

NATIONAL SCHOOL LIBRARY **STANDARDS** 

#### SHARED FOUNDATION I.



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

#### D. GROW

Learners participate in an ongoing inquiry-based process

#### **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

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

I.B.1. Using evidence to investigate

I.B.2. Devising and implementing a plan to fill knowledge gaps.

I.C.4. Sharing products with an authentic audience.

authentic audience.

authentic audience.

authentic audience.

**I.D.1.** Continually seeking knowledge.

I.D.3. Enacting new understanding through real-world connections.

I.D.2. Engaging in sustained inquiry.

#### Dialogue

Narration

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.A.2. Recalling prior and background

knowledge as context for new

meaning.

illustrate learning. I.B.2. Devising and implementing a

**I.B.3.** Generating products that

I.B.3. Generating products that

illustrate learning.

illustrate learning.

plan to fill knowledge gaps. I.B.3. Generating products that

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

I.C.2. Providing constructive feedback.

I.C.3. Acting on feedback to improve.

I.C.1. Interacting with content **I.D.4.** Using reflection to guide presented by others. informed decisions.

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.

I.A.2. Recalling prior and background knowledge as context for new

**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

I.C.4. Sharing products with an

I.D.3. Enacting new understanding through real-world connections.

I.D.3. Enacting new understanding

**I.D.4.** Using reflection to guide informed decisions.

#### HOUR 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

**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.

through real-world connections. I.C.2. Providing constructive feedback. I.D.4. Using reflection to guide informed decisions.

I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.

## **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.

1.C.3. Acting on feedback to improve.

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

I.B.3. Generating products that illustrate learning.

**I.C.1.** Interacting with content presented by others.

authentic audience.

**I.C.4.** Sharing products with an authentic audience.

**I.C.2.** Providing constructive feedback.

I.C.3. Acting on feedback to improve. **I.C.4.** Sharing products with an

A review team from the American Association of School Librarians (AASL) determined that the Google CS First curriculum (2019), csfirst.withgoogle.com, aligns with the AASL Standards Framework for Learners featured within the National School Library Standards for Learners, School Librarians, and School Libraries (2018), standards.aasl.org. The Google CS First curriculum helps build the Competencies outlined for learners under the AASL Standards Domains—Think, Create, Share, and Grow—and within the Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage. For more on how school librarians and school libraries support learning through technology, information media, and multiple literacies, see the AASL Standards Frameworks related to School Librarians and School Libraries.



NATIONAL S C H O O L L I B R A R Y STANDARDS

SHARED FOUN	Inquire		KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.		
	AASL STANDARDS FRAMEWO	ORK FOR LEARNERS			
CODE WITH	🌸 A. THINK	8 B. CREATE	🧘 C. SHARE	🕰 D. GROW	
GOOGLE'S CS FIRST CURRICULUM	Learners display curiosity and initiative by:	Learners engage with new knowledge by following a process that includes:	Learners adapt, communicate, and exchange learning products with others in a cycle that includes:	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.  1.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 ACTIVITII	ES   Teach coding with lessons that	include eight activities aligned with	student passions.		
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.		<b>I.B.3.</b> Generating products that illustrate learning.		<b>I.D.4.</b> 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.	<ul> <li>I.C.1. Interacting with content presented by others.</li> <li>I.C.2. Providing constructive feedback.</li> <li>I.C.3. Acting on feedback to improve.</li> <li>I.C.4. Sharing products with an</li> </ul>	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.	

**I.C.4.** Sharing products with an authentic audience.



NATIONAL S C H O O L L I B R A R Y STANDARDS

### SHARED FOUNDATION II.



**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:



Learners adjust their awareness of the global learning community by:

#### C. SHARE

Learners exhibit empathy with and tolerance for diverse ideas by:



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

			community by:
ONE HOUR ACTIVITIE	S   Start coding with a single activi	ty.	
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			

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.

#### 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

- 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.
- **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.
- **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.

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NATIONAL SCHOOL LIBRARY **STANDARDS** 

Include SHARED FOUNDATION II.

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** 

A. THINK

Learners contribute a balanced

**B. CREATE** 

Learners adjust their awareness

C. SHARE

Learners exhibit empathy with



Learners demonstrate empathy

CS FIRST CURRICULUM	perspective when participating in a learning community by:	of the global learning community by:	and tolerance for diverse ideas by:	and equity in knowledge building within the global learning community by:
MULTI-DAY ACTIVITIE	S   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.				
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.				
Fashion & Design Students build fashion- themed programs including a fashion walk, a stylist tool, and a pattern maker.				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.
Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.				II.D.3. Reflecting on their own place within the global learning community.
ADVANCED				
Sports Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.				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.
Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.				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.



NATIONAL S C H O O L L I B R A R Y STANDARDS

SHARED FOUN	DATION III. 🕖 Col	laborate	KEY COMMITMENT: Work effectives and work toward com			
AASL STANDARDS FRAMEWORK FOR LEARNERS						
CODE WITH GOOGLE'S	A. THINK	B. CREATE	C. SHARE	D. GROW		
CS FIRST CURRICULUM	Learners identify collaborative opportunities by:	Learners participate in personal, social, and intellectual networks by:	Learners work productively with others to solve problems by:	Learners actively participate with others in learning situations by:		
ONE HOUR ACTIVITIE	S   Start coding with a single activ	ity.				
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.	III.A.1. Demonstrating their desire to broaden and deepen understandings.	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.		
Interactive Presentation Students create a new presentation, or take an existing one, and make it interactive in Scratch.	III.A.1. Demonstrating their desire to broaden and deepen understandings.	III.B.1. Using a variety of communication tools and resources.		III.D.2. Recognizing learning as a socia responsibility.		
Dialogue Students program a conversation between two characters to explore the role of dialogue in storytelling.	III.A.2. Developing new understandings through engagement in a learning group.	III.B.1. Using a variety of communication tools and resources.				
Narration Students take an existing story and explore first and third person point of view.	III.A.2. Developing new understandings through engagement in a learning group.	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.		
Figurative Language Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.		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.				
HOUR OF CODE		-				
Pitch Your Passion Students will build a project about an idea, activity, item, or cause they feel strongly about.	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.		
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.	III.A.1. Demonstrating their desire to broaden and deepen understandings.	III.B.1. Using a variety of communication tools and resources.		III.D.2. Recognizing learning as a social responsibility.		
Animate a Name Students pick a name or word and bring the letters to life through animation, sound, and music.	III.A.2. Developing new understandings through engagement in a learning group.	III.B.1. Using a variety of communication tools and resources.				
Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.		III.B.1. Using a variety of communication tools and resources.		III.D.1. Actively contributing to group discussions.		
High Seas Activity Students animate an ocean wave, then tell a story that takes place on the high seas.	III.A.1. Demonstrating their desire to broaden and deepen understandings.  III.A.2. Developing new understandings through engagement in a learning group.			III.D.1. Actively contributing to group discussions.  III.D.2. Recognizing learning as a socia responsibility.		



III.B.1. Using a variety of

communication tools and resources.

**III.A.3.** Deciding to solve problems informed by group interaction.

**Gumball's Coding** 

In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."

related to School Librarians and School Libraries.

Adventure

**III.A.2.** Developing new understandings through engagement in a learning group.



III.D.1. Actively contributing to group

discussions.



NATIONAL SCHOOL  $\mathsf{L} \; \mathsf{I} \; \mathsf{B} \; \mathsf{R} \; \mathsf{A} \; \mathsf{R} \; \mathsf{Y}$ **STANDARDS** 

SHARED FOUN	IDATION III. 🏉 Col	laborate	KEY COMMITMENT: Work effectives and work toward com				
	AASL STANDARDS FRAMEWORK FOR LEARNERS						
CODE WITH GOOGLE'S	<page-header> A. THINK</page-header>	B. CREATE	② C. SHARE	D. GROW			
CS FIRST CURRICULUM	Learners identify collaborative opportunities by:	Learners participate in personal, social, and intellectual networks by:	Learners work productively with others to solve problems by:	Learners actively participate with others in learning situations by:			
MULTI-DAY ACTIVITII	ES   Teach coding with lessons that	include eight activities aligned with	n student passions.				
INTRODUCTORY				T			
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,	III.A.1. Demonstrating their desire to broaden and deepen understandings.	III.B.1. Using a variety of communication tools and resources.		III.D.1. Actively contributing to group discussions.			
tell the story of how their friendship started, and imagine a company together.	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.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.		III.D.2. Recognizing learning as a social responsibility.			
Fashion & Design Students build fashion-	III.A.2. Developing new understandings through engagement	III.B.1. Using a variety of communication tools and resources.		III.D.1. Actively contributing to group discussions.			
themed programs including a fashion walk, a stylist tool, and a pattern maker.	in a learning group.	III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.					
Art Students create		III.B.1. Using a variety of communication tools and resources.					
animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.		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	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.			



NATIONAL SCHOOL LIBRARY **STANDARDS** 

SHARED FOUNDATION IV. (7)



**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** 

**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."

A. THINK

Learners act on an information need by:



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:

SUBJECT SPECIFIC			I
SUBJECT SPECIFIC			
ONE HOUR ACTIVITIE	<b>S</b>   Start coding with a single activit	ty.	

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		IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
to life through animation, sound, and music.		under scarding gamed from resources.
Create Your Own Google Logo Students bring the Google logo to life using code, utilizing programming and design.		under scarding gamed from resources.

A review team from the American Association of School Librarians (AASL) determined that the Google CS First curriculum (2019), csfirst.withgoogle.com, aligns with the AASL Standards





NATIONAL SCHOOL LIBRARY **STANDARDS** 

SHARED FOUNDATION IV.



**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** 

A. THINK

Learners act on an information



Learners gather information

C. SHARE

Learners exchange information

D. GROW

Learners select and organize

CS FIRST CURRICULUM	need by:	appropriate to the task by:	resources within and beyond their learning community by:	information for a variety of audiences by:
MULTI-DAY ACTIVITIE	ES   Teach coding with lessons tha	t include eight activities aligned w	ith 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.				<b>IV.D.2.</b> 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.				<b>IV.D.2.</b> Integrating and depicting in a conceptual knowledge network their understanding gained from resources.



NATIONAL SCHOOL LIBRARY **STANDARDS** 

#### SHARED FOUNDATION V.



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** 



Learners develop and satisfy personal curiosity by:

### **B. CREATE**

Learners construct new knowledge by:

#### C. SHARE

Learners engage with the learning community by:



Learners develop through experience and reflection by:

#### **ONE HOUR ACTIVITIES** | Start coding with a single activity.

SUBJECT SPECIFIC Characterization

Onar acter ization
Students provide details
about a character who
is missing a school
assignment and use code
to describe the character's
actions, thoughts, and
words.

**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.

V.B.1. Problem solving through cycles of design, implementation, and reflection.

V.B.2. Persisting through self-directed

pursuits by tinkering and making.

**V.C.1.** Expressing curiosity about a topic of personal interest or curricular relevance.

V.D.1. Iteratively responding to challenges.

**V.D.2.** Recognizing capabilities and skills that can be developed, improved, and expanded.

#### Interactive **Presentation**

Students create a new presentation, or take an existing one, and make it interactive in Scratch.

**V.A.1.** Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.B.1. Problem solving through cycles of design, implementation, and reflection.

V.B.2. Persisting through self-directed

pursuits by tinkering and making.

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.

V.D.1. Iteratively responding to challenges.

**V.D.2.** Recognizing capabilities and skills that can be developed, improved, and expanded.

#### Dialogue

Students program a conversation between two characters to explore the role of dialogue in storytelling.

Students take an existing

story and explore first and

third person point of view.

**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.

**V.B.1.** Problem solving through cycles of design, implementation, and reflection.

V.B.2. Persisting through self-directed

pursuits by tinkering and making.

means of investigation. **V.C.3.** Collaboratively identifying innovative solutions to a challenge or

problem.

relevance.

**V.C.2.** Co-constructing innovative

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

#### **Narration V.A.1.** Reading widely and deeply in multiple formats and write and create

**V.C.1.** Expressing curiosity about a topic of personal interest or curricular

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.

#### Figurative Language

Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.

**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.

for a variety of purposes.

V.C.1. Expressing curiosity about a topic of personal interest or curricular

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

#### HOUR OF CODE

**Pitch Your Passion** Students will build a project about an idea,

activity, item, or cause they feel strongly about. **V.C.1.** Expressing curiosity about a topic of personal interest or curricular relevance.

problem.

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.

#### **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.

**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.

**V.B.1.** Problem solving through cycles of design, implementation, and

pursuits by tinkering and making.

**V.C.1.** Expressing curiosity about a topic of personal interest or curricular

V.D.1. Iteratively responding to challenges.

V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.

#### Animate a Name

Students pick a name or word and bring the letters to life through animation, sound, and music.

V.B.1. Problem solving through cycles of design, implementation, and reflection.

V.B.2. Persisting through self-directed

pursuits by tinkering and making.

V.B.2. Persisting through self-directed

**V.C.2.** Co-constructing innovative means of investigation.

V.D.1. Iteratively responding to challenges.

**V.C.3.** Collaboratively identifying **V.D.2.** Recognizing capabilities and innovative solutions to a challenge or skills that can be developed, improved, and expanded.

> V.D.3. Open-mindedly accepting feedback for positive and constructive growth.

#### Create Your Own **Google Logo**

Students bring the Google logo to life using code, utilizing programming and design.

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.

**V.B.1.** Problem solving through cycles of design, implementation, and reflection.

pursuits by tinkering and making.

V.B.2. Persisting through self-directed

**V.C.1.** Expressing curiosity about a topic of personal interest or curricular relevance.

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



NATIONAL  $\mathsf{L} \; \mathsf{I} \; \mathsf{B} \; \mathsf{R} \; \mathsf{A} \; \mathsf{R} \; \mathsf{Y}$ **STANDARDS** 

SHARED FOUN	idation v. 🤔 Exp	lore	KEY COMMITMENT: Discover and developed through experience and	
	AASL STANDARDS FRAMEWO	ORK FOR LEARNERS		
CODE WITH	A. THINK	<b> ∅</b> B. CREATE	② C. SHARE	🔬 D. GROW
GOOGLE'S CS FIRST CURRICULUM	Learners develop and satisfy personal curiosity by:	Learners construct new knowledge by:	Learners engage with the learning community by:	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.		V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.  V.C.2. Co-constructing innovative means of investigation.  V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.	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.
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."	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.	V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.	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.
MULTI-DAY ACTIVITII	ES   Teach coding with lessons that	include eight activities aligned with	student passions.	
Storytelling Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.		V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.  V.C.2. Co-constructing innovative means of investigation.	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.
Music & Sound Students play musical notes, create a music video, and build an interactive music display.	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.	V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.	V.D.1. Iteratively responding to challenges.  V.D.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.		V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.2. Co-constructing innovative means of investigation.  V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.	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.
Fashion & Design Students build fashion- themed programs including a fashion walk, a stylist tool, and a pattern maker.	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.	V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.	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.
Art Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.	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.	V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.	V.D.1. Iteratively responding to challenges.  V.D.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.	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.	V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.	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.
Game Design Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.	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.	V.B.1. Problem solving through cycles of design, implementation, and reflection.  V.B.2. Persisting through self-directed pursuits by tinkering and making.	V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.	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.



NATIONAL SCHOOL LIBRARY **STANDARDS** 

#### SHARED FOUNDATIONVI.



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:



Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:



Learners responsibly, ethically, and legally share new information with a global community by:



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

VI.A.1. Responsibly applying information, technology, and media to

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**

words.

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

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

VI.A.2. Understanding the ethical use of information, technology, and media.

reuse, and remix policies. VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

VI.C.1. Sharing information resources

in accordance with modification,

**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

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.

of information and information technologies.

VI.D.1. Personalizing their use

**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

VI.A.2. Understanding the ethical use of information, technology, and media.

VI.A.2. Understanding the ethical use of information, technology, and media.

accuracy, validity, social and cultural context, and appropriateness for need.

VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.

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

VI.A.3. Evaluating information for

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.



KEY COMMITMENT: Demonstrate safe, legal, and ethical creating

NATIONAL S C H O O L L I B R A R Y STANDARDS

SHARED FOUN	IDATIONVI. ( Eng	age	and sharing of knowledge products community of practice and an inte	s independently while engaging in a rconnected world.			
	AASL STANDARDS FRAMEWORK FOR LEARNERS						
CODE WITH GOOGLE'S	A. THINK	B. CREATE	② C. SHARE	😂 D. GROW			
CS FIRST CURRICULUM	Learners follow ethical and legal guidelines for gathering and using information by:	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:	Learners responsibly, ethically, and legally share new information with a global community by:	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	VI.A.1. Responsibly applying information, technology, and media to learning.		<b>VI.C.1.</b> Sharing information resources in accordance with modification, reuse, and remix policies.	VI.D.1. Personalizing their use of information and information technologies.			
video, and build an interactive music display.	VI.A.2. Understanding the ethical use of information, technology, and media.		<b>VI.C.2.</b> Disseminating new knowledge through means appropriate for the intended audience.	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	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.D.1. Personalizing their use of information and information technologies.			
including a fashion walk, a stylist tool, and a pattern maker.	VI.A.2. Understanding the ethical use of information, technology, and media.		<b>VI.C.2.</b> 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.			
Art Students create animations, interactive	VI.A.1. Responsibly applying information, technology, and media to learning.		<b>VI.C.2.</b> Disseminating new knowledge through means appropriate for the intended audience.	VI.D.1. Personalizing their use of information and information technologies.			
artwork, photograph filters, and other exciting, artistic projects using code.	VI.A.2. Understanding the ethical use of information, technology, and media.			VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.			
ADVANCED							
Sports Students use computer science to simulate	<b>VI.A.1.</b> Responsibly applying information, technology, and media to learning.		VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.	VI.D.1. Personalizing their use of information and information technologies.			
extreme sports, make their own commercial, and create commentary for a sporting event.	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.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.			
Game Design Students learn basic video game coding concepts by	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.D.1. Personalizing their use of information and information technologies.			
making different types of games, including racing, platform, and launching.	VI.A.2. Understanding the ethical use of information, technology, and media.		<b>VI.C.2.</b> 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.			