

Artifact Type	Description (Topic) Grade Level Link	Related Goal and CS&DF Standard
<p><u>Teacher Developed Resource</u></p>	<p>Grade 1 Heart Word Creator in Book Creator The students will move the letter tiles and mapping tools in order to encode and decode heart words (trick words) on their instructional level.</p>	<ul style="list-style-type: none"> ● K-1.IC.1 Identify and discuss how tasks are accomplished with and without computing technology. ● K-1.DL.4 Use at least one digital tool to create a digital artifact. <ul style="list-style-type: none"> ● 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● 1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words. ● 1RF3: Know and apply phonics and word analysis skills in decoding words. ● 1RF3g: Read most common high-frequency words by sight
<p><u>Teacher Developed Resource</u></p>	<p>6th grade Data Detectives: Undercover Insights through Statistics Students will be collaborating in pairs to develop and collect data on a statistical question in order to create a visual representation of the data set.</p>	<ul style="list-style-type: none"> ● 4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others. ● 4-6.CT.2 Collect digital data related to a real life question or need. ● 4-6.CT.3 Visualize a simple data set in order to highlight relationships and persuade an audience. ● NY-6. SP.1a Recognize that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers.

		<ul style="list-style-type: none">● NY-6. SP.1b Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.● NY-6. SP.2 Understand that a set of quantitative data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.● NY-6. SP.4 Display quantitative data in plots on a number line, including dot plots and histograms.<ul style="list-style-type: none">● NY-6. SP.5 Summarize quantitative data sets in relation to their context.● NY-6. SP.5a Report the number of observations.● NY-6. SP.5c Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
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<p><u>Teacher Developed Resource</u></p>	<p style="text-align: center;">Grade 3</p> <p style="text-align: center;"><u>Welcome to the Aquarium</u></p> <p>Students will choose a sea animal of their choice based on curiosity and connection to research.</p> <p>Students will use a variety of resources (technology based and nonfiction books) to research specific information on their animal. After research is completed, students will pick facts from each category and complete a page on Book Creator to showcase their research.</p>	<ul style="list-style-type: none"> ● 2-3.CT.10: Develop and document a plan that outlines specific steps taken to complete a project. ● 2.3.DL.2: Communicate and work with others using digital tools to share knowledge and convey ideas. ● 2-3.DL.3: Conduct basic searches based on student-identified keywords. ● 2-3.DL.4: Use a variety of tools and resources to create digital artifacts. ● NYS.3R1: Develop and answer questions to locate relevant and specific details to support an answer or inference. ● NYS.3W2a: Introduce a topic and organize related information together ● NYS.3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge ● NYS.3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. ● NYS.3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. ● NYS.3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in
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		<p>surviving, finding mates, and reproducing.</p>
<p><u>Teacher Developed Resource</u></p>	<p>Grade 7 & 8 <u>Cross Cultural Food Memories in our Community</u></p> <p>Students will explore the connections between food, culture, and personal experiences, within our school community through digital assessments such as; Padlet, Book Creator, ChatGPT, Google Slides, CANVA and Interacty.</p>	<ul style="list-style-type: none"> ● 7-8.DL.2 Communicate and collaborate with others using a variety of digital tools to create and revise a collaborative product. ● 7-8.DL.3 Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of search tools based on returned results. ● 7-8.DL.4 Select and use digital tools to create, revise, and publish digital artifacts. <ul style="list-style-type: none"> ● WL1.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. ● WL1.2 Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. ● WL1.3 Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade. ● WL 4 Cultures: Learners use the target language to identify, describe, and explain the practices and products of the

		<p>cultures studied and the cultural perspectives they suggest.</p> <ul style="list-style-type: none"> ● WL 5 Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own. ● ENL: 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear sequencing. ● 7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views. ● National Standards for Family and Consumer Sciences Education <ul style="list-style-type: none"> ● 2.1 Demonstrate managing individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. ● 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants ● 6.1 Analyze the effects of the family as a system on individuals and society ● 6.1.2 Analyze global influences on today’s families. ● 6.1.4 Analyze the role of family in teaching culture and traditions across the lifespan.
<p><u>Teacher Developed Resource</u></p>	<p>Grade 6 Link to lesson plan</p>	<ul style="list-style-type: none"> ● 4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others.

Students will be utilizing Book Creator and Canva to research vocabulary for the Unit Stone Ages, lessons 1 (Early People) & 2 (The Beginning of Agriculture).

- 4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts.
- 4-6.IC.6 Identify and explain ways to improve the accessibility and usability of a computing device or software application for the diverse needs and wants of users.
- 6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)
- 6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life
- 6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.
- 6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.
- W.6.4. Produce clear and

		<p>coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <ul style="list-style-type: none"> ● 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content ● 6W2c: Use precise language and content-specific vocabulary to explain a topic.
<p><u>Teacher Developed Resource</u></p>	<p>Grade 6-8</p> <p>Link to lesson plan</p> <p>Students will be able to analyze the safety of online interactions, recognize red flag feelings, and apply the Feelings & Options thinking routine to respond appropriately.</p>	<ul style="list-style-type: none"> ● AASL Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. ● Learners follow ethical and legal guidelines for gathering and using information by: <ul style="list-style-type: none"> ● 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need ●

		<ul style="list-style-type: none"> ● 7-8.DL.7 Describe safe, appropriate, positive, and responsible online behavior and identify strategies to combat negative online behavior. Clarifying Statement Students are able to strategize ways to keep online spaces safe. Identify types of negative online behaviors including cyberbullying, harassment, trolling/flaming, excluding, outing, dissing, masquerading, and impersonation. ● 7-8. DL.4 - Select and use digital tools to create, revise, and publish digital artifacts. ● 1.3.d Explore Real-World Issues ● Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
<p><u>Teacher Developed Resource</u></p>	<p style="text-align: center;">Grade 2 My Favorite Place</p> <p>Students will be using a keyboard to type a paragraph about their favorite place in their community during the writers workshop to create a class book.</p>	<ul style="list-style-type: none"> ● 2-3. DL.1 Locate and use the main keys on a keyboard to enter text independently. ● 2-3.DL.3 Conduct basic searches based on student identified keywords. ● 2-3.DL.4 Use a variety of digital tools and resources to create digital artifacts. ● 2-3.CT.10 Develop and document a plan that outlines specific steps taken to complete a project. <ul style="list-style-type: none"> ● 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement

		<p>or section.</p> <ul style="list-style-type: none"> ● 2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.
<p><u>Teacher Developed Resource</u></p>	<p>Grade 4</p> <p>Link to lesson plan</p> <p>In this lesson, students will explore the concept of solar power, its uses, and how it can be converted into other forms of energy.</p>	<ul style="list-style-type: none"> ● 4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts. ● 4-6.DL.3 Conduct and refine advanced multicriteria digital searches to locate content relevant to varied learning goals. ● 4R5 (RI) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. ● 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
<p><u>Teacher Developed Resource</u></p>	<p>Grades 7 & 8</p> <p>Lesson Plan: Exploring Adaptations & Survival Through Data and Technology</p> <p>Students will use digital tools to analyze ecosystem interactions, food webs, and human impact on biodiversity. They will engage in data collection, visualization, and computational thinking to interpret ecological patterns.</p>	<ul style="list-style-type: none"> ● NYS Computer Science and Digital Fluency Standards (7-8): ● 7-8.DL.1: Use digital tools to gather, organize, and analyze data. ● 7-8.CT.2: Use technology to recognize patterns and solve problems. ● 7-8.IC.1: Evaluate the impact of computing technologies on society and the environment. ● Cross-curricular alignment: ● NYS Science Standards: MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations in an ecosystem.

		<ul style="list-style-type: none"> ● ELA Standards: Writing informative/explanatory texts using evidence.
<u>Teacher Developed Resource</u>	<p style="text-align: center;">Grade 5 Data Collection and Visualization with Spreadsheets</p>	<ul style="list-style-type: none"> ● 4-6 CT.3 Students could use a spreadsheet program to create a data table and graph of student interests and hobbies in their class and sort them by category.
<u>Teacher Developed Resource</u>	<p style="text-align: center;">Grade 7 Link to lesson plan</p> <p style="text-align: center;">Students will use computer science concepts to build a chatbot in Scratch that helps users solve algebraic equations, reinforcing their understanding of 7.EE.B.4.</p>	<ul style="list-style-type: none"> ● 7.EE.B.4 – Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities. ● CS.6-8.CT.4 – Develop, test, and refine algorithms to solve problems. (Students write step-by-step chatbot algorithms that follow logical rules for solving equations.) ● CS.6-8.DL.2 – Use technology to enhance productivity and communication. (Students create a digital tool that can help others solve math problems) ● CS.6-8.AP.3 - Create problems that use variables and functions to store and modify data. (Students defined variables for user inputs and equation solutions in Scratch)
<u>Teacher Developed Resource</u>	<p style="text-align: center;">Grade 6 Link to lesson plan</p> <p style="text-align: center;">Students will be utilizing Book Creator and Canva to demonstrate</p>	<ul style="list-style-type: none"> ● CCSS.MATH.CONTENT.6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. ● CCSS.MATH.CONTENT.6.RP.A.3: Use ratio and rate

	<p>their understanding of ratios and proportions.</p>	<p>reasoning to solve real-world and mathematical problems.</p> <ul style="list-style-type: none"> ● W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. ● W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <ul style="list-style-type: none"> ● 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content ● 6W2c: Use precise language and content-specific vocabulary to explain a topic.
<p><u>Teacher Developed Resource</u></p>	<p>Grade4-6</p> <p>Link to lesson plan</p> <p>Students will be using multimedia tools to research ways to conserve energy and create Public Service Announcement Video using Canva to creatively explain how basic habits and behaviors can promote energy conservation.</p>	<ul style="list-style-type: none"> ● 4-6.IC.1 Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. ● 4.6.IC.3 Explain current events that involve computing technologies. ● 4-6.CT.4 Decompose a problem into smaller named tasks, some of which can themselves be decomposed into smaller steps. ● 4-6.CT.10 Describe the steps taken and choices made to design and develop a solution using an iterative design process. (An iterative design process involves defining the problem or goal, developing a solution or prototype, testing the solution or prototype, and

		<p>repeating the process until the problem is solved or desired result is achieved. Describing can include speaking or writing.)</p> <ul style="list-style-type: none">● 4-6.DL.3 Conduct and refine advanced multicriteria digital searches to locate content relevant to varied learning goals● 4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts.● 3-5 ETSI 1 Investigate and define multiple simple design problems reflecting a need or want in a community● 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
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