

K-2 Crosswalk (CSTA Reviewer Todd Lash)

K-2 Final	Level 1A	K-2 Interim	Level 1A
1A-CS-01	Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.	1A-C-7-9	Identify and use software that controls computational devices (e.g., use an app to draw on the screen, use software to write a story or control robots).
1A-CS-02	Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).	1A-C-7-10	Use appropriate terminology in naming and describing the function of common computing devices and components (e.g., desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, printer).
1A-CS-03	Describe basic hardware and software problems using accurate terminology	1A-C-6-11	Identify, using accurate terminology, simple hardware and software problems that may occur during use (e.g., app or program not working as expected, no sound, device won't turn on).
1A-NI-04	Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access	1A-N-7-17	Use passwords to protect private information and discuss the effects of password misuse
1A-DA-05	Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data	1A-D-4-13	Use a computing device to store, search, retrieve, modify, and delete information and define the information stored as data.
1A-DA-06	Collect and present the same data in various visual formats	1A-D-7-12	Collect data over time and organize it in a chart or graph in order to make a prediction.
1A-DA-07	Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.	1A-D-4-14	Create a model of an object or process in order to identify patterns and essential elements (e.g., water cycle, butterfly life cycle, seasonal weather patterns).
1A-AP-08	Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks	1A-A-3-7	Construct and execute algorithms (sets of step-by-step instructions) that include sequencing and simple loops to accomplish a task, both independently and collaboratively, with or without a computing device.



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1A-AP-09	Model the way programs store and manipulate data by using numbers or other symbols to represent information.	A-A-4-4	Use numbers or other symbols to represent data (e.g., thumbs up/down for yes/no, color by number, arrows for direction, encoding/decoding a word using numbers or pictographs).
1A-AP-10	Develop programs with sequences and simple loops, to express ideas or address a problem.	1A-A-5-2	Construct programs, to accomplish a task or as a means of creative expression, which include sequencing, events, and simple loops, using a block-based visual programming language, both independently and collaboratively (e.g., pair programming).
1A-AP-11	Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.	1A-A-3-5	Decompose (break down) a larger problem into smaller sub-problems with teacher guidance or independently.
1A-AP-12	Develop plans that describe a program's sequence of events, goals, and expected outcomes.	1A-A-5-3	Plan and create a design document to illustrate thoughts, ideas, and stories in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).
1A-AP-13	Give attribution when using the ideas and creations of others while developing programs.	1A-A-7-1	Give credit when using code, music, or pictures (for example) that were created by others.
1A-AP-14	Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.	1A-A-6-8	Analyze and debug (fix) an algorithm that includes sequencing and simple loops, with or without a computing device.
1A-AP-15	Using correct terminology, describe steps taken and choices made during the iterative process of program development.	1A-N-2-16	Use computers or other computing devices to connect with people using a network (e.g., the Internet) to communicate, access, and share information as a class.
1A-IC-16	Compare how people live and work before and after the implementation or adoption of new computing technology.	1A-I-7-15	Compare and contrast examples of how computing technology has changed and improved the way people live, work, and interact.
1A-IC-17	Work respectfully and responsibly with others online		New



K-2 Final	Level 1A	K-2 Interim	Level 1A
1A-IC-18	Keep login information private, and log off of devices appropriately.		New
	Removed	1A-A-3-6	Categorize a group of items based on the attributes or actions of each item, with or without a computing device.



REVERSED TABLE

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1A-A-7-1	Give credit when using code, music, or pictures (for example) that were created by others.	1A-AP-13	Give attribution when using the ideas and creations of others while developing programs.
1A-A-5-2	Construct programs, to accomplish a task or as a means of creative expression, which include sequencing, events, and simple loops, using a block-based visual programming language, both independently and collaboratively (e.g., pair programming).	1A-AP-10	Develop programs with sequences and simple loops, to express ideas or address a problem.
1A-A-5-3	Plan and create a design document to illustrate thoughts, ideas, and stories in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).	1A-AP-12	Develop plans that describe a program's sequence of events, goals, and expected outcomes.
A-A-4-4	Use numbers or other symbols to represent data (e.g., thumbs up/down for yes/no, color by number, arrows for direction, encoding/decoding a word using numbers or pictographs).	1A-AP-09	Model the way programs store and manipulate data by using numbers or other symbols to represent information.
1A-A-3-5	Decompose (break down) a larger problem into smaller sub-problems with teacher guidance or independently.	1A-AP-11	Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.
1A-A-3-6	Categorize a group of items based on the attributes or actions of each item, with or without a computing device.		Removed
1A-A-3-7	Construct and execute algorithms (sets of step-by-step instructions) that include sequencing and simple loops to accomplish a task, both independently and collaboratively, with or without a computing device.	1A-AP-08	Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks
1A-A-6-8	Analyze and debug (fix) an algorithm that includes sequencing and simple loops, with or without a computing device.	1A-AP-14	Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.



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1A-C-7-10	Use appropriate terminology in naming and describing the function of common computing devices and components (e.g., desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, printer).	1A-CS-02	Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).
1A-C-6-11	Identify, using accurate terminology, simple hardware and software problems that may occur during use (e.g., app or program not working as expected, no sound, device won't turn on).	1A-CS-03	Describe basic hardware and software problems using accurate terminology
1A-D-7-12	Collect data over time and organize it in a chart or graph in order to make a prediction.	1A-DA-06	Collect and present the same data in various visual formats
1A-D-4-13	Use a computing device to store, search, retrieve, modify, and delete information and define the information stored as data.	1A-DA-05	Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data
1A-D-4-14	Create a model of an object or process in order to identify patterns and essential elements (e.g., water cycle, butterfly life cycle, seasonal weather patterns).	1A-DA-07	Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.
1A-I-7-15	Compare and contrast examples of how computing technology has changed and improved the way people live, work, and interact.	1A-IC-16	Compare how people live and work before and after the implementation or adoption of new computing technology.
	New	1A-AP-15	Using correct terminology, describe steps taken and choices made during the iterative process of program development.
1A-N-2-16	Use computers or other computing devices to connect with people using a network (e.g., the Internet) to communicate, access, and share information as a class.		Removed



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	New	1A-IC-18	Keep login information private, and log off of devices appropriately.
	New	1A-IC-17	Work respectfully and responsibly with others online



K-2 CSTA Standards

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1A-AP-08	Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks
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1A-AP-15	Using correct terminology, describe steps taken and choices made during the iterative process of program development.
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1A-IC-17	Work respectfully and responsibly with others online
1A-IC-18	Keep login information private, and log off of devices appropriately.

