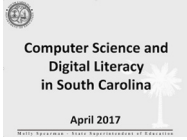
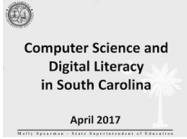


# South Carolina Computer Science and Digital Literacy Content Standards - Kindergarten



Key Concepts	Descriptive Statement	TypeTastic Keyboarding Curriculum	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
<b>Digital Literacy</b>															
<b>Standard 1: Use software applications to create an authentic product.</b>															
K.DL.1.1	Recognize a program to use for word processing.												•	•	
K.DL.1.2	Recognize a program to use for creating presentations.														
<b>Standard 2: Learn the fundamentals of digital citizenship and appropriate use of digital media.</b>															
K.DL.2.1	Understand safety rules when using a computing device.		•	•											
<b>Standard 3: Exhibit responsibility when using connected computing devices.</b>															
K.DL.3.1	Learn how to protect personal information (e.g., username, password).		•	•											
<b>Standard 4: Demonstrate effective keyboarding skills on a computing device.</b>															
K.DL.4.1	Locate letter and number keys.	•													
<b>Computing Systems</b>															
<b>Standard 1: Understand that computing devices are used to perform a variety of tasks and take many forms</b>															
K.CS.1.1	Identify traditional computing devices (e.g., tablets, smartphones, desktops, laptops) and non-traditional computing devices (e.g., microwave, oven, car).						•			•					





Key Concepts	Descriptive Statement	Type/Tastic Keyboarding Curriculum	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
K.DA.1.2	Recognize that data can be retrieved from different computing devices (e.g., progress in a video game; pictures from a smartphone).													•	
<b>Standard 2: Explore how computing devices collect and display data.</b>															
K.DA.2.1	Identify and give examples of data (e.g., lunch choice, weather conditions).													•	•
<b>Standard 3: Explore how data can be displayed for communication in many ways.</b>															
K.DA.3.1	Recognize data displayed in picture graphs.													•	•
<b>Standard 4: Understand how data can be used to make decisions.</b>															
K.DA.4.1	Draw conclusions and make predictions from picture graphs (e.g., make predictions based on weather data presented in a picture graph).														
<b>Impact of Computing</b>															
<b>Standard 1: Understand how computing devices have changed people's lives.</b>															
K.IC.1.1	List different ways in which computing devices are used in your daily life.					•	•	•	•	•	•	•	•	•	
K.IC.1.2	Discover how some tasks can be completed with or without a computing device.									•					
<b>Standard 2: Discover how computing devices have affected the way people communicate.</b>															
K.IC.2.1	List different computing devices used for communication.					•	•		•	•	•	•	•		

\*\* Standard aligned using offline material





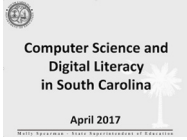




Key Concepts	Descriptive Statement	TypeTastic Keyboarding Curriculum	Passwords and Online Security	Online Privacy	Netiquette	Cyberbullying	What is Internet?	Browsers and Search Engines	Communication	Technology Through Time	Hardware	Software	Hardware - Bonus	Data	Data and Charts
<b>Impact of Computing</b>															
<b>Standard 1: Understand how computing devices have changed people's lives.</b>															
1.IC.11	Recognize that many different careers use computing devices.									•					
1.IC.12	Describe how some tasks can be completed with or without a computing device.									•					
<b>Standard 2: Discover how computing devices have affected the way people communicate.</b>															
1.IC.21	Describe the different ways people can communicate using computing devices.						•		•	•					







Key Concepts	Descriptive Statement	TypeTastic Keyboarding Curriculum	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
2.DL.4.2	Demonstrate the use of function keys (e.g., shift, enter, backspace, delete, spacebar)	•													
2.DL.4.3	Develop proper keyboarding technique when keying letters, numbers, and symbols (e.g., use both hands; utilize proper finger placement on home row keys; use letter, number, and punctuation keys).	•													

## Computing Systems

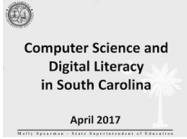
### Standard 1: Understand that computing devices are used to perform a variety of tasks and take many forms

2.CS.1.1	Classify computing devices according to purpose (e.g., navigation, game, communication, all-purpose).										•		•		
2.CS.1.2	Recognize that computing devices have limitations (e.g., printing, screen size, mobility).										•				
2.CS.1.3	Choose the appropriate computing device to complete a given task.										•		•		

### Standard 2: Explore hardware (i.e., physical components) and software of computing systems.

2.CS.2.1	Describe the function of common computing devices and components (e.g., desktop computer, laptop computer, tablet, monitor, keyboard, mouse, printer).										•				
2.CS.2.2	Recognize software that controls computing devices (e.g., use an application to draw on the screen; use software to write a story or control robots).											•	•		
2.CS.2.3	Use appropriate hardware and software to complete a given task.											•	•		





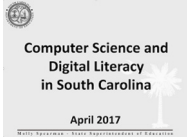
Key Concepts	Descriptive Statement	TypeTastic Keyboarding Curriculum	Passwords and Online Security	Online Privacy	Netiquette	Cyberbullying	What is Internet?	Browsers and Search Engines	Communication	Technology Through Time	Hardware	Software	Hardware - Bonus	Data	Data and Charts	
2.DA.2.2	Collect, organize, and display data using object graphs, picture graphs, and bar graphs.															•
Standard 3: Explore how data can be displayed for communication in many ways.																
2.DA.3.1	Recognize how different data displays communicate information in different ways.															•
2.DA.3.2	Transform data into a new representation (i.e., object graphs, picture graphs, bar graphs, charts)															•
Standard 4: Understand how data can be used to make decisions.																
2.DA.4.1	Draw conclusions and make predictions from different types of graphs (i.e., picture graphs, bar graphs).															
<b>Impact of Computing</b>																
Standard 1: Understand how computing devices have changed people's lives.																
2.IC.1.1	Identify the ways that computing has changed throughout society.								•	•						
2.IC.1.2	Demonstrate how some tasks can be completed with or without a computing device.									•						
Standard 3: Explore how data can be displayed for communication in many ways.																
2.IC.2.1	Explore similarities and differences between in-person and online communications.								•**							

\*\* Standard aligned using offline material



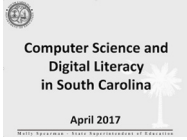


# South Carolina Computer Science and Digital Literacy Content Standards - Grade 3



Key Concepts	Descriptive Statement	Type/Tactic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking +	Data +	Data collection tools +	Basics of AI +
<b>Standard 3: Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.</b>																	
3.CS.3.1	Troubleshoot simple hardware problems that may occur during use (e.g., hardware is plugged in or batteries charged; sound is muted/unmuted).											•					
3.CS.3.2	Troubleshoot simple software problems that may occur during use (e.g., refresh or close a web browser; close a program).											•					
<b>Networks and the Internet</b>																	
<b>Standard 1: Explore different ways a computer connects to the internet and other computing devices.</b>																	
3.NI.1.1	Identify and distinguish between wireless and wired connections.						•										
<b>Standard 2: Discover the advantages of internet applications.</b>																	
3.NI.2.1	Communicate electronically with others with support from peers, teachers, and others.					•		•									
3.NI.2.2	Recognize particular websites as sources of research.					•											
<b>Data and Analysis</b>																	
<b>Standard 1: Identify various ways in which data is stored and represented.</b>																	
3.DA.1.1	Understand the different types of data storage (e.g., flash drives, hard drives, cloud storage).														•	•	



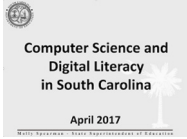


Key Concepts	Descriptive Statement	TypeTastic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking <sup>†</sup>	Data <sup>†</sup>	Data collection tools <sup>†</sup>	Basics of AI <sup>†</sup>
<b>Standard 3: Explore how tasks can be decomposed into simple tasks and simple tasks can be composed to form complex tasks.</b>																	
3.AP.3.1	Identify a simple task (e.g., eating breakfast; brushing your teeth; walking to the bus stop).																
3.AP.3.2	Identify a complex task (e.g., getting ready for school).																
<b>Standard 4: Develop a program to express an idea or address a problem.</b>																	
3.AP.4.1	Use picture directions to design a series of steps to complete a simple task.																
3.AP.4.2	Test a series of directions to successfully complete a simple task.																
<b>Impact of Computing</b>																	
<b>Standard 1: Understand how computing devices have changed people's lives.</b>																	
3.IC.1.1	List examples of how computing technology has changed and improved the way people live, work, and interact.																
<b>Standard 2: Discover how computing devices have affected the way people communicate.</b>																	
3.IC.2.1	Identify and discuss the relevance and appropriateness of various electronic information sources (e.g., online databases such as Discus; web search engines).																

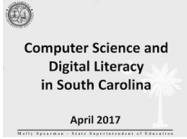
\*\* Standard aligned using offline material  
<sup>†</sup> To be released in Spring 2025  
<sup>††</sup> Standard aligned in upcoming Data lessons





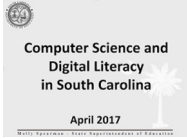


Key Concepts	Descriptive Statement	Type/Tactic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking +	Data +	Data collection tools +	Basics of AI +
<b>Standard 4: Demonstrate effective keyboarding skills on a computing device.</b>																	
4.DL.4.1	Demonstrate proper keyboarding technique when keying letters, numbers, and symbols at a rate of 10 words per minute.	•															
4.DL.4.2	Use software capabilities to correct errors.									•		•					
<b>Computing Systems</b>																	
<b>Standard 1: Identify and analyze various components and functions of computing devices (e.g., tablets, laptops, smartphones).</b>																	
4.CS.1.1	Describe what distinguishes humans from machines.																
4.CS.1.2	Identify a variety of computing devices and their functionality (e.g., mobility; available applications such as word processing; communication).								•								
4.CS.1.3	Describe the major hardware components (e.g., memory, processor) of a computing device (e.g., tablets, laptops, smartphones).								•								
<b>Standard 2: Analyze the various types and functions of software.</b>																	
4.CS.2.1	Explore the limitations and advantages of various computing devices for particular uses.								•								
4.CS.2.2	Explore application software (e.g., word processor, spreadsheet, presentation software, web browser)									•	•						



Key Concepts	Descriptive Statement	Type/Tactic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking +	Data +	Data collection tools +	Basics of AI +
<b>Standard 3: Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.</b>																	
4.CS.3.1	Reboot a computing device correctly.											•					
4.CS.3.2	Identify whether the operating system or an application is the source of an error message.											•					
4.CS.3.3	Identify and describe the causes of hardware (e.g., wiring), connectivity (e.g., no internet connection), and software (e.g., frozen screen) problems.											•					
<b>Networks and the Internet</b>																	
<b>Standard 1: Explore different ways a computer connects to the internet and other computing devices.</b>																	
4.NI.1.1	Identify types of wireless and wired connections (e.g., Wi-Fi, cellular).						•										
<b>Standard 2: Discover the advantages of internet applications.</b>																	
4.NI.2.1	Identify the appropriate use of email as a communication avenue.							•									
4.NI.2.2	Effectively use search engines to find information.					•**											
4.NI.2.3	Identify websites that are appropriate sources of research.					•											
<b>Data and Analysis</b>																	
<b>Standard 1: Identify various ways in which data is stored and represented.</b>																	
4.DA.1.1	Understand what it means to save a file in well-protected storage (e.g., hard drive, flash drive, cloud).														•	•	





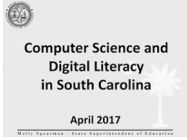
Key Concepts	Descriptive Statement	TypeTastic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking <sup>†</sup>	Data <sup>†</sup>	Data collection tools <sup>†</sup>	Basics of AI <sup>†</sup>
<b>Standard 3: Explore how tasks can be decomposed into simple tasks and simple tasks can be composed to form complex tasks.</b>																	
4.AP.3.1	Compose simple tasks (e.g., eating breakfast; brushing your teeth; walking to the bus stop) into a complex task (e.g., getting ready for school).																
4.AP.3.2	Decompose a complex task (e.g., getting ready for school) into simple tasks (e.g., eating breakfast; brushing your teeth; walking to the bus stop).																
<b>Standard 4: Develop a program to express an idea or address a problem.</b>																	
4.AP.4.1	Use picture directions to design a series of steps to complete a complex task.																
4.AP.4.2	Test a series of directions to successfully complete a complex task.																
<b>Impact of Computing</b>																	
<b>Standard 1: Discuss how computing has impacted society</b>																	
4.IC.1.1	Compare and contrast how computing has changed society from the past to the present.																
<b>Standard 2: Evaluate the relevance and appropriateness of electronic information sources</b>																	
4.IC.2.1	Compare the relevance and appropriateness of various electronic information sources (e.g., online databases such as Discus; web search engines).																

\*\* Standard aligned using offline material

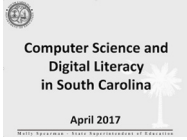
† To be released in Spring 2025

†† Standard aligned in upcoming Data lessons





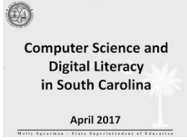
Key Concepts	Descriptive Statement	Type/Tastic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking +	Data +	Data collection tools +	Basics of AI +
<b>Standard 4: Demonstrate effective keyboarding skills on a computing device.</b>																	
5.DL.4.1	Demonstrate proper keyboarding technique when keying letters, numbers, and symbols at a rate of 15 words per minute.	•															
5.DL.4.2	Use software capabilities to correct errors.									•		•					
5.DL.4.3	Demonstrate proper use of software capabilities to name, save, and retrieve information (e.g., organizing files and folders; following naming conventions).																
<b>Computing Systems</b>																	
<b>Standard 1: Identify and analyze various components and functions of computing devices (e.g., tablets, laptops, smartphones).</b>																	
5.CS.1.1	Select the appropriate computing device for an application (e.g., writing an essay on a laptop versus on a smartphone).								•								
5.CS.1.2	Explain the importance of the major hardware components of the computing device (e.g., input and output devices, processors).								•								
<b>Standard 2: Analyze the various types and functions of software.</b>																	
5.CS.2.1	Justify the use of different computing devices for relevant tasks.								•								
5.CS.2.2	Explore and compare multiple software applications (e.g., word processor, spreadsheet, presentation software, web browser).									•	•						



Key Concepts	Descriptive Statement	Type/Tastic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking +	Data +	Data collection tools +	Basics of AI +
<b>Standard 3: Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.</b>																	
5.CS.3.1	Identify simple hardware problems (e.g., computer is not plugged into power source).						•					•					
5.CS.3.2	Identify the computing device components that may cause various problems.											•					
<b>Networks and the Internet</b>																	
<b>Standard 1: Explore different ways a computer connects to the internet and other computing devices.</b>																	
5.NI.1.1	Identify the advantages and disadvantages of various network types (e.g., wired, Wi-Fi, cellular data).						•										
<b>Standard 2: Discover the advantages of internet applications.</b>																	
5.NI.2.1	Recognize video conferencing as a communication avenue.					•		•									
5.NI.2.2	Modify search criteria and use advanced search tactics to improve search results					•**											
5.NI.2.3	Utilize websites that are appropriate sources of research.																
<b>Data and Analysis</b>																	
<b>Standard 1: Identify various ways in which data is stored and represented.</b>																	
5.DA.1.1	Save and retrieve files on computing devices.														•	•	
5.DA.1.2	Recognize how text, images, and sounds are represented as binary numbers in computing devices.														•	•	







Key Concepts	Descriptive Statement	Typetastic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking †	Data †	Data collection tools †	Basics of AI †
<b>Standard 3: Explore how tasks can be decomposed into simple tasks and simple tasks can be composed to form complex tasks.</b>																	
5.AP.3.1	Compose multiple levels of simple tasks (e.g., eating breakfast can include going to the table, sitting down in a chair, and picking up a spoon; brushing your teeth; walking to the bus stop) to make a more complex task.																
5.AP.3.2	Decompose a complex task of higher complexity (e.g., cooking a meal) into simple tasks (e.g., selecting a recipe, getting the ingredients, preparing the food, and serving the meal, where the task of getting the ingredients can be decomposed into writing a shopping list, going to a store, selecting and buying the ingredients, and going home).																
<b>Standard 4: Develop a program to express an idea or address a problem.</b>																	
5.AP.4.1	Use picture directions to design a series of steps to complete a complex task																
5.AP.4.2	Test a series of directions to successfully complete a complex task.																
<b>Impact of Computing</b>																	
<b>Standard 1: Discuss how computing has impacted society</b>																	
5.IC.1.1	Discuss the positive and negative impacts of computing on society.								•					•			
<b>Standard 2: Evaluate the relevance and appropriateness of electronic information sources</b>																	
5.IC.2.1	Demonstrate an understanding of the relevance and appropriateness of various electronic information sources (e.g., online databases such as Discus; web search engines)."																•

\*\* Standard aligned using offline material † To be released in Spring 2025 †† Standard aligned in upcoming Data lessons