

Grades K-2 Computer Science Performance Standards	Standard description	Passwords and Online Security	Online Privacy	Netiquette	Cyberbullying	What is Internet?	Browsers and Search Engines	Communication	Technology Through Time	Hardware	Software	Hardware - Bonus	Data	Data and Charts	* CodeMonkey Curriculum
Computing Systems															
Devices															
Kindergarten															
CS.D.K.a	With guidance, identify and label commonly used devices and their components, explaining their connection to different tasks, to perform a variety of tasks.					•			•	•	•	•			
Grade 1															
CS.D.1.a	Operate commonly used devices and their components to perform a variety of tasks.							•					•		
Grade 2															
CS.D.2.a	Select and operate commonly used devices to perform a variety of tasks.									•	•				
Hardware & Software															
Kindergarten															
CS.HS.K.a	With guidance and support, identify and use hardware and software necessary for accomplishing a task.											•	•		
Grade 1															
CS.HS.1.a	With guidance, describe and use hardware and software necessary for accomplishing a task.											•	•		
Grade 2															
CS.HS.2.a	Select and use hardware and software necessary for accomplishing a task.										•	•	•		

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Troubleshooting															
Kindergarten															
CS.T.K.a	With guidance and support, use problem-solving strategies to troubleshoot a problem.														
Grade 1															
CS.T.1.a	With guidance, use problem solving strategies to troubleshoot a problem														
Grade 2															
CS.T.2.a	Use problem solving strategies to troubleshoot a problem.														
Networks and the Internet															
Networking															
Kindergarten															
NI.N.K.a	With guidance and support, create a list of ways information can be shared electronically to gain a deeper understanding of how information is transmitted (e.g., email, social media).					•		•							
Grade 1															
NI.N.1.a	Create a list of ways information can be shared electronically to gain a deeper understanding of how information is transmitted (e.g., email, social media).					•		•							
NI.N.1.b	Recognize that computing devices can be connected to retrieve information from the global community.					•		•							
Grade 2															
NI.N.2.a	Describe how information can be communicated electronically to gain a deeper understanding of how information is transmitted (e.g., email, social media).					•		•							

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Grade 1															
NI.IOT.1.a	Identify what smart devices are and how they connect to the internet					•									
NI.IOT.1.b	Recognize how devices connect and exchange data over the internet to demonstrate how information is shared.					•									
Grade 2															
NI.IOT.2.a	With guidance and support, explain how devices connect and exchange data over different environments to explore how information is shared.					•									
Data and Analysis															
Data Collection and Storage															
Kindergarten															
DA.DCS.K.a	Identify data to collect and sort.												•	•	
DA.DCS.K.b	With guidance and support, demonstrate how data can be collected and stored in a variety of ways.												•	•	
Grade 1															
DA.DCS.1.a	With guidance, collect and organize data to retrieve for later use.												•	•	
DA.DCS.1.b	With guidance, demonstrate how data can be collected and stored in a variety of ways.												•	•	
Grade 2															
DA.DCS.2.a	Collect and organize data to store, retrieve and modify												•	•	
DA.DCS.2.b	Manipulate data to perform various tasks.												•	•	

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Visualization and Communication															
Kindergarten															
DA.VC.K.a	With guidance, organize and present data in various formats to make observations.														
Grade 1															
DA.VC.1.a	Organize and present data in various formats to make observations.														
Grade 2															
DA.VC.2.a	Organize, analyze and present data in various formats.														
Inference and Modeling															
Kindergarten															
DA.IM.K.a	With guidance, create a model of an object or process to identify patterns.														
Grade 1															
DA.IM.1.a	Create and explain a model of an object or process that includes patterns and key elements.														
Grade 2															
DA.IM.2.a	Interpret and analyze data, graphs, models or charts.														
Algorithmic Thinking and Programming															
Algorithms															
Kindergarten															
ATP.A.K.a	With guidance and support, model a real-world process by constructing and following step-by-step directions (i.e., algorithms) to complete tasks.														•

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Grade 1															
ATP.A.1.a	With guidance, model a real-world process by constructing and following step-by-step directions (i.e., algorithms) to complete tasks.														•
Grade 2															
ATP.A.2.a	Model a real-world process by constructing and following step-by-step instructions (i.e., algorithms) to complete tasks.														•
Variables and Data Representation															
Kindergarten															
ATP.VDR.K.a	Recognize that a group of items (e.g., numbers, symbols or pictures) can be used to represent data.												•		
Grade 1															
ATP.VDR.1.a	Categorize a group of items (e.g., numbers, symbols or pictures) based on the attributes or actions of each item, with or without a computing device.													•	
Grade 2															
ATP.VDR.2.a	Construct a model that shows the way programs store and manipulate data by using numbers or other symbols to represent information.														
Control Structures															
Kindergarten															
ATP.CS.1.a	With guidance, model a sequence of instructions (i.e., program) that includes repetition (i.e., loops) to solve a problem or express ideas.														•
Grade 2															
ATP.CS.2.a	Develop a program that uses sequencing and repetition (i.e., loops) to solve a problem or express ideas.														•

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Modularity															
Grade 1															
ATP.M.1.a	With guidance, break down (i.e., decompose) a series of steps and separate the necessary from the unnecessary steps to create a precise sequence of instructions to solve a problem or express an idea.														•
Grade 2															
ATP.M.2.a	Break down (i.e., decompose) a series of steps and separate the necessary from the unnecessary steps to create a precise sequence of instructions to solve a problem or express an idea.														•
Program Development															
Kindergarten															
ATP.PD.K.a	With guidance and support, plan or create an artifact to illustrate thoughts, ideas and problems in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).														•
Grade 1															
ATP.PD.1.a	With guidance, plan and create an artifact to illustrate thoughts, ideas and problems in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).														•
ATP.PD.1.b	With guidance, identify and fix (i.e., debug) a multi-step process that includes sequencing.														•
Grade 2															
ATP.PD.2.a	Plan and create an artifact to illustrate thoughts, ideas and problems in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).														•

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Representation & Reasoning															
Grade 1															
AI.RR.1.a	Use a decision tree to make a decision.														
AI.RR.2.a	With guidance and support, create a simple decision tree (conditionals) to create a pathway for decisions.														
Machine Learning															
Grade 1															
AI.ML.1.a	With guidance and support, discuss how a classifier recognizes drawings to gain an understanding of how machine learning works.														
Grade 2															
AI.ML.2.a	Use a classifier that recognizes drawings and discuss how the program knows what they are drawing.														
Natural Interactions															
Grade 1															
AI.NI.1.a	Using recognition software, identify attributes that computers use for identification to explain how computers recognize humans.														
Grade 2															
AI.NI.2.a	List possible attributions computers can use to distinguish humans from each other by comparing these attributions.														
Societal Impacts															
Kindergarten															
AI.SI.K.a	With guidance and support , locate AI applications used in daily life to understand how humans use AI.														

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AI.SI.K.b	Discuss if artificial intelligence is good or bad (see impacts of computing).														
Grade 1															
AI.SI.1.a	Identify AI applications that are used in daily lives to predict AI use in the future.														
AI.SI.1.b	Discuss if computers and other technology are good or bad to create a working construct.														
Grade 2															
AI.SI.2.a	To determine how AI can help in daily life, group applications used into two categories: "AI" and "Not AI."														
AI.SI.2.b	Discuss AI and how it can be used for good or bad to discuss the ethical use of AI.														
Impacts of Computing															
Culture															
Kindergarten															
IC.Cu.K.a	With guidance and support, identify technologies that impact one's own everyday life.					•	•	•	•	•	•	•	•		
C.Cu.K.b	With guidance and support, recognize different ways computing devices are used regularly to understand technology's impact on one's own daily life.					•	•	•	•	•	•	•	•		
Grade 1															
IC.Cu.1.a	Discuss different technologies and their impact on everyday life.								•						

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IC.Cu.1.b	Identify how people use and are impacted by many types of technologies in their daily work and personal lives.								•						
Grade 2															
IC.Cu.2.a	Compare and contrast how the use of technology has changed to understand its impact on everyday life.								•						
IC.Cu.2.b	Describe the ways people use technologies in their daily work and personal lives to understand technology's impact on one's community.								•						
Social Interactions															
Kindergarten															
IC.SI.K.a	With guidance and support, identify and use safe and responsible behaviors concerning information and technology.	•	•	•	•										
Grade 1															
IC.SI.1.a	With guidance, describe safe and responsible behaviors for the use of information and technology.	•	•	•	•										
Grade 2															
IC.SI.2.a	Compare and contrast safe and responsible behaviors to those that are not when using information and technology.	•	•	•	•										
Safety, Law and Ethics															
Kindergarten															
IC.SLE.K.a	With guidance, discuss appropriate uses of technology to support informed decisions.						•								

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IC.SLE.K.b	With guidance and support, discuss examples of appropriate and inappropriate behavior online, including cyberbullying, and the steps to keep yourself and others safe and out of harm's way	•	•	•	•										
Grade 1															
IC.SLE.1.a	With guidance, discuss appropriate and ethical uses of technology to guide informed decisions.			•	•										
IC.SLE.1.b	Discuss examples of appropriate and inappropriate behavior online, including cyberbullying, and the steps to keep yourself and others safe and out of harm's way.	•	•	•	•										
Grade 2															
IC.SLE.2.a	Discuss appropriate and ethical uses of technology to guide informed decisions.			•	•										
IC.SLE.2.b	Compare and contrast appropriate and inappropriate behavior online, including cyberbullying, and the steps to keep yourself and others safe and out of harm's way.	•	•	•	•										

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