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COMPUTER SCIENCE For the REAL World™

In today's world, computer science literacy is as important as reading, writing, and math. Computer science will be a part of every student's future career, regardless of the discipline, and is therefore an essential part of college and career readiness. At school districts throughout the country, and in conjunction with parents' wishes, computer science instruction is beginning in the earliest grades where computational thinking and concepts of digital citizenship can be cultivated across the curriculum.

COMPUTER SCIENCE FOR THE REAL WORLD™ is a new program created specifically to embed core concepts and core practices from the new K-12 CS Framework into high interest nonfiction and fiction leveled texts that deal with mandated grade-appropriate subjects in science and social studies. The subtitle of each title indicates the concept or practice from the K-12 CS Framework and ISTE Curriculum made accessible to the target audience. The back cover indicates the GRL level as well as the exact concept or practice from the Framework.

AMONG THE CORE CONCEPTS COVERED ARE:

- Computing Systems
- Networks and the Internet
- Data and Analysis
- Algorithms and Programming
- Impacts of Computing

AMONG THE CORE PRACTICES COVERED ARE:

- Fostering an Inclusive Computing Culture
- Collaborating Around Computing
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing

Each book contains Teacher Notes to use across the curriculum, extending whole class and individual instruction with a special emphasis on "unplugged" activities (i.e. activities that foster computational thinking without a computer). Selected activities also foster best practices around communicative and social skills in real-world problem solving. **COMPUTER SCIENCE FOR THE REAL WORLD™** not only fosters proficient readers but also computationally literate creators.

THE SUBTITLE OF EACH TITLE PROVIDES THE COMPUTER CONCEPT COVERED IN THE BOOK.

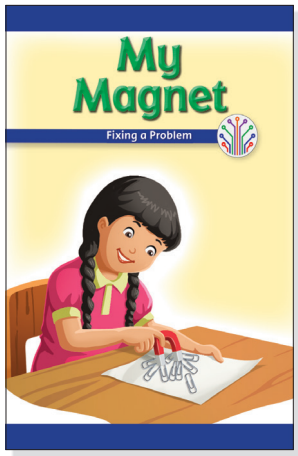
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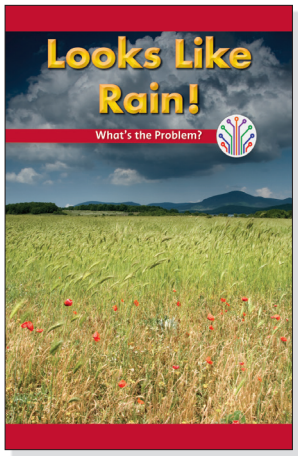
Breaking Down the Problem (Problem Decomposition)
Careers in Computers (Careers in Computers)
Checking Your Work (Testing)
Digital Citizenship (Digital Citizenship)
Fixing a Problem (Debugging)
Gathering Data (Data Collection)
If...Then (Conditionals)
Looking at Data (Data Analysis)
Over and Over Again (Loops)
Putting Data in Order (Data Organization)
Sharing and Reusing (Reusing Resources and Knowledge)
Step by Step (Algorithms and Procedures)
Sticking to It (Perseverance and Tenacity)
What Will Happen? (Simulations)
What's the Problem? (Defining the Problem)
Working as a Team (Collaboration)
Working at the Same Time (Parallelization)

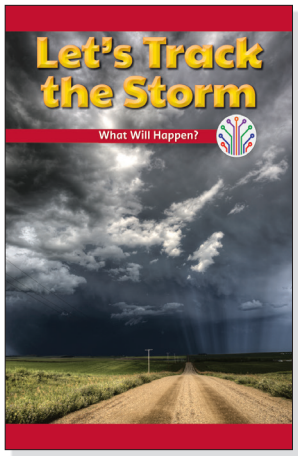
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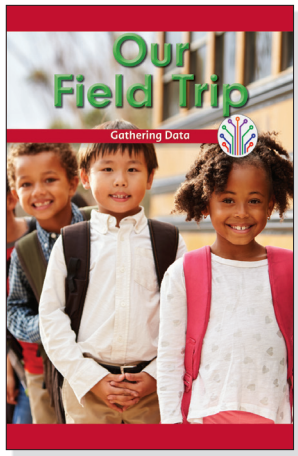
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Fragmentar el problema (Decomponer un problema)
Breaking Down the Problem (Problem Decomposition)

Comprobar tu trabajo (Verificar)
Checking Your Work (Testing)

Ciudadanía digital (Ciudadanía digital)
Digital Citizenship (Digital Citizenship)

Si... Entonces (Condicionales)
If... Then (Conditionals)

Revisar los datos (Análisis de datos)
Looking at Data (Data Analysis)

Una y otra vez (Bucles)
Over and Over Again (Loops)

Ordenar los datos (Organización de datos)
Putting Data in Order (Data Organization)

Compartir y reutilizar (Reutilizar recursos y conocimiento)
Sharing and Reusing (Reusing Resources and Knowledge)

Paso a paso (Algoritmos y procedimientos)
Step by Step (Algorithms and Procedures)

Mantenerse ahí (La perseverancia y la tenacidad)
Sticking to It (Perseverance and Tenacity)

¿Qué ocurrirá? (Simulaciones)
What Will Happen? (Simulations)

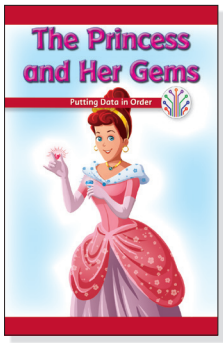
¿Cuál es el problema? (Definir el problema)
What's the Problem?(Defining the Problem)

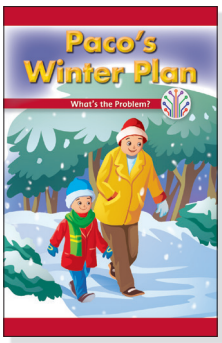
Trabajar en equipo (Colaboración)
Working as a Team (Collaboration)

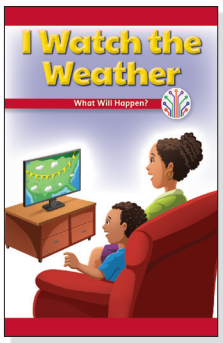
Trabajar al mismo tiempo (Paralelización)
Working at the Same Time (Parallelization)

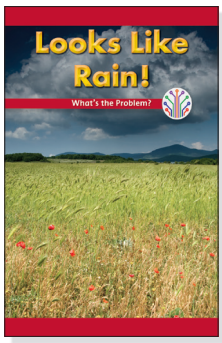
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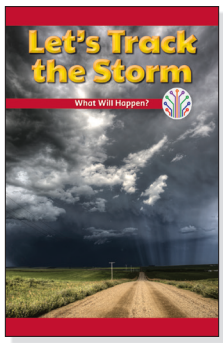
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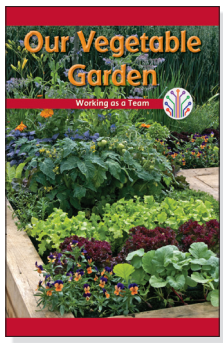




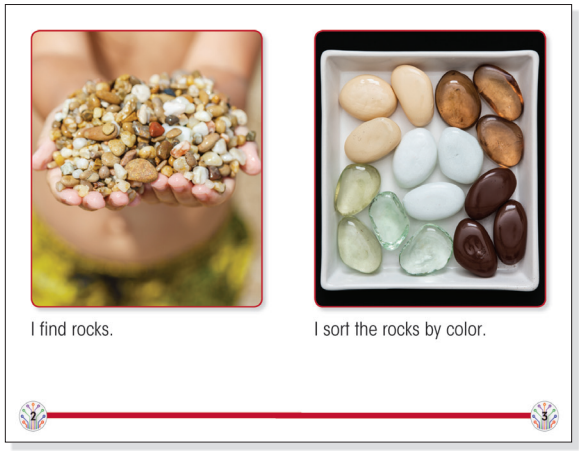












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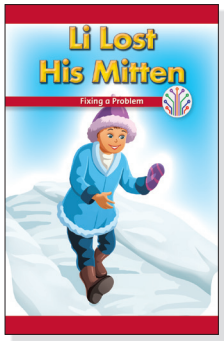
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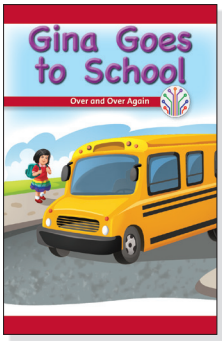
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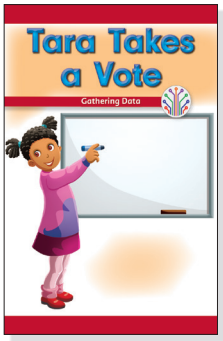
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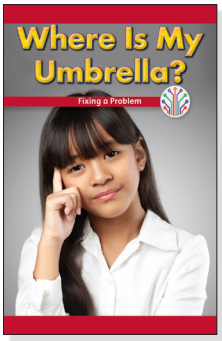
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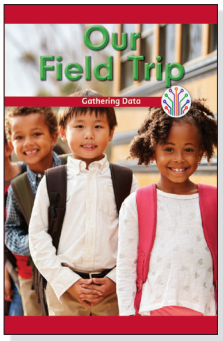
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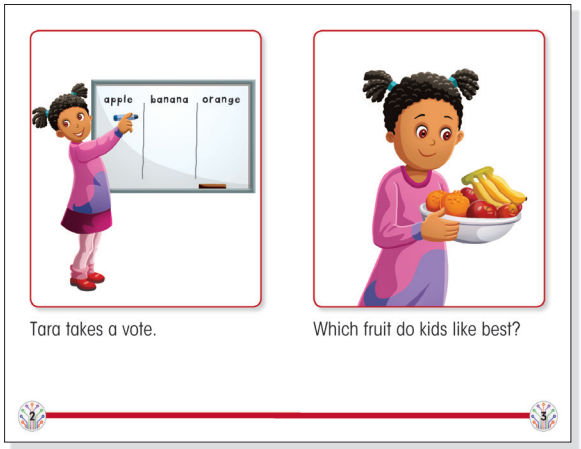














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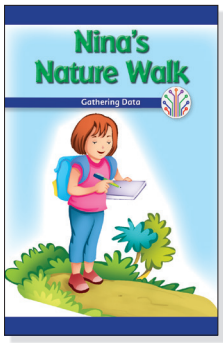
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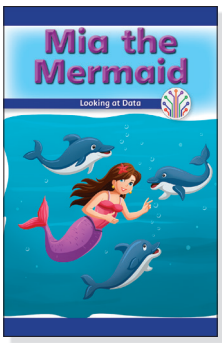
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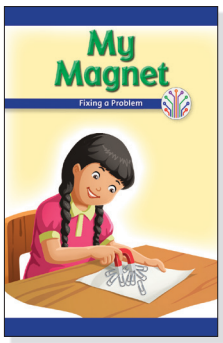
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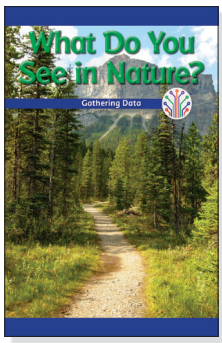
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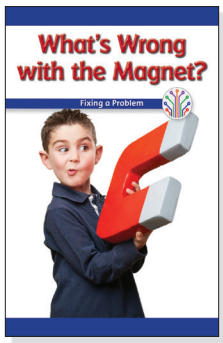
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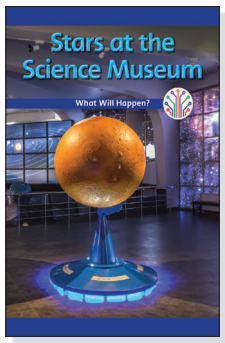




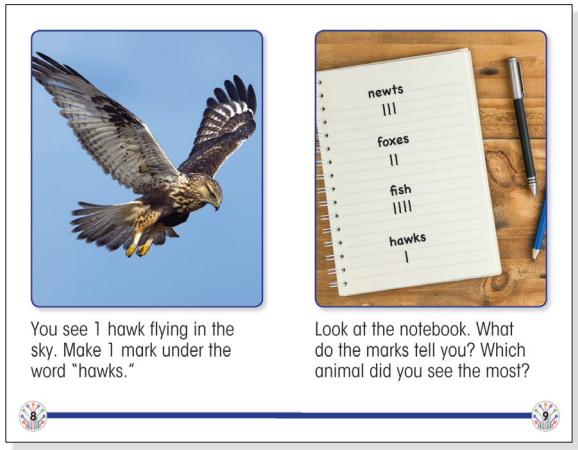












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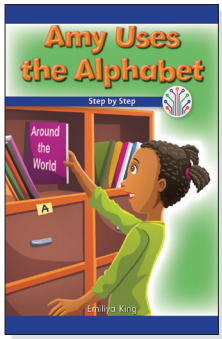
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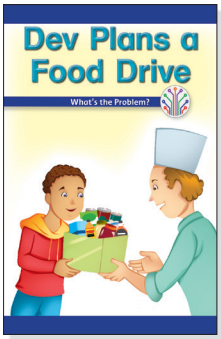
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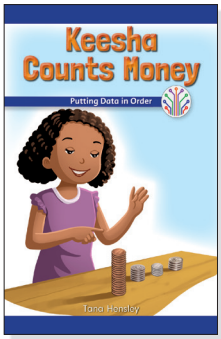
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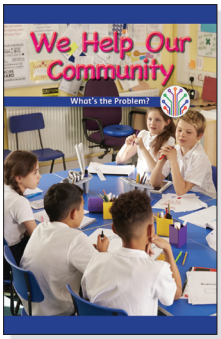


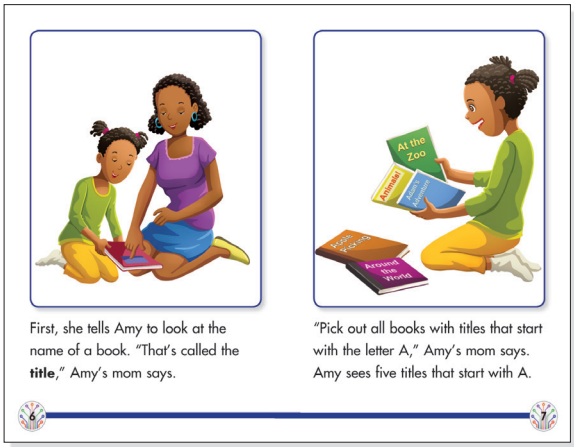














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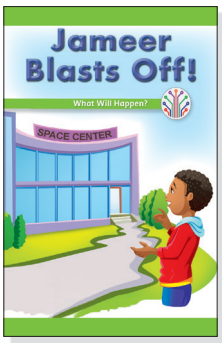
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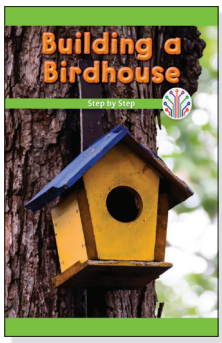
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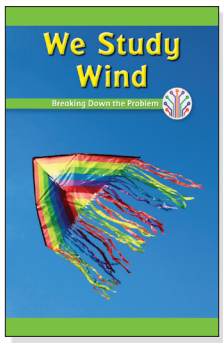
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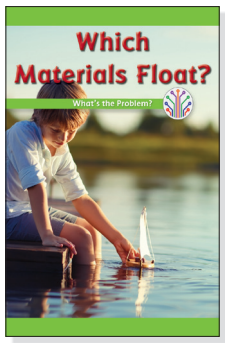


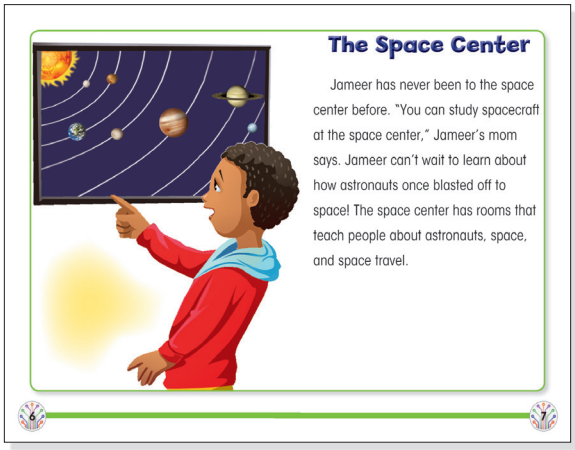


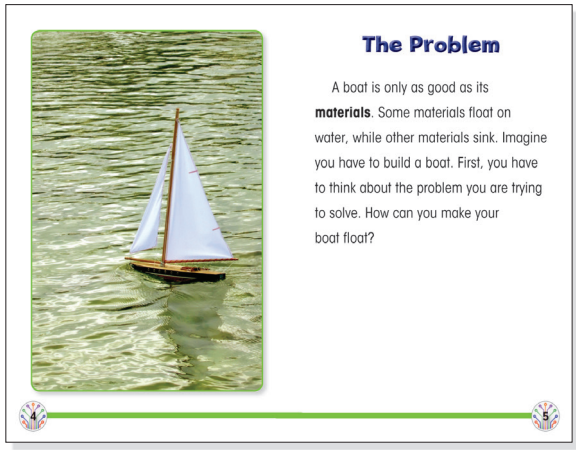












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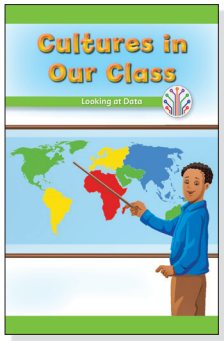
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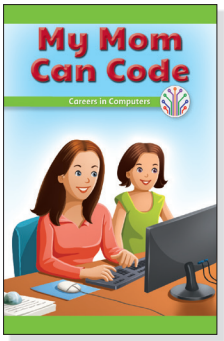
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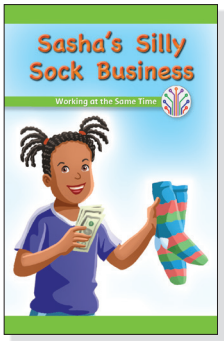
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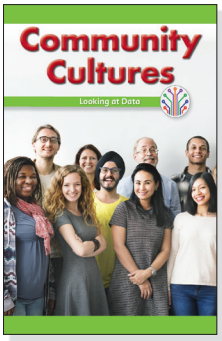
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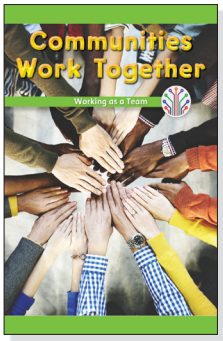
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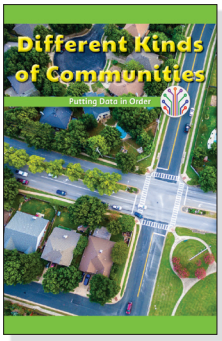




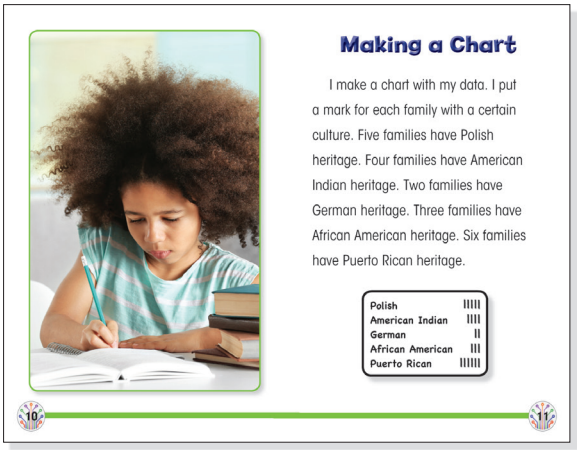












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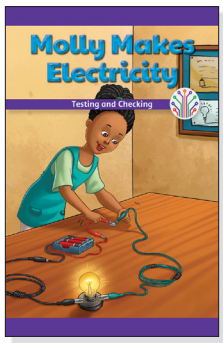
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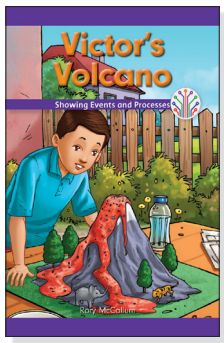
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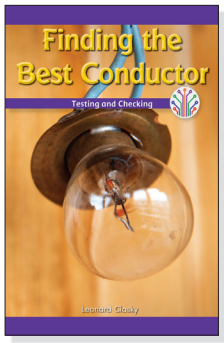
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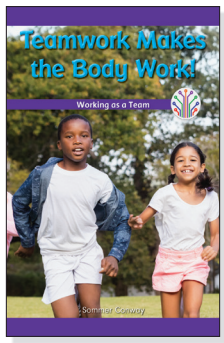
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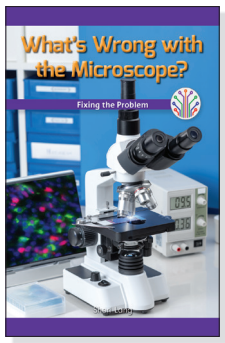


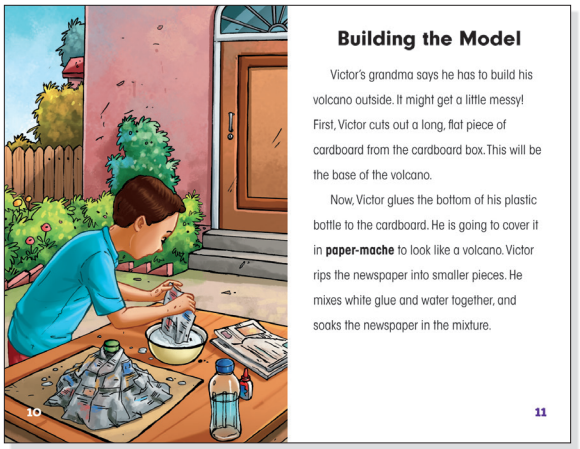














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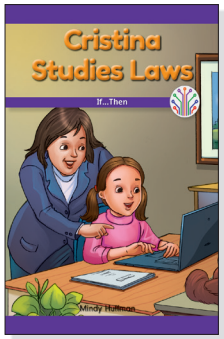
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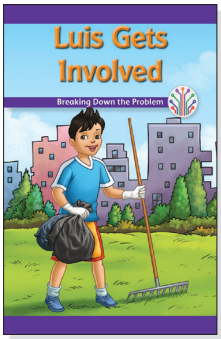
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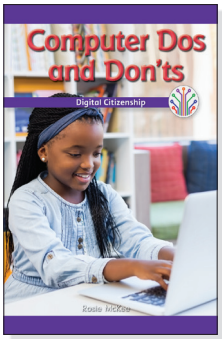
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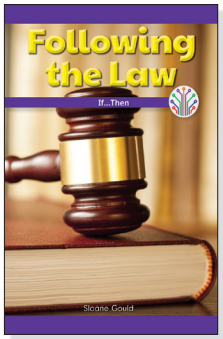
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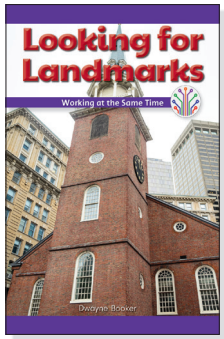


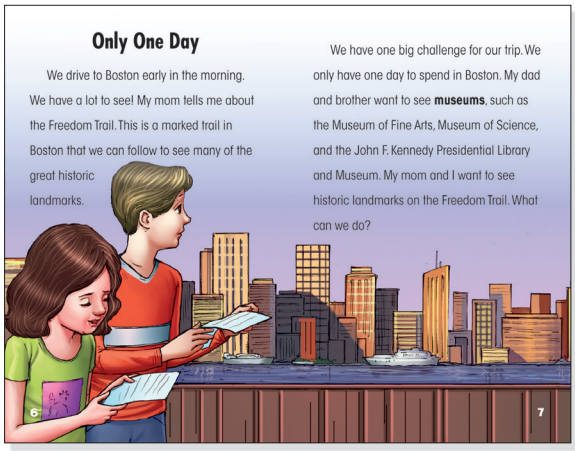


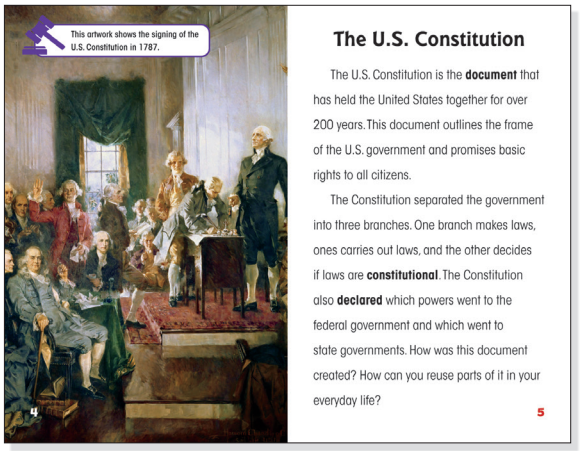












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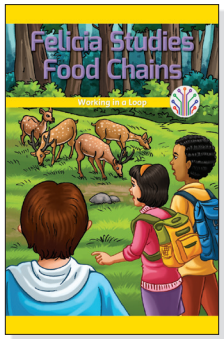
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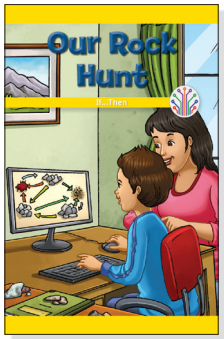
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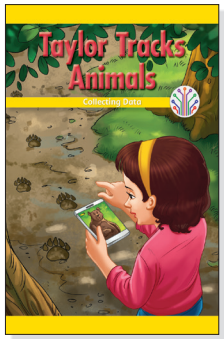
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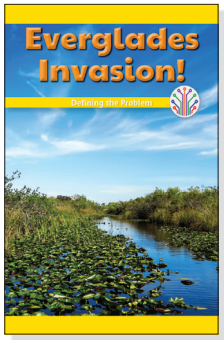
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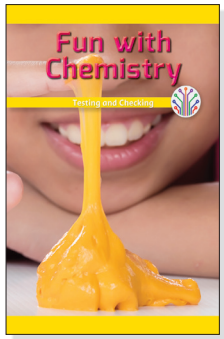
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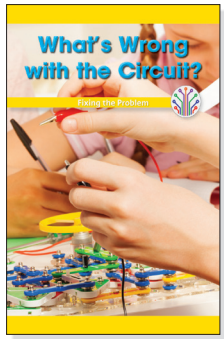


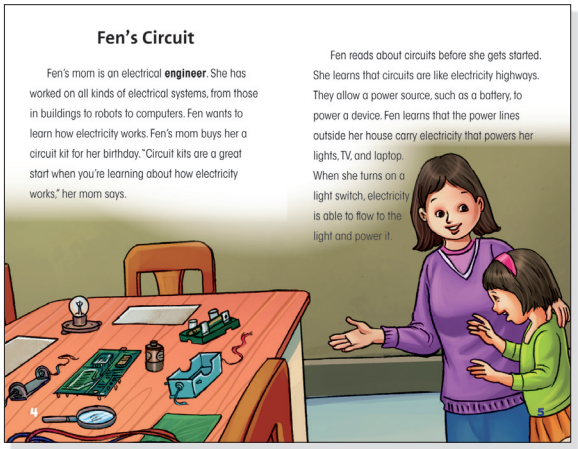


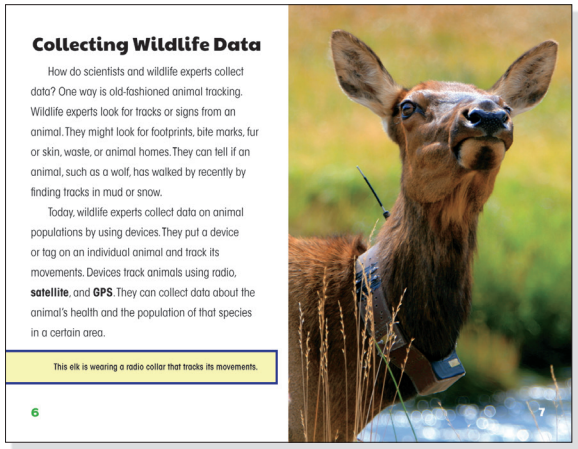












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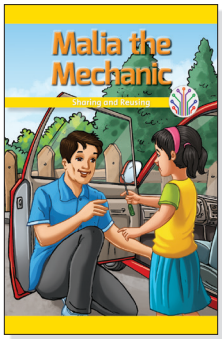
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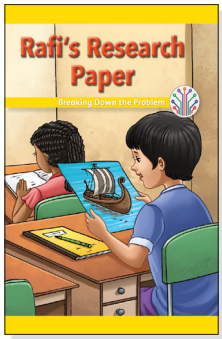
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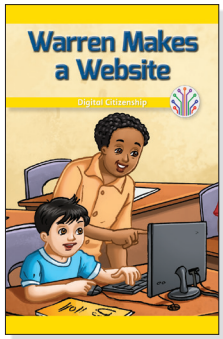
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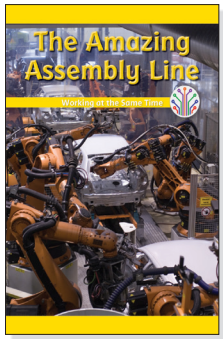
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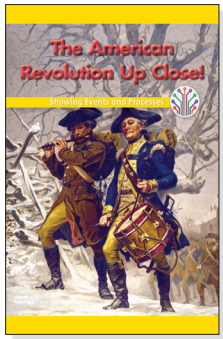


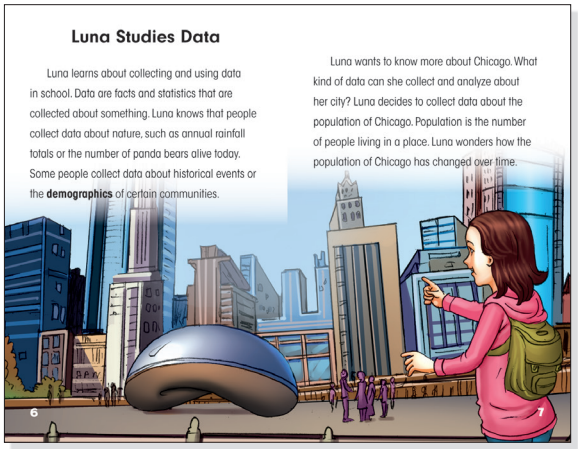


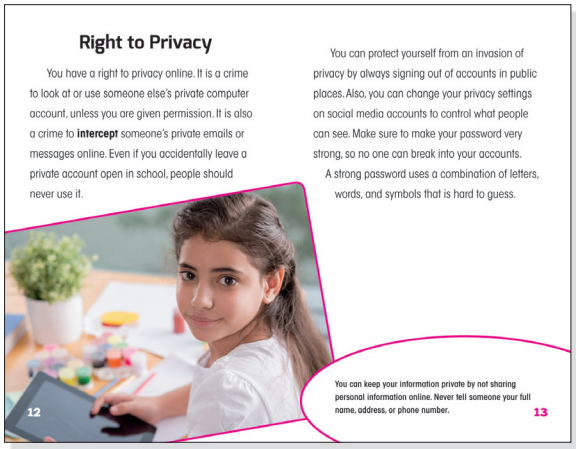












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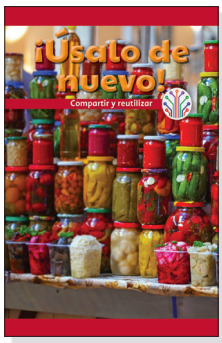
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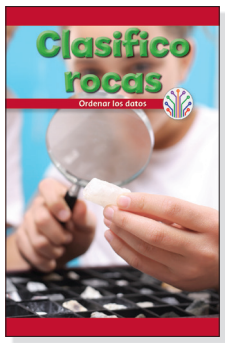
















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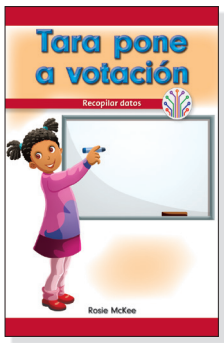
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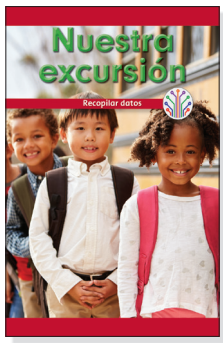
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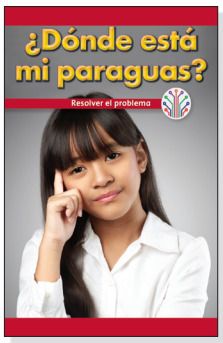
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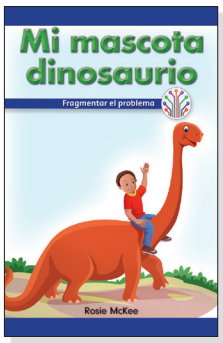
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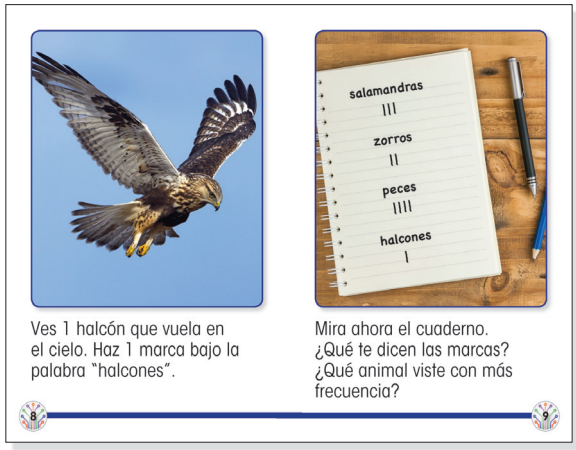












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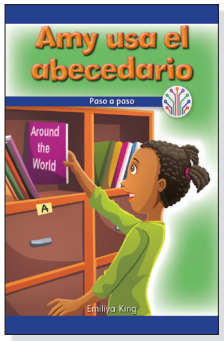
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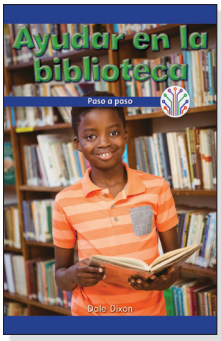
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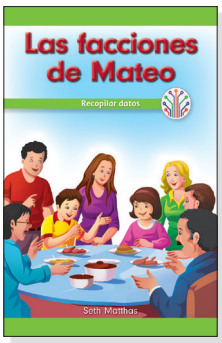
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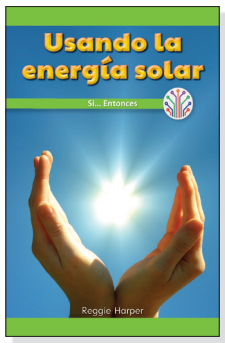


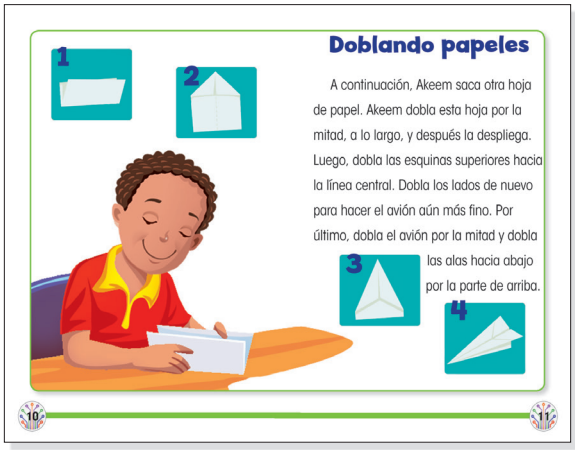














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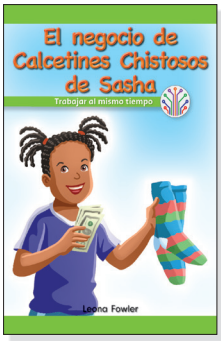
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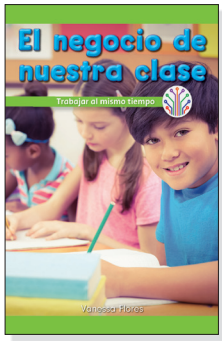
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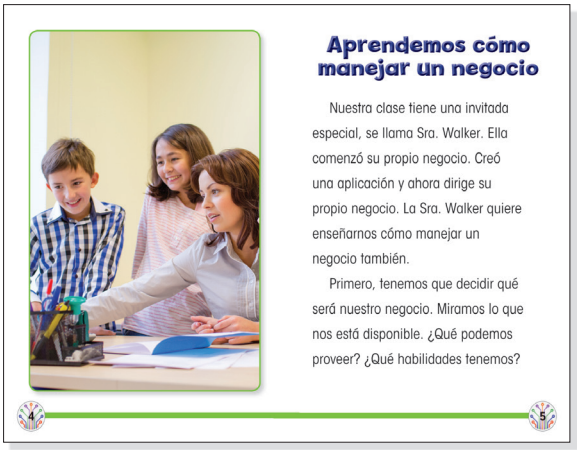












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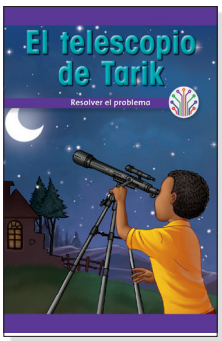
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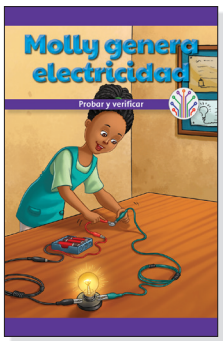
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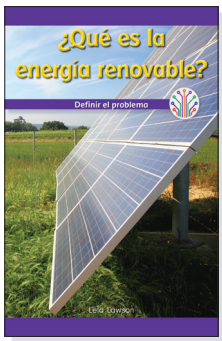
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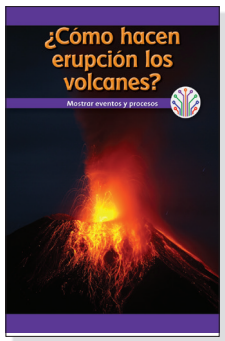
















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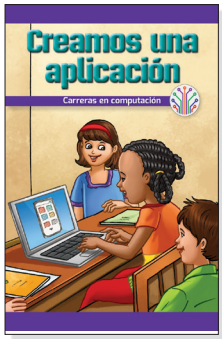
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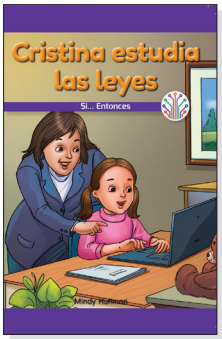
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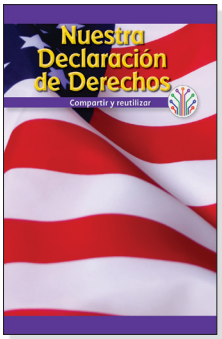
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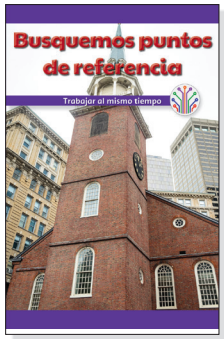




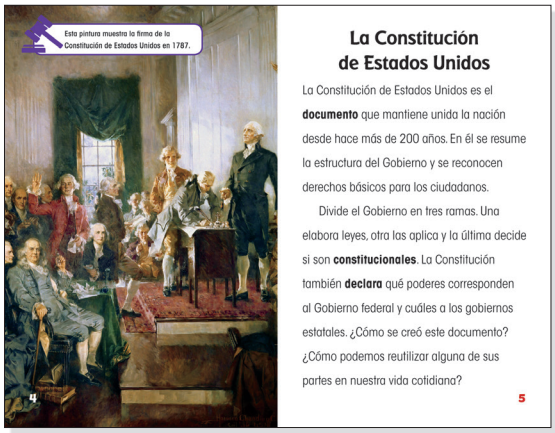












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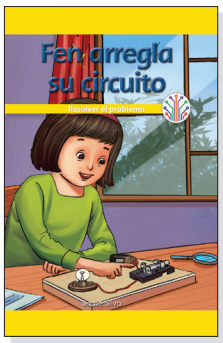
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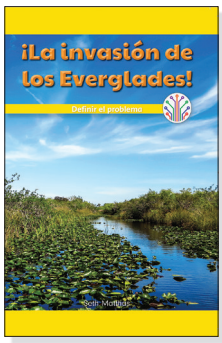
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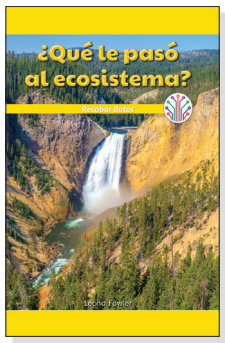
















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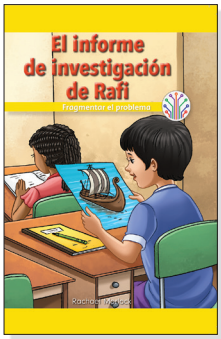
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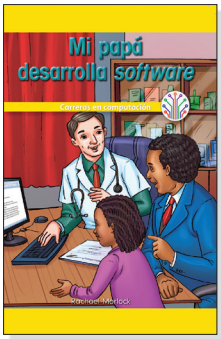
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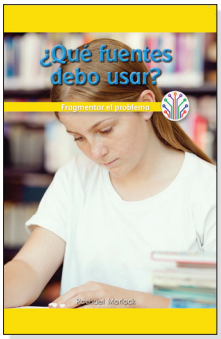
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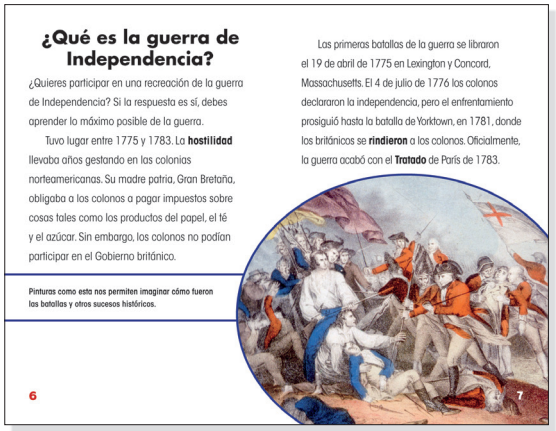












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Computer Science for the Real World
The Princess and Her Gems: Putting Data in Order

Instructional Guide

Vocabulary:
data
gem
organize
princess

Background Knowledge
Data organization is an important concept in computer science. Remind students that this is also a familiar concept used in daily life. The princess in this book puts her gems in order by color. By sorting her gems, the princess can tell how many of each kind of gem she has. The princess can also use the different kinds of gems for different purposes now that they are sorted. Ask students to think of a time when they also sorted objects by color, size, shape, or type. How did sorting those things help them? Answers may include sorting laundry, food, or shoes.

Text-Dependent Questions
Ask students questions based on the text. For example:

1. How many red gems did the princess have?
2. How many green gems did the princess have?
3. How many blue gems did the princess have?
4. Did the princess sort her gems by color or size?
5. Which pile had the most gems in it?

Whole Class Activity
Tell students: "Let's sort things into order." Give each child in the group a playing card from a standard deck of cards. Use just the number cards and the ace from the required number of suits depending on the number of children. Have the children hold the cards in front of them facing out. Work to gather the cards into groups by suit and/or color and then put them into order by number from smallest to largest. What different ways can the group come up with for putting data into order?

Independent Activity
Tell students: "The princess has many toys. What ways can you order the toys into different groups?" For example, they can order toys by color, size, shape, or type. Give the student a set of cards with pictures of different toys. Instruct students to order them by color, size, shape, or type.

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sendero

Conocimientos básicos
La depuración, o arreglo de un problema, es un importante concepto en la computación científica. Los programas de computadora no siempre funcionan como debieran. Los programadores tienen entonces que volver al programa para arreglar el problema. Recuérdeles a los alumnos que la depuración es también un concepto familiar utilizado en la vida cotidiana. El problema que se describe en este libro es que Li ha perdido su mitón. Li se da la vuelta para encontrarlo, igual que un programador volvería a un programa para arreglar sus bugs, sus errores. Pídales a los alumnos que piensen cuándo cometieron un error y tuvieron que volver atrás para arreglarlo. Por ejemplo, en un problema de matemáticas o en una receta. ¿Cómo lo hicieron?

Preguntas dependientes del texto

1. ¿Hace frío o calor?
2. ¿Qué perdió Li?
3. ¿Qué hace primero Li?
4. ¿Encuentra Li su mitón?

Actividad para toda la clase
Dígales a los alumnos: "Vamos a utilizar pajitas de las de beber para construir una torre". Los alumnos empezarán por poner dos pajitas paralelas, separadas por unas pulgadas. Luego superpondrán dos pajitas más colocándolas en perpendicular a las anteriores. Las cuatro pajitas formarán un

(Continúa en la contraportada)

cuadrado con una pequeña porción de pajita sobresaliendo en las esquinas. Pida a los alumnos que repitan estos pasos hasta que la torre alcance una determinada altura. En tanto que profesor, le corresponde poner a prueba este proyecto antes de elegir una meta de altura. Explique a los chicos que los diseños de ingeniería a menudo no funcionan perfectamente la primera vez y que a veces son necesarios muchos cambios antes de que lo hagan como es debido. Indique que este es el proceso que siguen inventores y programadores cuando intentan perfeccionar los productos para que puedan ayudar a la gente a mejorar sus vidas.

Actividad independiente
Entregue a cada alumno un pedazo de papel y un libro pequeño. Dígales a los chicos: "Utilicen el papel para que el libro no toque la mesa". Pueden servirse del papel y la cinta adhesiva, pero de nada más. Explíqueles cómo transformar el papel en distintos cuerpos tridimensionales que se sujetan de pie. Después déjeles experimentar con las formas. Lo más probable es que no lo logren a la primera, pero explique que la búsqueda del problema es el primer paso para encontrar la solución. La forma correcta de utilizar el papel es enrollarlo apretadamente, cerrarlo con la cinta y colocar el libro encima.

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COMPUTACIÓN CIENTÍFICA EN EL MUNDO REAL™

How Elementary Teachers Integrate Computer Science into Core Content

Classroom teachers have many competing demands on their instructional time. One way to teach students computer science competencies is to integrate with ELA, science, social studies, and math. Using leveled readers found in **Computer Science for the Real World**, teachers can provide students high-interest titles that build fluency and comprehension skills with the added bonus of correlating to the other core content areas.

Computer Science for the Real World is a multi-grade program of leveled paired fiction and nonfiction readings that gives students access to the content no matter their reading level. This allows students the ability to both understand the core concepts of computer science, computational thinking, and digital literacy while building fluency through story and informational texts.

Encourage students to use pre-reading strategies, such as exploring the texts to make predictions, asking questions about the books to build background knowledge, and becoming more familiar with text structures. Key vocabulary is provided through glossaries to assist students learning new words.

Every book provides mini-lesson ideas, under the heading Background Knowledge, providing additional context and guiding questions for the teacher to introduce the concept to students. Text Dependent Questions allow teachers to formatively assess a student's reading comprehension. After reading, students may participate in a discussion about their books such as: What is the book about? Was it too easy or too hard to read? What did you find interesting about it? What part of the book did you like most and least? Would you recommend this book to others? Why or why not? **Computer Science for the Real World** provides hundreds of "unplugged" Whole Class and Independent Student Activities that give opportunities for progress monitoring to reinforce and assess learning.

Computer Science for the Real World is perfect for classrooms that serve English Language Learners and Special Education and Gifted & Talented students. Each computer science competency is covered multiple times at various reading levels. This allows teachers to assign reading to students based on both the computer concept and their individual reading level.

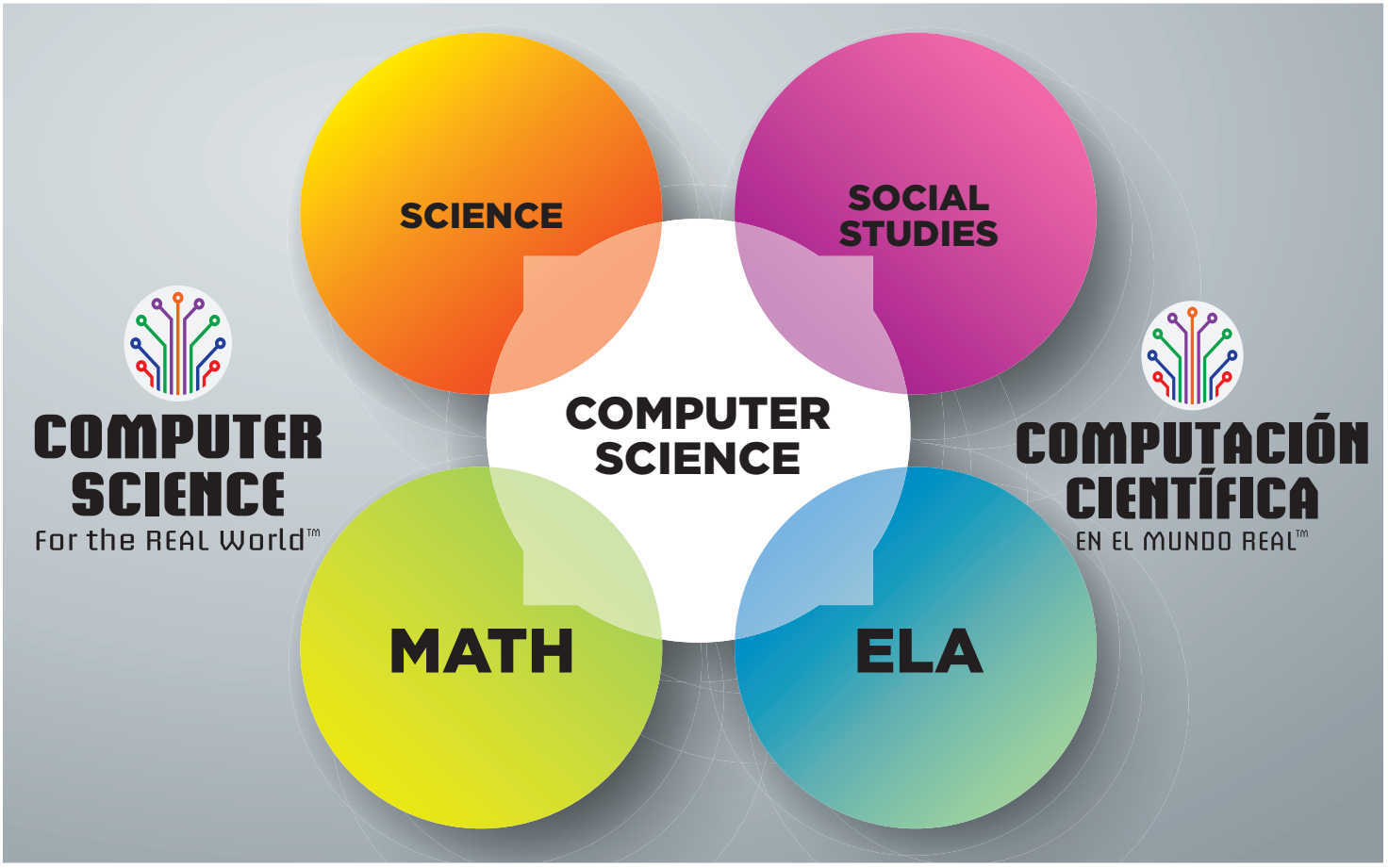
The chart below provides a sampling of how **Computer Science for the Real World** works across the core content areas:

Core Content Area	Sample Core Content Language	Sample Computer Science Language
English Language Arts	Reading, Speaking, Listening	Collaboration
Mathematics	Problem Solving	Computational Thinking
Science	Physical Properties of Matter	Data Organization (Sorting)
Social Studies	Importance of Rules and Laws	Digital Citizenship

COMPUTER SCIENCE For the REAL World™

Standards

Computer Science for the Real World aligns with the K-12 CS Framework, ISTE and CSTA standards, the state and national science and technology standards that apply to the Framework, and the state and national standards for English Language Arts, which focus on the reading of literature and informational texts, academic vocabulary, writing, speaking, listening, and problem solving. The C3 Framework for Social Studies, the Next Generation Science Standards, and the Principles and Standards for School Mathematics, developed by the NCTM, are also integrated into the program.







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