

Connections to Standards in PLTW Gateway

PLTW curriculum is designed to empower students to thrive in an evolving world. As a part of the design process when developing and updating our curriculum, we focus on connections to a variety of standards. PLTW Computer Science for Innovators and Makers connects to standards in the following:

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Common Core College and Career Readiness Anchor Standards

Reading

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Common Core College and Career Readiness Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Language

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of word relationships and nuances in word meanings.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Common Core College and Career Readiness Anchor Standards

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5

☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4

☒ 3.1 ☒ 3.2

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Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

Reading Science/Technical

Key Ideas and Details

CCSS.ELA-LITERACY.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Craft and Structure

CCSS.ELA-LITERACY.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

Writing in History/social Studies, Science, and Technical Subjects

Text Types and Purposes

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.WHST.6-8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Production and Distribution of Writing

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

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Common Core State Standards for English Language Arts 6th Grade

Reading Informational

Key Ideas and Details

CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Craft and Structure

CCSS.ELA-LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Common Core State Standards for English Language Arts 6th Grade

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
 - ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
 - ☒ 3.1 ☒ 3.2
-

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Common Core State Standards for English Language Arts 6th Grade

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

Language

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- ☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5
- ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4
- ☒ 3.1 ☒ 3.2

Common Core State Standards for English Language Arts 7th Grade

Reading Literature

Key Ideas and Details

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.W.7.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 7.w.1–3)

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Common Core State Standards for English Language Arts 7th Grade

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5

☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4

☒ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5

☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4

☐ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.7.1.b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5

☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4

☐ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.7.1.c

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5

☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4

☐ 3.1 ☒ 3.2

CCSS.ELA-LITERACY.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5

☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4

☐ 3.1 ☒ 3.2

Common Core State Standards for English Language Arts 7th Grade

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Language

Knowledge of Language

CCSS.ELA-LITERACY.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Common Core State Standards for English Language Arts 7th Grade

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Common Core State Standards for English Language Arts 8th Grade

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.W.8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Common Core State Standards for English Language Arts 8th Grade

CCSS.ELA-LITERACY.SL.8.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.SL.8.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

CCSS.ELA-LITERACY.SL.8.1.d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Language

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

International Society for Technology in Education

Empowered Learner

1a

Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Digital Citizen

2b

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Knowledge Constructor

3d

Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Innovative Designer

4a

Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

4b

Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

International Society for Technology in Education

4c

Students develop, test and refine prototypes as part of a cyclical design process.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Computational Thinker

5c

Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Creative Communicator

6b

Students create original works or responsibly repurpose or remix digital resources into new creations.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

6c

Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Global Collaborator

7b

Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

International Society for Technology in Education

7c

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5

☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4

☐ 3.1 ☒ 3.2

Standards for Technological and Engineering Literacy

Nature and Characteristics of Technology and Engineering

STEL-1J

Develop innovative products and systems that solve problems and extend capabilities based on individual or collective needs and wants.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |
-

Core Concepts of Technology and Engineering

STEL-2M

Differentiate between inputs, processes, outputs, and feedback in technological systems.

- | | | | | |
|---|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☐ 3.2 | | | |

STEL-2S

Defend decisions related to a design problem.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |
-

Design in Technology and Engineering Education

STEL-7Q

Apply the technology and engineering design process.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

STEL-7R

Refine design solutions to address criteria and constraints.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Standards for Technological and Engineering Literacy

STEL-7S

Create solutions to problems by identifying and applying human factors in design.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

STEL-7U

Evaluate the strengths and weaknesses of different design solutions.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

STEL-7V

Improve essential skills necessary to successfully design.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

K12 Computer Science Framework

Fostering an Inclusive Computing Culture

P1.FICC.1

Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

P1.FICC.2

Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

P1.FICC.3

Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Collaborating Around Computing

P2.CAC.1

Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

- | | | | | |
|---|---|---|---|---|
| ☒ 1.1 | ☒ 1.2 | ☒ 1.3 | ☒ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

P2.CAC.2

Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

K12 Computer Science Framework

P2.CAC.3

Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Recognizing and Defining Computational Problems

P3.RDCP.2

Decompose complex real-world problems into manageable subproblems that could integrate existing solutions or procedures

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Creating Computational Artifacts

P5.CCA.1

Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

P5.CCA.2

Create a computational artifact for practical intent, personal expression, or to address a societal issue.

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|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

P5.CCA.3

Modify an existing artifact to improve or customize it.

- | | | | | |
|---|------------------------------|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☐ 3.2 | | | |

K12 Computer Science Framework

Testing and Refining Computational Artifacts

P6.TRCA.1

Systematically test computational artifacts by considering all scenarios and using test cases.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4
- ☐ 3.1 ☒ 3.2

P6.TRCA.2

Identify and fix errors using a systematic process.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☒ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

P6.TRCA.3

Evaluate and refine a computational artifact multiple times to enhance its performance, reliability, usability, and accessibility.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4
- ☐ 3.1 ☒ 3.2

Communicating About Computing

P7.CAC.2

Describe, justify, and document computational processes and solutions using appropriate terminology consistent with the intended audience and purpose.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

The Computer Science Teachers Association Standards

In Spring 2023 PLTW submitted all necessary documentation required by the Computer Science Teachers Association (CSTA) for a crosswalk review of our Launch and Gateway curricula by the CSTA Standards Review Team. While we anticipate approval and validation by CSTA, the review is pending.

Computing Systems

Devices

2-CS-01

Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices. [C] CS: Devices [P] Computational Problems (3.3)

- | | | | | |
|------------------------------|---|------------------------------|---|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Hardware & Software

2-CS-02

Design projects that combine hardware and software components to collect and exchange data. [C] CS: Hardware & Software [P] Creating (5.1)

- | | | | | |
|---|---|---|---|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Troubleshooting

2-CS-03

Systematically identify and fix problems with computing devices and their components. [C] CS: Troubleshooting [P] Testing (6.2)

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|---|------------------------------|------------------------------|---|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☒ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☒ 3.1 | ☐ 3.2 | | | |

Networks & the Internet

Network Communication & Organization

2-NI-04

Model the role of protocols in transmitting data across networks and the Internet. [C] NI: Network Communication & Organization [P] Abstraction (4.4)

- | | | | | |
|------------------------------|------------------------------|---|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☒ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☐ 3.2 | | | |

The Computer Science Teachers Association Standards

Cybersecurity

2-NI-06

Explain how physical and digital security measures protect electronic information. [C] NI: Cybersecurity [P] Communicating (7.2)

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|------------------------------|------------------------------|---|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☒ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☐ 3.2 | | | |

Algorithms & Programming

Algorithms

2-AP-10

Use flowcharts and/or pseudocode to address complex problems as algorithms. [C] AP: Algorithms [P] Abstraction (4.4, 4.1)

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|------------------------------|---|---|------------------------------|------------------------------|
| ☐ 1.1 | ☒ 1.2 | ☒ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☐ 3.2 | | | |

Variables

2-AP-11

Create clearly named variables that represent different data types and perform operations on their values. [C] AP: Variables [P] Creating (5.1, 5.2)

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|------------------------------|------------------------------|---|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☒ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☐ 3.2 | | | |

Modularity

2-AP-13

Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs. [C] AP: Modularity [P] Computational Problems (3.2)

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☒ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☐ 3.2 | | | |

The Computer Science Teachers Association Standards

Program Development

2-AP-15

Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts. [C] AP: Program Development [P] Collaborating (2.2)

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

2-AP-16

Seek and incorporate feedback from team members and users to refine a solution that meets user needs. [C] AP: Program Development [P] Collaborating (2.3), Inclusion (1.1)

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|------------------------------|---|------------------------------|---|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

2-AP-18

Systematically test and refine programs using a range of test cases. [C] AP: Program Development [P] Testing (6.1)

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

2-AP-19

Document programs in order to make them easier to follow, test, and debug. [C] AP: Program Development [P] Communicating (7.2)

- | | | | | |
|---|------------------------------|------------------------------|---|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☒ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☒ 3.1 | ☐ 3.2 | | | |

Impacts of Computing

Culture

2-IC-20

Discuss issues of bias and accessibility in the design of existing technologies. [C] IC: Culture [P] Inclusion (1.2)

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|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Next Generation Science Standards

Engineering Design

NGSS.MS-ETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |
-

Science and Engineering Practices

Asking Questions and Defining Problems

NGSS.P1

Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- | | | | | |
|------------------------------|---|------------------------------|------------------------------|------------------------------|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☐ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☐ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Using Mathematics and Computational Thinking

NGSS.P5

Create algorithms (a series of ordered steps) to solve a problem.

- | | | | | |
|---|---|---|---|---|
| ☐ 1.1 | ☒ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☒ 2.1 | ☒ 2.2 | ☒ 2.3 | ☒ 2.4 | |
| ☒ 3.1 | ☒ 3.2 | | | |

Constructing Explanations and Designing Solutions

NGSS.P6

Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

NGSS.P6

• Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting.

- | | | | | |
|------------------------------|---|------------------------------|---|---|
| ☐ 1.1 | ☐ 1.2 | ☐ 1.3 | ☐ 1.4 | ☒ 1.5 |
| ☐ 2.1 | ☐ 2.2 | ☐ 2.3 | ☒ 2.4 | |
| ☐ 3.1 | ☒ 3.2 | | | |

Next Generation Science Standards

NGSS.P7

- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4
- ☐ 3.1 ☒ 3.2

Obtaining, Evaluating, and Communicating Information

NGSS.P8

- Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

- ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5
- ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4
- ☐ 3.1 ☒ 3.2

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