraints of the problem.
CC Math	Mathematical Practices
	 Make sense of problems and persevere in solving them. 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.
	1.OA.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.
	1.G.A.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-
	cylinders) to create a composite shape, and compose new shapes from the composite shape.
	2.OA.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, 2.G.A.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given
	3.0A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups,
	3.G.A.2 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
CC ELA	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
	L.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and
	reelings.



	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.
	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
5. Getting	g Loopy (Unplugged)
ISTE	1.c - Use models and simulation to explore complex systems and issues.2.d - Contribute to project teams to solve problems.
	4.b - Plan and manage activities to develop a solution or complete a project.
CSTA	CT.L1:3-03. Understand how to arrange information into useful order without using a computer
	CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercise.
	C1.L1:6-05. Make a list of sub-problems to consider while addressing a larger problem. CPP.L1.3-04. Construct a set of statements to be acted out to accomplish a simple task.
	CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.
	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.
2000	CT.L3A-03. Explain how sequence, selection, iteration, and recursion are building blocks of algorithms.
NGV	K-2-P33-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
CC Math	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.
	1.MD.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in



!	another.
CC ELA SI	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.
S	SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through
<u> </u>	other media. 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.
S	SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers
a	and adults in small and larger groups.
<u>v</u>	SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through
- 0	other media.
<u></u>	
S	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with
<u>a</u>	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
<u></u> - ∾	SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
aı	and phrases, including those that signal spatial and temporal relationships.
6. Maze - L	Loops
ISTE 1.	1.a - Apply existing knowledge to generate new ideas, products, or processes.
1.0	1.c - Use models and simulation to explore complex systems and issues.
4 (4.b - Plan and manage activities to develop a solution or complete a project.
<u></u>	6.a - Understand and use technology systems. 6.c - Troubleshoot systems and applications.
6.	6.d - Transfer current knowledge to learning of new technologies.
CSTA C	CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.
С	CT. L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems.
C	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.12-06. Describe and analyze a sequence of instructions being followed.
C	CT.L2-08. Use visual representations of problem states, structures, and data.
С	CT.L2-12. Use abstraction to decompose a problem into sub-problems.



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NGGS	K-2-FTS1-1 Ask guestions 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.
	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.
	3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to
	meet the criteria and constraints of the problem.
CC Math	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.
	1.OA.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking
	drawings, and equations with a symbol for the unknown number to represent the problem.
	2.OA.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.
	3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups,
CC = A	SI 11 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers
	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:
	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with



	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
7. Artist	- Loops
ISTE	1.a - Apply existing knowledge to generate new ideas, products, or processes. 1.b - Create original works as a means of personal or group processes.
	1.c - Use models and simulation to explore complex systems and issues.
	4.b - Plan and manage activities to develop a solution or complete a project.
	15.
	6.c - Troubleshoot systems and applications.
	6.d - Transfer current knowledge to learning of new technologies.
CSTA	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.
	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.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers.
	CT.L2-08. Use visual representations of problem states, structures, and data.
	CT.L2-12. Use abstraction to decompose a problem into sub-problems.
NGSS	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.
	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.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to
CC Math	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.
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	CC ELA		
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. SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.G.A.2 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 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.	attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 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. 2.OA.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. 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.	8. Look for and express regularity in repeated reasoning. 1.OA.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.



8. Bee - L	Loops
ISTE	1.a - Apply existing knowledge to generate new ideas, products, or processes.
	1.c - 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.
CSTA	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.
	CTL3A-03 Explain how sequence selection iteration and requiring are building blocks of algorithms
NGSS	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.
	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.
	meet the criteria and constraints of the problem.
CS Math	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.
	1.OA.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.



1.a - Apply existing knowledge to generate new ideas, products, or processes. 1.c - Use models and simulation to explore complex systems and issues. 2.d - Contribute to project teams to solve problems. 4.b - Plan and manage activities to develop a solution or complete a project. 4.d - Use multiple processes and diverse perspectives to explore alternative solutions. 6.a - Understand and use technology systems. CT.L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems CT.L1:6-01. Understand how to arrange information into useful order without using a computer. CT.L1:6-02. Develop a simple understanding of an algorithmic problem-solving. CT.L1:6-05. Make a list of sub-problems to consider while addressing a larger problem.	9. Relay Programming (Unplugged)	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal 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.	CS ELA 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.	 2.OA.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. 3.OA.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.G.A.2 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
nd issues. nd issues. olete a project. ore alternative solutions. nking programs) to solve age appropriate problems. I order without using a computer. problem-solving. sing computer-free exercise. ressing a larger problem. o design solutions.		ons (one-on-one, in groups, and teacher-led) with rs' ideas and expressing their own clearly. ational, general academic, and domain-specific words relationships.	partners about grade 2 topics and texts with peers s, reading and being read to, and responding to texts,	partners about grade 1 topics and texts with peers , reading and being read to, and responding to texts, aple relationships.	and two-step word problems involving situations of mparing, with unknowns in all positions. ord problems in situations involving equal groups, and equations with a symbol for the unknown number the area of each part as a unit fraction of the whole.



SL.2.1 - Participate in collaborative conversations with diverse partners and adults in small and larger groups. SL.2.2 - Recount or describe key ideas or details from a text read aloud other media.	CC ELA 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. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 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.	 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 2.G.2 - Partition a rectangle into rows and columns of same-size squares a them. 	 CC Math Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others 	NGSS 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. K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change define a simple problem that can be solved through the development of a new or improved object or tool. 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	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. CT.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers. CT.L2-08. Use visual representations of problem states, structures, and data. CT.L2-12. Use abstraction to decompose a problem into sub-problems. CPP.L1.3-04. Construct a set of statements to be acted out to accomplish a simple task. CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.	
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. 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,	e partners about grade 1 topics and texts with peers read aloud or information presented orally or through s, reading and being read to, and responding to texts, imple relationships.	size squares and count to find the total number of	others	uild a device that solves a specific problem or a formation about a situation people want to change to elopment of a new or improved object or tool. Is to a problem based on how well each is likely to	that can be processed by a computer. eing followed. pictures, numbers. ctures, and data. problems. o accomplish a simple task. estructions to be acted out.	





Standards Alignment

6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

drawings, and equations with a symbol for the unknown number to represent the problem. from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects 1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking

adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions 2.OA.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of

arrays, and measurement quantities 3.0A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups

CC ELA 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.

including using frequently occurring conjunctions to signal simple relationships. L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts,

and adults in small and larger groups. SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers

including using adjectives and adverbs to describe ..2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts,

diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with and phrases, including those that signal spatial and temporal relationships. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words

11. Artist - Debugging

ISTE

1.a - Apply existing knowledge to generate new ideas, products, or processes

1.c - Use models and simulation to explore complex systems and issues.

"develop a solution. 4.b - Plan and manage activities to develop a solution or complete a project--- the tasks of this lesson are to

4.d - Use multiple processes and diverse perspectives to explore alternative solutions

6.a - Understand and use technology systems.

6.c - Troubleshoot systems and applications.



CLL1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology. CLL1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems. CT.L2-01. Use the basic steps in algorithmic problem solving. CT.L2-03. Use visual representations of problem solving to design solutions. CT.L2-04. Use visual representations of problem states, structures, and data. CT.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers. CT.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers. CT.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers. CT.L3-03. Explain how sequence, selection, iteration, and recursion are building blocks of algorithms. K-2-ETS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem that can be solved through the development of a new or improved object or tool. 3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. A Reason abstractly and quantitatively. Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Look for and express regularity in repeated reasoning. 3. Look for and express regularity in repeated reasoning.
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2.d - Contribute to project teams to solve problems. 4.b - Plan and manage activities to develop a solution or complete 6.a - Understand and use technology systems. CSTA CT.L1:3-03. Understand how to arrange information into useful ord	12. Conditionals (Unplugged) ISTE	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-diverse partners on grade 3 topics and texts, building on others' ideas and L.3.6 - Acquire and use accurately grade-appropriate conversational, gene and phrases, including those that signal spatial and temporal relationships	SL.2.1 - Participate in collaborative conversations with diverse partners ab and adults in small and larger groups. L.2.6 - Use words and phrases acquired through conversations, reading ar including using adjectives and adverbs to describe.	CC ELA SL.1.1 - Participate in collaborative conversations with diverse partners about grand adults in small and larger groups. L.1.6 - Use words and phrases acquired through conversations, reading and being including using frequently occurring conjunctions to signal simple relationships	3.0A.3 - Use multiplication and division within arrays, and measurement quantities, e.g., by to represent the problem. 3.G.A.2 - Partition shapes into parts with equ	them. 2.G.A.1 - Recognize and draw shapes having specified attributes, such as a number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagond 2.MD.5 - Use addition and subtraction within 100 to solve word problems is same units, e.g., by using drawings (such as drawings of rulers) and equation number to represent the problem.	adding to, taking from, putting together, taking compared to the second compared to the sec
2.d - Contribute to project teams to solve problems.4.b - Plan and manage activities to develop a solution or complete a project.6.a - Understand and use technology systems.CT.L1:3-03. Understand how to arrange information into useful order without using a computer	new ideas, products, or processes.	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal 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.	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.	3.0A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.G.A.2 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	them. 2.G.A.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given 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. 2.MD.5 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2.0A.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, 2.G.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of



	CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.
	CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercise.
	CPP.L1.3-04. Construct a set of statements to be acted out to accomplish a simple task.
	CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.
	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.
	CT.L3A-03. Explain how sequence, selection, iteration, and recursion are building blocks of algorithms.
NGSS	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to
	meet the criteria and constraints of the problem.
CC Math	Mathematical Practices
	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively.
	4. Model with mathematics.
	6. Attend to precision.
	7. Look for and make use of structure.
	8. Look for and express regularity in repeated reasoning.
	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the
	total number of data points, how many in each category, and how many more or less are in one category than in
	another.
CC ELA	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.
	SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through
	other media.
	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.
	SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through
	including using adjectives and adverbs to describe.
	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with



	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words
13. Bee -	
ISTE	1.a - Apply existing knowledge to generate new ideas, products, or processes.
	4.b - Plan and manage activities to develop a solution or complete a project.
	4.d - Use multiple processes and diverse perspectives to explore alternative solutions.
	6.a - Understand and use technology systems.
	6.c - Troubleshoot systems and applications.
	6.d - Transfer current knowledge to learning of new technologies.
CSTA	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. CT11:3-01 Ise technology resources (e.g., buizzles logical thinking programs) to solve age appropriate problems
	CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.
	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.
	CTL2-07. Represent data in a variety of ways: text, sounds, pictures, numbers.
	CT.L2-12. Use abstraction to decompose a problem into sub-problems.
	CT.L2-14. Examine connections between elements of mathematics and computer science including binary numbers,
	logic, sets, and functions.
SSBN	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.
	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.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to
	meet the criteria and constraints of the problem.
CC Math	Mathematical Practices
	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively.
	4. Model with mathematics.



SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal 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.	CC ELA 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.	2.G.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.MD.5 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 2.NBT.A.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. 3.OA.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	1.OA.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. 2.OA.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 and problem.	6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning.
groups, and teacher-led) with ssing their own clearly. demic, and domain-specific words	bout grade 2 topics and texts with peers and being read to, and responding to texts,	de 1 topics and texts with peers read to, and responding to texts,	and count to find the total number of and count to find the total number of involving lengths that are given in the ations with a symbol for the unknown hundreds, tens, and ones digits, using >, =, ms in situations involving equal groups,	situations of adding to, taking ns, e.g., by using objects, problems involving situations of owns in all positions, e.g., by using problem	



14. Binary	y Bracelets (Unplugged)
ISTE	1.a - Apply existing knowledge to generate new ideas, products, or processes.
	1.c - Use models and simulation to explore complex systems and issues.
	2.d - Contribute to project teams to solve problems.
	4.b - Plan and manage activities to develop a solution or complete a project. 6.a - Hinderstand and like technology systems
	6.d - Transfer current knowledge to learning of new technologies.
CSTA	CT.L1:3-03. Understand how to arrange information into useful order without using a computer.
	CT.L1:3-05. Demonstrate how 0s and 1s can be used to represent information.
	CT.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers.
	CT.L2-08. Use visual representations of problem states, structures, and data.
NGSS	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.
	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.
CC Math	Mathematical Practices
	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively.
	4. Model with mathematics.
	6. Attend to precision.
	7. Look for and make use of structure.
	8. Look for and express regularity in repeated reasoning.
CC ELA	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.
	SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through
	other media.
	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.
	SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through
	L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, $ igs $



	including using adjectives and adverbs to describe.
	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words
	and phrases, including those that signal spatial and temporal relationships.
15. The B	'he Big Event (Unplugged)
ISTE	1.c - Use models and simulation to explore complex systems and issues.
	4.b - Plan and manage activities to develop a solution or complete a project.
CSTA	CPP.L1:3-04. Construct a set of statements to be acted out to accomplish a simple task.
	CT.L1:6-02. Develop a simple understanding of an algorithm using computer-free exercises.
	CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.
	CT.L2-06. Describe and analyze a sequence of instructions being followed.
NGUU	define a simple problem that can be solved through the development of a new or improved object or tool
CC Math	
	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively.
	6. Attend to precision.
	8. Look for and express regularity in repeated reasoning.
CC ELA	SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers
	SL.I.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	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
	SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through



	L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts,
	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with
	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words
	and phrases, including those that signal spatial and temporal relationships.
16. Flappy	
ISTE	1.a - Apply existing knowledge to generate new ideas, products, or processes.
	1.b - Create original works as a means of personal or group expression.
	1.c - 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
CSTA	CL.L1:3-02. Work cooperatively and collaboratively with peers teachers, and others using technology.
	CL.L1:6-01. Use productivity technology tools for individual and collaborative writing, communication, and
	publishing activities.
	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.
	step manner.
	CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.
	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.
	CTT2-08 Use visual representations of problem states structures and data
	CT.L2-12. Use abstraction to decompose a problem into sub-problems.
NGSS	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.
	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.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to
	meet the criteria and constraints of the problem.



17. Play Lab ISTE 1.a - 1.b - 1.c - 4.b 6.a 6.c 6.d 6.d		CC ELA	Math
la - Apply existing knowledge to generate new ideas, products, or processes. 1.b - Create original works as a means of personal or group expression. 1.c - 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.	including using adjectives and adverbs to describe. W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. W.3.6 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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. 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. 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.	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.



VLSO	CT. L1:3-01. Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems. CT.L1:3-02. Use writing tools, digital cameras and drawing tools to illustrate thoughts, ideas, and stories in a step by
	step manner.
	CL.L1:6-01. Use productivity technology tools for individual and collaborative writing, communication, and
	publishing activities.
	CPP.L1:3-03. Create developmentally appropriate multimedia products with support from teachers, family, or
	student partners.
	CPP.L1:6-03. Use technology tools for individual and collaborative writing, communication and publishing activities.
	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.L2-07. Represent data in a variety of ways: text, sounds, pictures, numbers.
	CT.L2-08. Use visual representations of problem states, structures, and data.
	CT.L2-12. Use abstraction to decompose a problem into sub-problems.
SSBN	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.
	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.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to
	meet the criteria and constraints of the problem.
CC Math	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.
	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-sten word problems involving situations
	of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by



ISTE 5.a - Advocate and practice safe, legal, and responsible use of information 5.b - Exhibit a positive attitude toward using technology that supports col 6.a - Understand and use technology systems. CSTA CILLIZ-01 Practice responsible digital citizenship (legal and ethical behavious)	18. Your Digital Footprint (Unplugged)	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-diverse partners on grade 3 topics and texts, building on others' ideas and L.3.6 - Acquire and use accurately grade-appropriate conversational, gene and phrases, including those that signal spatial and temporal relationships W.3.3 - Write narratives to develop real or imagined experiences or event details, and clear event sequences. W.3.6 - With guidance and support from adults, use technology to produc skills) as well as to interact and collaborate with others.	SL.2.1 - Participate in collaborative conversations with diverse partners ab and adults in small and larger groups. SL.2.5 - Create audio recordings of stories or poems; add drawings or othe experiences when appropriate to clarify ideas, thoughts, and feelings. L.2.6 - Use words and phrases acquired through conversations, reading ar including using adjectives and adverbs to describe. W.2.6 - With guidance and support from adults, use a variety of digital too including in collaboration with peers.	and adults in small and larger groups. SL.1.5 - Add drawings or other visual displays to descriptions when approfeelings. L.1.6 - Use words and phrases acquired through conversations, reading an including using frequently occurring conjunctions to signal simple relation W.1.6 - With guidance and support from adults, use a variety of digital toc including in collaboration with peers.	using drawings and equations with a symbol for the unknown number to 12.MD.5 - Use addition and subtraction within 100 to solve word problems same units, e.g., by using drawings (such as drawings of rulers) and equat number to represent the problem.
5.a - Advocate and practice safe, legal, and responsible use of information and technology. 5.b - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 6.a - Understand and use technology systems. CI.L1:3-01. Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and	¥)	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.6 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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. 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. 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. W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	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. SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 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. 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.	using drawings and equations with a symbol for the unknown number to represent the problem. 2.MD.5 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.



NGSS	software. CPP.L2-06. Demonstrate good practices in personal information security: using passwords, encryption, secure transactions NA
NGSS	NA
CC Math	NA
CC ELA	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.
	SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through
	other media.
	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.
	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.
	SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with
	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
	SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words
	and phrases, including those that signal spatial and temporal relationships.