

National School Library Standards *crosswalk with* Code with Google's CS First curriculum





SHARED FOUNDATION I.



Inquire

KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners display curiosity and initiative by:	 B. CREATE Learners engage with new knowledge by following a process that includes:	 C. SHARE Learners adapt, communicate, and exchange learning products with others in a cycle that includes:	 D. GROW Learners participate in an ongoing inquiry-based process by:
	ONE HOUR ACTIVITIES Start coding with a single activity.			

SUBJECT SPECIFIC

Characterization Students provide details about a character who is missing a school assignment and use code to describe the character's actions, thoughts, and words.	I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.3. Generating products that illustrate learning.	I.C.4. Sharing products with an authentic audience.	I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections.
Interactive Presentation Students create a new presentation, or take an existing one, and make it interactive in Scratch.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.4. Sharing products with an authentic audience.	I.D.1. Continually seeking knowledge. I.D.3. Enacting new understanding through real-world connections.
Dialogue Students program a conversation between two characters to explore the role of dialogue in storytelling.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.2. Engaging in sustained inquiry.
Narration Students take an existing story and explore first and third person point of view.	I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.4. Using reflection to guide informed decisions.
Figurative Language Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.	I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.4. Sharing products with an authentic audience.	I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.

HOURLY OF CODE

Pitch Your Passion Students will build a project about an idea, activity, item, or cause they feel strongly about.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.
An Unusual Discovery Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.4. Sharing products with an authentic audience.	I.D.2. Engaging in sustained inquiry.
Animate a Name Students pick a name or word and bring the letters to life through animation, sound, and music.	I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.1. Continually seeking knowledge. I.D.4. Using reflection to guide informed decisions.
Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	

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SHARED FOUNDATION I.



Inquire

KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.





AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners display curiosity and initiative by:	 B. CREATE Learners engage with new knowledge by following a process that includes:	 C. SHARE Learners adapt, communicate, and exchange learning products with others in a cycle that includes:	 D. GROW Learners participate in an ongoing inquiry-based process by:
High Seas Activity Students animate an ocean wave, then tell a story that takes place on the high seas.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.		I.D.1. Continually seeking knowledge. I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.
Gumball's Coding Adventure In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections.
MULTI-DAY ACTIVITIES Teach coding with lessons that include eight activities aligned with student passions.				
INTRODUCTORY				
Storytelling Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.
Music & Sound Students play musical notes, create a music video, and build an interactive music display.		I.B.3. Generating products that illustrate learning.		I.D.4. Using reflection to guide informed decisions.
INTERMEDIATE				
Friends Students work in pairs, tell the story of how their friendship started, and imagine a company together.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve.	I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.
Fashion & Design Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.
Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.	I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.3. Generating products that illustrate learning.		I.D.1. Continually seeking knowledge. I.D.4. Using reflection to guide informed decisions.
ADVANCED				
Sports Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections.
Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.	I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.

SHARED FOUNDATION II. Include

KEY COMMITMENT: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners contribute a balanced perspective when participating in a learning community by:	 B. CREATE Learners adjust their awareness of the global learning community by:	 C. SHARE Learners exhibit empathy with and tolerance for diverse ideas by:	 D. GROW Learners demonstrate empathy and equity in knowledge building within the global learning community by:
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ONE HOUR ACTIVITIES | Start coding with a single activity.

SUBJECT SPECIFIC

Characterization Students provide details about a character who is missing a school assignment and use code to describe the character's actions, thoughts, and words.				II.D.1. Seeking interactions with a range of learners.
Interactive Presentation Students create a new presentation, or take an existing one, and make it interactive in Scratch.				II.D.3. Reflecting on their own place within the global learning community.
Dialogue Students program a conversation between two characters to explore the role of dialogue in storytelling.				
Narration Students take an existing story and explore first and third person point of view.				
Figurative Language Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.				

HOUR OF CODE

Pitch Your Passion Students will build a project about an idea, activity, item, or cause they feel strongly about.				II.D.2. Demonstrating interest in other perspectives during learning activities.
An Unusual Discovery Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.				II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.
Animate a Name Students pick a name or word and bring the letters to life through animation, sound, and music.				
Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.				II.D.1. Seeking interactions with a range of learners. II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.
High Seas Activity Students animate an ocean wave, then tell a story that takes place on the high seas.				II.D.1. Seeking interactions with a range of learners. II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.
Gumball's Coding Adventure In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."				II.D.1. Seeking interactions with a range of learners. II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.

SHARED FOUNDATION II. Include

KEY COMMITMENT: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

AASL STANDARDS FRAMEWORK FOR LEARNERS

**CODE WITH
GOOGLE'S
CS FIRST
CURRICULUM**

 **A. THINK**

Learners contribute a balanced perspective when participating in a learning community by:

 **B. CREATE**

Learners adjust their awareness of the global learning community by:

 **C. SHARE**

Learners exhibit empathy with and tolerance for diverse ideas by:

 **D. GROW**

Learners demonstrate empathy and equity in knowledge building within the global learning community by:

MULTI-DAY ACTIVITIES | Teach coding with lessons that include eight activities aligned with student passions.

INTRODUCTORY

<p>Storytelling Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.</p>				
<p>Music & Sound Students play musical notes, create a music video, and build an interactive music display.</p>				

INTERMEDIATE

<p>Friends Students work in pairs, tell the story of how their friendship started, and imagine a company together.</p>				
<p>Fashion & Design Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.</p>				<p>II.D.1. Seeking interactions with a range of learners. II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.</p>
<p>Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.</p>				<p>II.D.3. Reflecting on their own place within the global learning community.</p>

ADVANCED

<p>Sports Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.</p>				<p>II.D.1. Seeking interactions with a range of learners. II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.</p>
<p>Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.</p>				<p>II.D.1. Seeking interactions with a range of learners. II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.</p>

SHARED FOUNDATION III. Collaborate

KEY COMMITMENT: Work effectively with others to broaden perspectives and work toward common goals.

AASL STANDARDS FRAMEWORK FOR LEARNERS

**CODE WITH
GOOGLE'S
CS FIRST
CURRICULUM**

 **A. THINK**

Learners identify collaborative opportunities by:

 **B. CREATE**

Learners participate in personal, social, and intellectual networks by:

 **C. SHARE**

Learners work productively with others to solve problems by:

 **D. GROW**

Learners actively participate with others in learning situations by:

ONE HOUR ACTIVITIES | Start coding with a single activity.





SUBJECT SPECIFIC

<p>Characterization Students provide details about a character who is missing a school assignment and use code to describe the character's actions, thoughts, and words.</p>	<p>III.A.1. Demonstrating their desire to broaden and deepen understandings.</p>	<p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</p>		<p>III.D.1. Actively contributing to group discussions.</p>
<p>Interactive Presentation Students create a new presentation, or take an existing one, and make it interactive in Scratch.</p>	<p>III.A.1. Demonstrating their desire to broaden and deepen understandings.</p>	<p>III.B.1. Using a variety of communication tools and resources.</p>		<p>III.D.2. Recognizing learning as a social responsibility.</p>
<p>Dialogue Students program a conversation between two characters to explore the role of dialogue in storytelling.</p>	<p>III.A.2. Developing new understandings through engagement in a learning group.</p>	<p>III.B.1. Using a variety of communication tools and resources.</p>		
<p>Narration Students take an existing story and explore first and third person point of view.</p>	<p>III.A.2. Developing new understandings through engagement in a learning group.</p>	<p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</p>		<p>III.D.1. Actively contributing to group discussions.</p>
<p>Figurative Language Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.</p>		<p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</p>		
HOUR OF CODE				
<p>Pitch Your Passion Students will build a project about an idea, activity, item, or cause they feel strongly about.</p>	<p>III.A.2. Developing new understandings through engagement in a learning group.</p>	<p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</p>		<p>III.D.1. Actively contributing to group discussions.</p>
<p>An Unusual Discovery Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.</p>	<p>III.A.1. Demonstrating their desire to broaden and deepen understandings.</p>	<p>III.B.1. Using a variety of communication tools and resources.</p>		<p>III.D.2. Recognizing learning as a social responsibility.</p>
<p>Animate a Name Students pick a name or word and bring the letters to life through animation, sound, and music.</p>	<p>III.A.2. Developing new understandings through engagement in a learning group.</p>	<p>III.B.1. Using a variety of communication tools and resources.</p>		
<p>Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.</p>		<p>III.B.1. Using a variety of communication tools and resources.</p>		<p>III.D.1. Actively contributing to group discussions.</p>
<p>High Seas Activity Students animate an ocean wave, then tell a story that takes place on the high seas.</p>	<p>III.A.1. Demonstrating their desire to broaden and deepen understandings.</p> <p>III.A.2. Developing new understandings through engagement in a learning group.</p> <p>III.A.3. Deciding to solve problems informed by group interaction.</p>			<p>III.D.1. Actively contributing to group discussions.</p> <p>III.D.2. Recognizing learning as a social responsibility.</p>
<p>Gumball's Coding Adventure In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."</p>	<p>III.A.2. Developing new understandings through engagement in a learning group.</p>	<p>III.B.1. Using a variety of communication tools and resources.</p>		<p>III.D.1. Actively contributing to group discussions.</p>

SHARED FOUNDATION III. Collaborate

KEY COMMITMENT: Work effectively with others to broaden perspectives and work toward common goals.

AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners identify collaborative opportunities by:	 B. CREATE Learners participate in personal, social, and intellectual networks by:	 C. SHARE Learners work productively with others to solve problems by:	 D. GROW Learners actively participate with others in learning situations by:

MULTI-DAY ACTIVITIES | Teach coding with lessons that include eight activities aligned with student passions.

INTRODUCTORY				
Storytelling Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.		III.B.1. Using a variety of communication tools and resources.		
Music & Sound Students play musical notes, create a music video, and build an interactive music display.	III.A.1. Demonstrating their desire to broaden and deepen understandings.	III.B.1. Using a variety of communication tools and resources.		
INTERMEDIATE				
Friends Students work in pairs, tell the story of how their friendship started, and imagine a company together.	III.A.1. Demonstrating their desire to broaden and deepen understandings. III.A.2. Developing new understandings through engagement in a learning group. III.A.3. Deciding to solve problems informed by group interaction.	III.B.1. Using a variety of communication tools and resources. III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.		III.D.1. Actively contributing to group discussions. III.D.2. Recognizing learning as a social responsibility.
Fashion & Design Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.	III.A.2. Developing new understandings through engagement in a learning group.	III.B.1. Using a variety of communication tools and resources. III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.		III.D.1. Actively contributing to group discussions.
Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.		III.B.1. Using a variety of communication tools and resources. III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.		
ADVANCED				
Sports Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.	III.A.2. Developing new understandings through engagement in a learning group.	III.B.1. Using a variety of communication tools and resources. III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.		III.D.1. Actively contributing to group discussions.
Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.	III.A.2. Developing new understandings through engagement in a learning group.	III.B.1. Using a variety of communication tools and resources. III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.		III.D.1. Actively contributing to group discussions.

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SHARED FOUNDATION IV. Curate

KEY COMMITMENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

AASL STANDARDS FRAMEWORK FOR LEARNERS

**CODE WITH
GOOGLE'S
CS FIRST
CURRICULUM**

 **A. THINK**

Learners act on an information need by:

 **B. CREATE**

Learners gather information appropriate to the task by:

 **C. SHARE**

Learners exchange information resources within and beyond their learning community by:

 **D. GROW**

Learners select and organize information for a variety of audiences by:

ONE HOUR ACTIVITIES | Start coding with a single activity.

SUBJECT SPECIFIC

Characterization Students provide details about a character who is missing a school assignment and use code to describe the character's actions, thoughts, and words.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Interactive Presentation Students create a new presentation, or take an existing one, and make it interactive in Scratch.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Dialogue Students program a conversation between two characters to explore the role of dialogue in storytelling.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Narration Students take an existing story and explore first and third person point of view.				
Figurative Language Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.





HOUR OF CODE

Pitch Your Passion Students will build a project about an idea, activity, item, or cause they feel strongly about.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
An Unusual Discovery Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Animate a Name Students pick a name or word and bring the letters to life through animation, sound, and music.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.				
High Seas Activity Students animate an ocean wave, then tell a story that takes place on the high seas.				
Gumball's Coding Adventure In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."				

SHARED FOUNDATION IV. Curate

KEY COMMITMENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners act on an information need by:	 B. CREATE Learners gather information appropriate to the task by:	 C. SHARE Learners exchange information resources within and beyond their learning community by:	 D. GROW Learners select and organize information for a variety of audiences by:
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MULTI-DAY ACTIVITIES | Teach coding with lessons that include eight activities aligned with student passions.

INTRODUCTORY				
Storytelling Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Music & Sound Students play musical notes, create a music video, and build an interactive music display.				
INTERMEDIATE				
Friends Students work in pairs, tell the story of how their friendship started, and imagine a company together.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. IV.D.3. Openly communicating curation processes for others to use, interpret, and validate.
Fashion & Design Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.				IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
ADVANCED				
Sports Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.				IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

National School Library Standards *crosswalk with* Code with Google's CS First curriculum

SHARED FOUNDATION V.



Explore

KEY COMMITMENT: Discover and innovate in a growth mindset developed through experience and reflection.

AASL STANDARDS FRAMEWORK FOR LEARNERS

**CODE WITH
GOOGLE'S
CS FIRST
CURRICULUM**

A. THINK

Learners develop and satisfy personal curiosity by:

B. CREATE

Learners construct new knowledge by:

C. SHARE

Learners engage with the learning community by:

D. GROW

Learners develop through experience and reflection by:

ONE HOUR ACTIVITIES | Start coding with a single activity.

SUBJECT SPECIFIC

<p>Characterization Students provide details about a character who is missing a school assignment and use code to describe the character's actions, thoughts, and words.</p>	<p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.3. Engaging in inquiry-based processes for personal growth.</p>	<p>V.B.1. Problem solving through cycles of design, implementation, and reflection. V.B.2. Persisting through self-directed pursuits by tinkering and making.</p>	<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.</p>
<p>Interactive Presentation Students create a new presentation, or take an existing one, and make it interactive in Scratch.</p>	<p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.3. Engaging in inquiry-based processes for personal growth.</p>	<p>V.B.1. Problem solving through cycles of design, implementation, and reflection. V.B.2. Persisting through self-directed pursuits by tinkering and making.</p>	<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.</p>
<p>Dialogue Students program a conversation between two characters to explore the role of dialogue in storytelling.</p>	<p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</p>	<p>V.B.1. Problem solving through cycles of design, implementation, and reflection. V.B.2. Persisting through self-directed pursuits by tinkering and making.</p>	<p>V.C.2. Co-constructing innovative means of investigation. V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded. V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p>
<p>Narration Students take an existing story and explore first and third person point of view.</p>	<p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</p>		<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded. V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p>
<p>Figurative Language Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.</p>	<p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.3. Engaging in inquiry-based processes for personal growth.</p>		<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded. V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p>
HOUR OF CODE				
<p>Pitch Your Passion Students will build a project about an idea, activity, item, or cause they feel strongly about.</p>			<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded. V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p>
<p>An Unusual Discovery Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.</p>	<p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.3. Engaging in inquiry-based processes for personal growth.</p>	<p>V.B.1. Problem solving through cycles of design, implementation, and reflection. V.B.2. Persisting through self-directed pursuits by tinkering and making.</p>	<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.</p>
<p>Animate a Name Students pick a name or word and bring the letters to life through animation, sound, and music.</p>		<p>V.B.1. Problem solving through cycles of design, implementation, and reflection. V.B.2. Persisting through self-directed pursuits by tinkering and making.</p>	<p>V.C.2. Co-constructing innovative means of investigation. V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded. V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p>
<p>Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.</p>	<p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.3. Engaging in inquiry-based processes for personal growth.</p>	<p>V.B.1. Problem solving through cycles of design, implementation, and reflection. V.B.2. Persisting through self-directed pursuits by tinkering and making.</p>	<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>	<p>V.D.1. Iteratively responding to challenges. V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded. V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p>

National School Library Standards *crosswalk with* Code with Google's CS First curriculum





SHARED FOUNDATION V.



Explore

KEY COMMITMENT: Discover and innovate in a growth mindset developed through experience and reflection.

AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners develop and satisfy personal curiosity by:	 B. CREATE Learners construct new knowledge by:	 C. SHARE Learners engage with the learning community by:	 D. GROW Learners develop through experience and reflection by:
High Seas Activity Students animate an ocean wave, then tell a story that takes place on the high seas.		VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance. VC.2. Co-constructing innovative means of investigation. VC.3. Collaboratively identifying innovative solutions to a challenge or problem.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded. VD.3. Open-mindedly accepting feedback for positive and constructive growth.
Gumball's Coding Adventure In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."	VA.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. VA.3. Engaging in inquiry-based processes for personal growth.	VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded. VD.3. Open-mindedly accepting feedback for positive and constructive growth.
MULTI-DAY ACTIVITIES Teach coding with lessons that include eight activities aligned with student passions.				
INTRODUCTORY				
Storytelling Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.		VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance. VC.2. Co-constructing innovative means of investigation.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded. VD.3. Open-mindedly accepting feedback for positive and constructive growth.
Music & Sound Students play musical notes, create a music video, and build an interactive music display.	VA.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. VA.3. Engaging in inquiry-based processes for personal growth.	VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded.
INTERMEDIATE				
Friends Students work in pairs, tell the story of how their friendship started, and imagine a company together.		VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.2. Co-constructing innovative means of investigation. VC.3. Collaboratively identifying innovative solutions to a challenge or problem.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded. VD.3. Open-mindedly accepting feedback for positive and constructive growth.
Fashion & Design Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.	VA.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. VA.3. Engaging in inquiry-based processes for personal growth.	VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded. VD.3. Open-mindedly accepting feedback for positive and constructive growth.
Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.	VA.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. VA.3. Engaging in inquiry-based processes for personal growth.	VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded.
ADVANCED				
Sports Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.	VA.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. VA.3. Engaging in inquiry-based processes for personal growth.	VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded. VD.3. Open-mindedly accepting feedback for positive and constructive growth.
Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.	VA.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. VA.3. Engaging in inquiry-based processes for personal growth.	VB.1. Problem solving through cycles of design, implementation, and reflection. VB.2. Persisting through self-directed pursuits by tinkering and making.	VC.1. Expressing curiosity about a topic of personal interest or curricular relevance.	VD.1. Iteratively responding to challenges. VD.2. Recognizing capabilities and skills that can be developed, improved, and expanded. VD.3. Open-mindedly accepting feedback for positive and constructive growth.

National School Library Standards *crosswalk with* Code with Google's CS First curriculum





SHARED FOUNDATION VI.



Engage

KEY COMMITMENT: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners follow ethical and legal guidelines for gathering and using information by:	 B. CREATE Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:	 C. SHARE Learners responsibly, ethically, and legally share new information with a global community by:	 D. GROW Learners engage with information to extend personal learning by:
	ONE HOUR ACTIVITIES Start coding with a single activity.			

SUBJECT SPECIFIC

Characterization Students provide details about a character who is missing a school assignment and use code to describe the character's actions, thoughts, and words.	VI.A.1. Responsibly applying information, technology, and media to learning.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
Interactive Presentation Students create a new presentation, or take an existing one, and make it interactive in Scratch.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media. VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.2. Reflecting on the process of ethical generation of knowledge. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
Dialogue Students program a conversation between two characters to explore the role of dialogue in storytelling.	VI.A.1. Responsibly applying information, technology, and media to learning.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.
Narration Students take an existing story and explore first and third person point of view.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.
Figurative Language Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.

HOUR OF CODE

Pitch Your Passion Students will build a project about an idea, activity, item, or cause they feel strongly about.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.
An Unusual Discovery Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media. VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.2. Reflecting on the process of ethical generation of knowledge. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
Animate a Name Students pick a name or word and bring the letters to life through animation, sound, and music.	VI.A.1. Responsibly applying information, technology, and media to learning.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.
Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.
High Seas Activity Students animate an ocean wave, then tell a story that takes place on the high seas.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media. VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.			

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SHARED FOUNDATION VI.



Engage

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AASL STANDARDS FRAMEWORK FOR LEARNERS

CODE WITH GOOGLE'S CS FIRST CURRICULUM	 A. THINK Learners follow ethical and legal guidelines for gathering and using information by:	 B. CREATE Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:	 C. SHARE Learners responsibly, ethically, and legally share new information with a global community by:	 D. GROW Learners engage with information to extend personal learning by:
Gumball's Coding Adventure In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."	VI.A.1. Responsibly applying information, technology, and media to learning.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
MULTI-DAY ACTIVITIES Teach coding with lessons that include eight activities aligned with student passions.				
INTRODUCTORY				
Storytelling Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.			VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.
Music & Sound Students play musical notes, create a music video, and build an interactive music display.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.2. Reflecting on the process of ethical generation of knowledge. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
INTERMEDIATE				
Friends Students work in pairs, tell the story of how their friendship started, and imagine a company together.	VI.A.1. Responsibly applying information, technology, and media to learning.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.
Fashion & Design Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
ADVANCED				
Sports Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.	VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies. VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.