Skill Struck’s alignment to

Florida’s Introduction to Computer Science 2 (#5002020)

Legend

✅ = Standard aligned

🔹 = Not currently aligned

Standard	Status
SC.35.CS-CC.1.1 Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.	✅
SC.35.CS-CC.1.2 Describe key ideas and details while working individually or collaboratively using digital tools and media-rich resources in a way that informs, persuades, and/or entertains.	✅
SC.35.CS-CC.1.3 Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.	✅
SC.35.CS-CC.1.4 Describe how collaborating with others can be beneficial to a digital project.	✅

SC.35.CS-CC.1.5 Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.	✅
SC.35.CS-CP.1.1 Explain that searches may be enhanced by using Boolean logic (e.g., using “not”, “or”, “and”).	🔹
SC.35.CS-CP.1.2 Identify and describe examples of databases from everyday life (e.g., library catalogs, school records, telephone directories, and contact lists).	✅
SC.35.CS-CP.1.3 Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.	✅
SC.35.CS-CP.1.4 Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.	✅
SC.35.CS-CP.2.1 Perform keyboarding skills for communication and the input of data and information.	✅
SC.35.CS-CP.2.2 Create, test, and modify a program in a graphical environment (e.g., block-based visual programming language), individually and collaboratively.	✅
SC.35.CS-CP.2.3 Create a program using arithmetic operators, conditionals, and repetition in programs.	✅
SC.35.CS-CP.2.4 Explain that programs need known initial conditions (e.g., set initial score to zero in a game, initialize variables, or initial values set by hardware	🔹

input).	
SC.35.CS-CP.2.5 Detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition, using interactive debugging.	✅
SC.35.CS-CP.3.1 Write, communicate and publish activities using technology tools.	✅
SC.35.CS-CP.3.2 Present digitally created products, either individually and collaboratively, where a topic, concept, or skill is carefully analyzed or thoughtfully explored.	✅
SC.35.CS-CS.1.1 Identify the concepts illustrated by a simulation (e.g., ecosystem, predator/prey, and invasive species).	🔷
SC.35.CS-CS.1.2 Describe how models and simulations can be used to solve real-world issues in science and engineering.	🔷
SC.35.CS-CS.1.3 Answer a question, individually and collaboratively, using data from a simulation.	✅
SC.35.CS-CS.1.4 Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.	🔷
SC.35.CS-CS.2.1 Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).	✅
SC.35.CS-CS.2.2 Describe how computational thinking can be used to solve real life issues	✅

in science and engineering.	
SC.35.CS-CS.2.3 Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.	✅
SC.35.CS-CS.2.4 Solve real-world problems in science and engineering using computational thinking skills.	✅
SC.35.CS-CS.2.5 Explain that there are several possible algorithms for searching within a dataset (such as finding a specific word in a word list or card in a deck of cards).	🔷
SC.35.CS-CS.2.6 Write an algorithm to solve a grade-level appropriate problem (e.g., move a character through a maze, instruct a character to draw a specific shape, have a character start, repeat or end activity as required or upon a specific event), individually or collaboratively.	✅
C.35.CS-CS.2.7 Identify and correct logical errors in algorithms; written, mapped, live action, or digital.	✅
SC.35.CS-CS.2.8 Systematically test and identify logical errors in algorithms.	✅
SC.35.CS-CS.2.9 Explain how to correct logical errors in algorithms; written, mapped, live action, or digital.	✅
SC.35.CS-CS.3.1 Manipulate and publish multimedia artifacts using digital tools (local and online).	✅

SC.35.CS-CS.3.2 Create an artifact (independently and collaboratively) that answers a research question clearly communicating thoughts and ideas.	✅
SC.35.CS-CS.4.1 Identify the basic components of a computer (e.g., monitor, keyboard, mouse, controller, speakers).	✅
SC.35.CS-CS.4.2 Describe the function and purpose of various input/output devices and peripherals (e.g., monitor, screen, keyboard, controller, speakers).	✅
SC.35.CS-CS.4.3 Compare and contrast hardware and software.	✅
SC.35.CS-CS.4.4 Identify and solve simple hardware and software problems that may occur during everyday use (e.g., power, connections, application window or toolbar).	✅
SC.35.CS-CS.6.1 Describe how hardware applications (e.g., Global Positioning System (GPS) navigation for driving directions, text-to-speech translation, and language translation) can enable everyone to do things they could not do otherwise.	✅
SC.35.CS-CS.6.2 Compare and contrast human and computer performance on similar tasks (e.g., sorting alphabetically or finding a path across a cluttered room) to understand which is best suited to the task.	✅
SC.35.CS-CS.6.3 Explain that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).	🔹
SC.35.CS-PC.1.1 Identify appropriate and inappropriate uses of technology when posting to	✅

social media, sending e-mail, and browsing the Internet.	
SC.35.CS-PC.1.2 Describe responsible uses of modern communication media and devices.	✅
SC.35.CS-PC.1.3 Explain the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).	✅
SC.35.CS-PC.1.4 Define plagiarism and understand the impacts of plagiarized materials.	✅
SC.35.CS-PC.2.1 Explain how computers and computing devices are used to communicate with others on a daily basis.	✅
SC.35.CS-PC.2.2 Describe types of cyberbullying and explain what actions should be taken if students are either victims or witnesses of these behaviors.	✅
SC.35.CS-PC.2.3 Identify the legal and social consequences of cyberbullying/harassment in social media.	✅
SC.35.CS-PC.2.4 Explain how access to technology helps empower individuals and groups (e.g., gives them access to information, the ability to communicate with others around the world, and allows them to buy and sell things).	✅
SC.35.CS-PC.2.5 Identify ways in which people with special needs access and use adaptive technology.	✅
SC.35.CS-PC.2.6 Communicate about technology using appropriate terminology.	✅

SC.35.CS-PC.2.7 Identify and describe how computing knowledge is essential to performing important tasks and functions.	✅
SC.35.CS-PC.3.1 Identify digital information resources used to answer research questions (e.g., online library catalog, online encyclopedias, databases, and websites).	✅
SC.35.CS-PC.3.2 Gather, organize, and analyze information from digital resources.	✅
SC.35.CS-PC.3.3 Compare digital resources for accuracy, relevancy, and appropriateness.	✅
SC.35.CS-PC.4.1 Describe the difference between digital artifacts that are open or free and those that are protected by copyright.	✅
SC.35.CS-PC.4.2 Explain fair use for using copyrighted materials (e.g., images, music, video, and text).	✅
SC.35.CS-PC.4.3 Describe the purpose of copyright and the possible consequences for inappropriate use of digital materials that are protected by copyright.	✅
SC.35.CS-PC.4.4 Describe the threats to safe and efficient use of devices (e.g., SPAM, spyware, phishing, and viruses) associated with various forms of technology use (e.g., downloading and executing software programs, following hyperlinks, and opening files).	✅
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.3.C.2.6 Discuss the positive and negative impacts technology may have on health.	🔷
HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors.	🔷

HE.5.C.2.6 Describe ways that technology can influence family health behaviors.	🔷
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	✅