

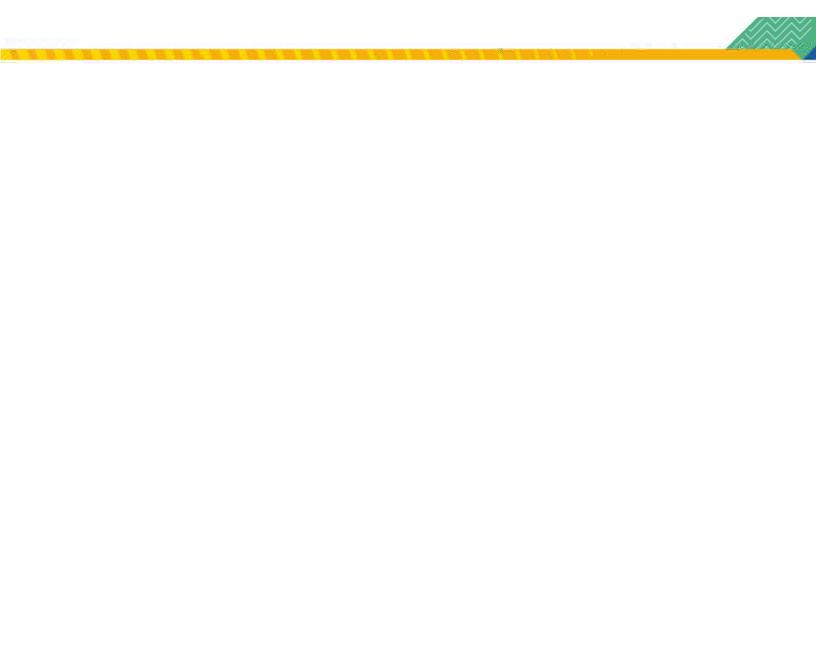
## K-12 Computer Science and Digital Fluency Learning Standards

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	IMPACTS OF CO	MPUTING
Society	K-1.IC.1 Identify and discuss how tasks are accomplished with and without computing technology.	Clarifying Statement Common tasks include sending a letter by email vs. post, taking a picture with a smart phone vs. camera, buying something with an app vs. with cash at a store.
Soc	K-1.IC.2 Identify and explain classroom and home rules related to computing technologies and digital information.	Clarifying Statement Rules could include when it's okay to use a device, what programs or apps are okay to use, how to treat the equipment, etc.
	K-1.IC.3 Identify computing technologies in the classroom, home and community.	Clarifying Statement The focus should be on recognizing familiar computing technologies that we use in our lives.
Ethics	K-1.IC.4 Identify public and private spaces in our daily lives.	Clarifying Statement T.04 2 >> BDC Q (T.0802 Tc 10.02 -0

	Computational	THINKING
Modeling and Simulation	K-1.CT.1 Identify and describe one or more patterns (found in nature or designed) and examine the patterns to find similarities and make predictions.	Clarifying Statement The emphasis is on identifying patterns and then making predictions based on the pattern.
Data Analysis and Visualization	K-1.CT.2 Identify different kinds of data that can be collected from everyday life.  K-1.CT.3	Clarifying Statement The emphasis is on understanding what is data and identifying different types of data, while exploring how data can be collected and sorted.  Clarifying Statement
Data and V	Identify ways to visualize data, and collaboratively create a visualization of data.	Ways to visualize data include tables, graphs, and charts.
Abstraction and Decomposition	K-1.CT.4 Identify a problem or task and discuss ways to break it into multiple smaller steps.	Clarifying Statement The focus is on identifying a complex (for the age group) task or problem to break apart into smaller steps. The focus should be on understanding why this process is helpful.
Abstra	K-1.CT.5 Recognize that the same task can be described at different levels of detail.	Clarifying Statement Instructions to perform a task can be given with more or less detail but still achieve the same result.
	<b>K-1.CT.6</b> Follow an algorithm to complete a task.	Clarifying Statement The task can be a familiar, daily activity or more abstract. Algorithms at this stage may be short, containing at least three steps, asrcyd.8()6f.2(s)0.T0 1 Tf
Algorithms And Programming		



	K-1.DL.1							Clarifying Statement						
	Identify and explore the keys on a keyboard.							The focus is on exploring physical and/or touchscreen keyboards, and for students to be able to identify specific keys such as arrow keys, enter, space bar, backspace.						
K-1.DL.2 Clarifying Statement														
Communicate and work with others using digital tools.					The focus should be on teaching students that people use digital tools to share									
ideas and work together. Com						atio								
							and o			ion s	hould	be wi	th tead	he
	K-1.DL.3						Clarifying Statement							
	Conduct a basic search based on a provided keyword.					The teacher will provide the keyword to								
						help students conduct basic searches								
							using	ј арр	ropri	ate t	ools.			
	K-1.DL.4													
	Use a least one	digital t	ool to	o cre	ate a									
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