Arizona Computer Science Standards Revision Working Group

August 28, 2018

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Introductions

- Karl Griffor
  - Consultant
- Sarah Sleasman
  - Director of Science and STEM
- Jonathan Moore, Ed. D.
  - Deputy Associate Superintendent

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Today we will…

- ❑ Finish technical comments
- ❑ Review/modify front matter
- ❑ Ensure that all our work is captured properly

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Housekeeping

1. Sign in
2. Parking validation
3. Restrooms
4. Breaks/Lunch
5. Sign forms – All members

Cell phones should only be used during breaks and lunch. If you need to take a call, please go to the break room. Please check text and email only during break due to non-disclosure.

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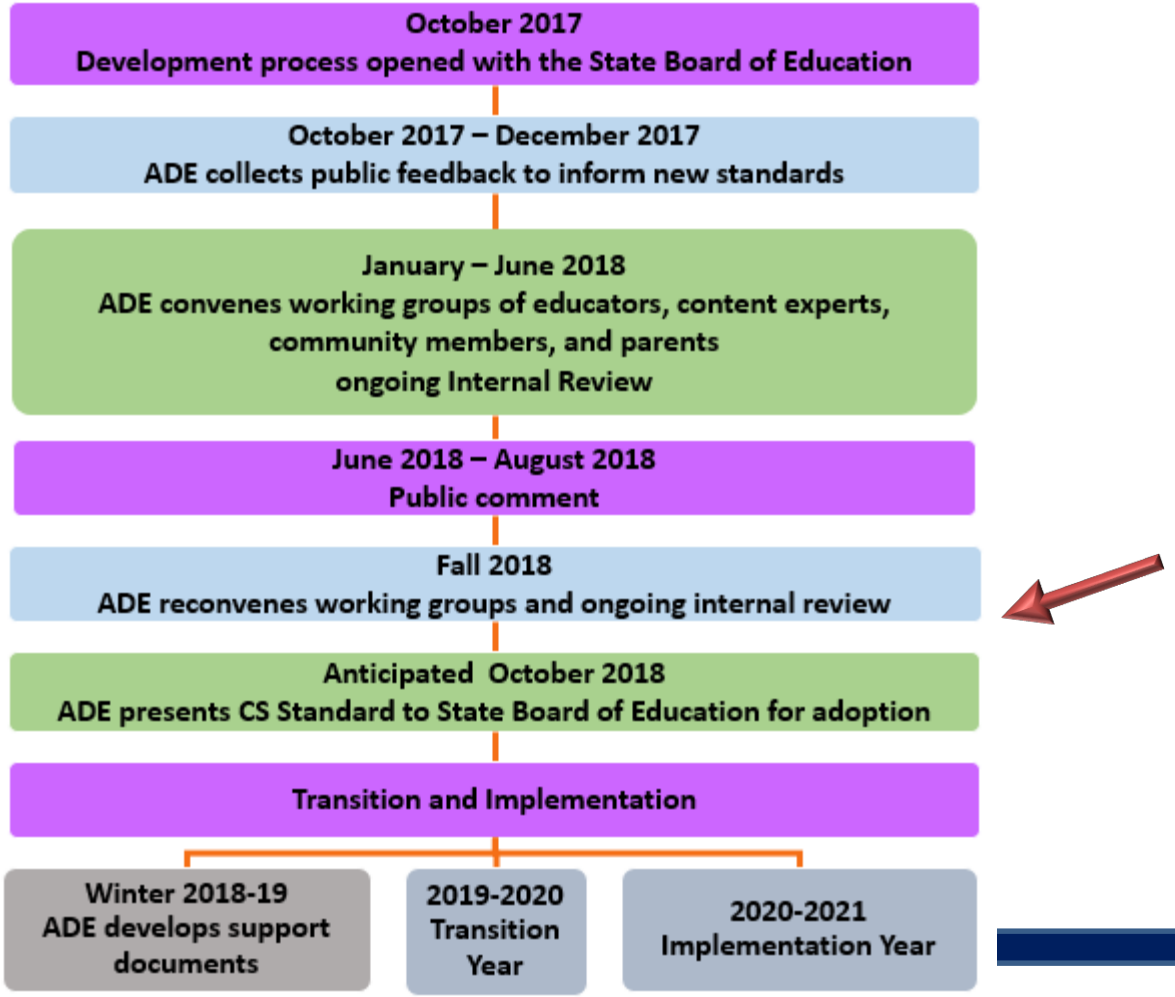
Introductions

Introduce yourself by telling everyone in the group:

1. Your name
2. Your school/district
3. Your current position

Biggest Thank You!

Computer Science Standard Revision and Implementation Timeline



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Working Group Norms

- Actively engage in all discussions
- Be open-minded
- Have an attitude that fosters collaboration, agreement, and consensus
- Be mindful of timelines and scope of work
- **Cell phone/email checks are limited to breaks**

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Standards, Curriculum, & Instruction

Standards – What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

This is the "WHAT"

Standards, Curriculum, & Instruction

Curriculum – The resources used for teaching and learning the standards. **Curricula are adopted at a local level by districts and schools**.

Instruction – The methods used by teachers to teach their students. **Instructional techniques are employed by individual teachers** in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

This is the "HOW"

Today's Tasks

Reminder:

Keep in mind our work product is public record.

Group Scope of Work

- K-2: Content/Grade level changes-attention focused to content type changes before formatting
- 3-5: Content/Grade level changes, assist K-2 when complete
- MS: Content/Grade level changes, read through/revise front matter (collaborate with HS on front matter)
- HS: Content/Grade level changes, read through/revise front matter (collaborate with MS on front matter)

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Today's Tasks-Tech Review

Technical reviewer comment-Lindsey

- K.NI.C.1: "2.NI.C.1: "*They should appropriately use and protect the passwords they are required to use."* Same feedback as for the standard in K and 1. What does "appropriate use" look like at second grade? This clarification will help teachers greatly."

Concept: Networks and the Internet (NI)

Subconcept: Cybersecurity (C)	
2.NI.C.1	**Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access.** *Connecting devices to a network or the Internet provides great benefit, care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access. This is an essential first step in learning about cybersecurity. They should appropriately use and protect the passwords they are required to use. Usernames and passwords, such as those on computing devices or Wi-Fi networks, provide a way of authenticating a user's identity.* *Practice(s):* Communicating About Computing: 7.2
Subconcept: Network, Communication, and Organization (NCO)	

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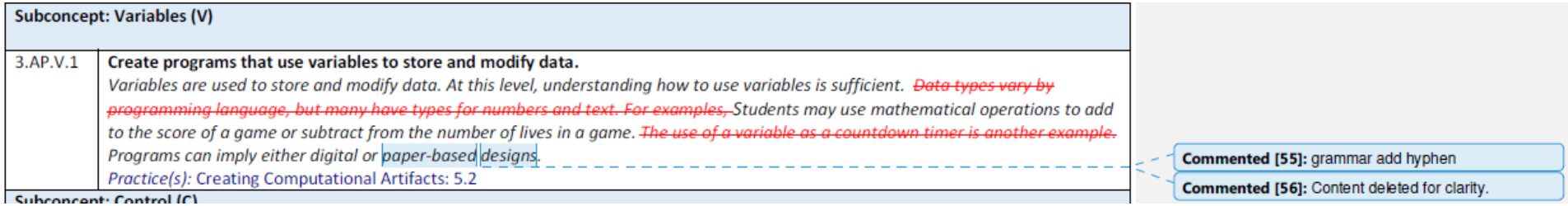
Commented [40]: Add: For example, students learn to not share passwords and not use anyone else's password.

Today's Tasks-Tech Review



Subconcept: Variables (V)	
3.AP.V.1	**Create programs that use variables to store and modify data.** *Variables are used to store and modify data. At this level, understanding how to use variables is sufficient.* ~~*Data types vary by programming language, but many have types for numbers and text. For examples,*~~ *Students may use mathematical operations to add to the score of a game or subtract from the number of lives in a game.* ~~*The use of a variable as a countdown timer is another example.*~~ *Programs can imply either digital or paper-based designs.* *Practice(s):* Creating Computational Artifacts: 5.2
Subconcept: Control (C)	

Commented [55]: grammar add hyphen

Commented [56]: Content deleted for clarity.

When adding text/matter-please use blue font. Example: I'm adding this

When deleting text/matter-please use red font with a strikethrough. Example: ~~I'm deleting this~~

If you see material in green font, it is changes made by consultant (Karl).

If you see material in purple font, it is changes made by ADE (Jonathan or Sarah).

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Final Thoughts