Skill Struck’s alignment to

Florida’s Introduction to Computer Science 1 (#5002010)

Legend

✅ = Standard aligned

🔷 = Not currently aligned

Standard	Status
SC.K2.CS-CC.1.1 Identify a variety of digital tools used for communication and collaboration (e.g., online library catalogs and databases).	✅
SC.K2.CS-CC.1.2 Conduct basic keyword searches, and exchange information and feedback with teachers and other students (e.g., e-mail and text messaging).	🔷
SC.K2.CS-CC.1.3 Collaborate and cooperate with peers, teachers, and others using technology to solve problems.	✅
SC.K2.CS-CC.1.4: Provide and accept constructive criticism on a collaborative project.	✅
SC.K2.CS-CP.1.1	✅

Identify different kinds of data (e.g., text, charts, graphs, numbers, pictures, audio, video, and collections of objects).	
SC.K2.CS-CP.1.2 Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging).	✅
SC.K2.CS-CP.1.3 Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.	✅
SC.K2.CS-CP.1.4 Create data visualizations (e.g., charts and infographics), individually and collaboratively.	✅
SC.K2.CS-CP.2.1 Define a computer program as a set of commands created by people to do something.	✅
SC.K2.CS-CP.2.2 Perform a simple task (e.g., making a sandwich and brushing teeth) breaking it into small steps.	✅
SC.K2.CS-CP.2.3 Explain that computers only follow the program's instructions.	✅
SC.K2.CS-CP.2.4 Construct a simple program using tools that do not require a textual programming language (e.g. block-based programming language).	✅
SC.K2.CS-CP.3.1 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	✅
SC.K2.CS-CP.3.2 Prepare a simple presentation of digital products and applications.	🔷

SC.K2.CS-CS.1.1 Define simulation and identify the concepts illustrated by a simple simulation (e.g., growth, human health, and the butterfly life cycle).	✅
SC.K2.CS-CS.1.2 Describe how models and simulations can be used to solve real-world issues in science and engineering.	✅
SC.K2.CS-CS.1.3 Describe how models represent a real-life system (e.g., globe or map).	✅
SC.K2.CS-CS.1.4 Solve questions individually and collaboratively using models.	✅
SC.K2.CS-CS.2.1 Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.	✅
SC.K2.CS-CS.2.2 Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e., computational thinking).	✅
SC.K2.CS-CS.2.3 Solve real-life issues in science and engineering using computational thinking.	🔷
SC.K2.CS-CS.2.4 Define an algorithm as a sequence of defined steps.	✅
SC.K2.CS-CS.2.5 Create a simple algorithm, individually and collaboratively, without using computers to complete the task (e.g., making a sandwich, getting ready for school).	✅
SC.K2.CS-CS.2.6 Illustrate thoughts, ideas, and stories in a step-by-step manner using	✅

writing tools, digital cameras, and drawing tools.	
SC.K2.CS-CS.2.7 Develop and present an algorithm using tangible materials.	✅
SC.K2.CS-CS.2.8 Gather and organize information using concept-mapping tools.	✅
SC.K2.CS-CS.3.1 Create a digital artifact (independently and collaboratively) that clearly expresses thoughts and ideas.	✅
SC.K2.CS-CS.3.2 Create, review, and revise artifacts that include text, images, and audio using digital tools.	✅
SC.K2.CS-CS.4.1 Recognize different kinds of computing devices in the classroom and other places (e.g., laptops, tablets, smartphones, desktops, printers).	✅
SC.K2.CS-CS.4.2 Recognize and operate different types of computers, applications, and peripherals (e.g., use input/output devices such as a mouse, keyboard, or touch screen; find, navigate, launch a program).	✅
SC.K2.CS-CS.4.3 Explain that a computer program is running when a program or command is executed.	✅
SC.K2.CS-CS.6.1 Identify tasks that are made easier because of computers.	✅
SC.K2.CS-PC.1.1 Demonstrate proper care for electronic devices (e.g., handling devices carefully, logging off or shutting down correctly, and keeping devices away from water/food).	✅

SC.K2.CS-PC.1.2 Describe the attributes of a good digital citizen: one who protects private information, balances time online, reports cyberbullying, and recognizes inappropriate content/contact.	✅
SC.K2.CS-PC.1.3 Identify safe and unsafe examples of online communications.	✅
SC.K2.CS-PC.1.4 Explain that a password helps protect the privacy of information.	✅
SC.K2.CS-PC.2.1 Identify and describe how people use many types of technologies in their daily work and personal lives.	✅
SC.K2.CS-PC.2.2 Communicate about technology using developmentally appropriate terminology.	✅
SC.K2.CS-PC.2.3 Describe choices made during program development using code comments, presentations, and demonstrations.	✅
SC.K2.CS-PC.4.1 Explain that some information is private and should not be shared online.	✅
MA.K12.MTR.1.1 Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or	✅

approach.	
MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs, and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	✅
MA.K12.MTR.3.1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	✅
MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.	✅

• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	
MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	✅
MA.K12.MTR.6.1 Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	✅
MA.K12.MTR.7.1 Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate.	✅

• Redesign models and methods to improve accuracy or efficiency.	
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	🔷
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	🔷
ELA.K12.EE.3.1 Make inferences to support comprehension	🔷
ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	🔷
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	✅
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	🔷
HE.1.B.4.3 Describe ways to respond when in an unwanted, threatening, or dangerous situation.	🔷
HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.	🔷
HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening, or dangerous situations.	🔷
HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions.	🔷

HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations.	🔷
HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.	🔷
SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.	🔷
SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	🔷
SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.	🔷
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	✅