

High School Robotics - Year 1

Computational Thinking and Problem Solving

1 Students will analyze and utilize problem-solving strategies.

- 1 Leverage problem-solving strategies to solve problems of level-appropriate complexity [CSRB.Y1.1.1](#)
 - 2 Analyze and utilize multiple representations of problem-solving logic used to solve problems of appropriate complexity [CSRB.Y1.1.2](#)
 - 3 Analyze and utilize collaborative methods in problem solving of level-appropriate complexity [CSRB.Y1.1.3](#)
 - 4 Analyze and utilize level-appropriate troubleshooting strategies for hardware and software issues [CSRB.Y1.1.4](#)
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2 Students will analyze and utilize connections between concepts of mathematics and computer science.

- 1 Interpret relational and logical expressions of level-appropriate complexity using comparison and Boolean operators [CSRB.Y1.2.1](#)
 - 2 Classify the types of information that can be stored as variables and analyze the appropriateness of each (e.g., Booleans, characters, integers, floating points, strings) [CSRB.Y1.2.2](#)
 - 3 Analyze how computer science concepts relate to the field of mathematics [CSRB.Y1.2.3](#)
 - 4 Discuss and apply concepts of abstraction [CSRB.Y1.2.4](#)
 - 5 Perform operations of level-appropriate complexity with binary, decimal, and hexadecimal numbers [CSRB.Y1.2.5](#)
 - 6 Demonstrate operator precedence in expressions and statements [CSRB.Y1.2.6](#)
 - 7 This standard is not specifically required until Year 2 [CSRB.Y1.2.7](#)
 - 8 This standard is not specifically required until Year 2 [CSRB.Y1.2.8](#)
 - 9 This standard is not specifically required until Year 2 [CSRB.Y1.2.9](#)
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Data, Information, and Security

3 Students will analyze and utilize data through the use of computing devices.

- 1 Define, store, access, and manipulate levelappropriate data (e.g., primitive, linear) [CSRB.Y1.3.1](#)
 - 2 Define and discuss different examples of levelappropriate quantitative and qualitative data [CSRB.Y1.3.2](#)
 - 3 This standard is not specifically required until Year 2 [CSRB.Y1.3.3](#)
 - 4 Analyze, utilize, and visually represent levelappropriate data [CSRB.Y1.3.4](#)
 - 5 CSRB.Y1.3.5 Perform level-appropriate data analysis using computing tools [CSRB.Y1.3.5](#)
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4 Students will analyze and utilize concepts of cybersecurity.

- 1 Identify the five pillars of cybersecurity and evaluate the relevance of each pillar to computer science concepts [CSRB.Y1.4.1](#)
 - 2 Research and describe different roles within the hacking community (e.g., white hat, black hat, gray hat hacking), including positive and negative motivations, significant impacts, and social stereotypes [CSRB.Y1.4.2](#)
 - 3 Research and describe the impacts of ransomware, trojans, viruses, and other malware [CSRB.Y1.4.3](#)
 - 4 Explain implications related to identification and responsible reporting of a vulnerability versus exploitation [CSRB.Y1.4.4](#)
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Algorithms and Programs

5 Students will create, evaluate, and modify algorithms.

- 1 Design and implement level-appropriate algorithms that use iteration, selection, and sequence [CSRB.Y1.5.1](#)
- 2 Illustrate the flow of execution of algorithms in levelappropriate programs including branching and looping [CSRB.Y1.5.2](#)
- 3 Evaluate the qualities of level-appropriate studentcreated and non-student-created algorithms [CSRB.Y1.5.3](#)
- 4 Use a systematic approach to detect and resolve errors in a given algorithm [CSRB.Y1.5.4](#)

6 Students will create programs to solve problems.

- 1 Create programs using procedures to solve problems of level-appropriate complexity [CSRB.Y1.6.1](#)
 - 2 Discuss and apply best practices of program design and format (e.g., descriptive names, documentation, indentation, user experience design, whitespace) [CSRB.Y1.6.2](#)
 - 3 Determine the scope and state of variables declared in procedures and control structures over time [CSRB.Y1.6.3](#)
 - 4 Create programs of level-appropriate complexity that read from standard input, write to standard output, read from a file, write to a file, and append to a file [CSRB.Y1.6.4](#)
 - 5 Use a systematic approach to detect logic, runtime, and syntax errors within a program [CSRB.Y1.6.5](#)
 - 6 This standard is not specifically required until Year 2 [CSRB.Y1.6.6](#)
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Computers and Communications

7 Students will analyze the utilization of computers within industry.

- 1 Identify hardware and software specific to carrying out the mission of regional industries [CSRB.Y1.7.1](#)
 - 2 Research advancing and emerging technologies (e.g., artificially intelligent agents, blockchain, extended reality, Internet of Things (IoT), machine learning, robotics) [CSRB.Y1.7.2](#)
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8 Students will analyze communication methods and systems used to transmit information among computing devices.

- 1 Utilize the command line to accomplish common network troubleshooting tasks at an introductory level [CSRB.Y1.8.1](#)
- 2 Research and describe common networking concepts at an introductory level [CSRB.Y1.8.2](#)
- 3 Research and describe modems, network interface cards, routers (e.g., consumer, industrial), switches, and wireless access points, and identify their purposes within a network [CSRB.Y1.8.3](#)
- 4 Describe the importance of creating and using common rules for communication and the utilization of common network protocols including the relationship between client and server [CSRB.Y1.8.4](#)

9 Students will utilize appropriate hardware and software.

- 1 Compare and contrast computer programming paradigms (e.g., functional, imperative, objectoriented) [CSRB.Y1.9.1](#)
 - 2 Research, describe, and utilize at an appropriate level: [CSRB.Y1.9.2](#)
 - a debugging strategies [CSRB.Y1.9.2.A](#)
 - b integrated development environments (IDE) [CSRB.Y1.9.2.B](#)
 - c source-code editors [CSRB.Y1.9.2.C](#)
 - d version control strategies [CSRB.Y1.9.2.D](#)
 - 3 Classify layers of software (e.g., applications, drivers, firmware, operating systems) utilized within various platforms (e.g., Android, ChromeOS, iOS, Linux, macOS, Windows) [CSRB.Y1.9.3](#)
 - 4 Identify and describe the purpose of hardware components within various personal computing platforms [CSRB.Y1.9.4](#)
 - 5 This standard is not specifically required until Year 2 [CSRB.Y1.9.5](#)
 - 6 This standard is not specifically required until Year 2 [CSRB.Y1.9.6](#)
 - 7 This standard is not specifically required until Year 2 [CSRB.Y1.9.7](#)
 - 8 This standard is not specifically required until Year 2 [CSRB.Y1.9.8](#)
 - 9 This standard is not specifically required until Year 2 [CSRB.Y1.9.9](#)
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Professionalism and Impacts of Computing

10 Students will analyze the impacts of technology and professionalism within the computing community.

- 1 Research and describe the risks and risk mitigation strategies associated with the utilization and implementation of social media and other digital technology implications [CSRB.Y1.10.1](#)
- 2 This standard is not specifically required until Year 2 [CSRB.Y1.10.2](#)
- 3 Research and describe the potential benefits associated with the utilization and implementation of social media and other digital technologies [CSRB.Y1.10.3](#)
- 4 Research and describe the relationship between access and security (e.g., active and passive data, convenience, data mining, digital marketing, online wallets, privacy, theft of personal information) [CSRB.Y1.10.4](#)
- 5 This standard is not specifically required until Year 2 [CSRB.Y1.10.5](#)
- 6 Research the history of computing devices and their impact on society [CSRB.Y1.10.6](#)
- 7 Research and identify diverse careers and career opportunities (e.g., accessibility, availability, demand) that are influenced by computer science and the technical and soft skills needed for each [CSRB.Y1.10.7](#)
- 8 This standard is not specifically required until Year 2 [CSRB.Y1.10.8](#)
- 9 This standard is not specifically required until Year 2 [CSRB.Y1.10.9](#)
- 10 This standard is not specifically required until Year 2 [CSRB.Y1.10.10](#)

11 Students will demonstrate understanding of storytelling with data and appropriately communicate about technical information.

- 1 Communicate basic technical information effectively to diverse audiences including, but not limited to, non-technical audience members [CSRB.Y1.11.1](#)
- 2 Describe and utilize the concepts of storytelling with data [CSRB.Y1.11.2](#)
- 3 Describe the following common types of data bias: [CSRB.Y1.11.3](#)
 - a confirmation bias [CSRB.Y1.11.3.A](#)
 - b confounding variables [CSRB.Y1.11.3.B](#)
 - c outliers [CSRB.Y1.11.3.C](#)
 - d overfitting/underfitting [CSRB.Y1.11.3.D](#)
 - e selection bias [CSRB.Y1.11.3.E](#)
- 4 Compare and contrast causation and correlation [CSRB.Y1.11.4](#)
- 5 Compare and contrast interpreting data, inferring using data, and implicating with data [CSRB.Y1.11.5](#)
- 6 This standard is not specifically required until Year 2 [CSRB.Y1.11.6](#)