Florida Computer Science

Grade 2

Communication and Collaboration Strand

1 Communicate information with digital tools. SC.2.CC.1

1. Identify a variety of digital tools used for communication. SC.2.CC.1.1
2. Describe the similarities and differences among the Internet, websites and online applications. SC.2.CC.1.2
3. Complete basic keyword searches. SC.2.CC.1.3
4. Identify concepts illustrated by a simple simulation. SC.2.CC.1.4

Personal Health and Safety Strand

1 Determine safe and unsafe Internet practices. SC.2.HS.1

1. Identify examples of safe and unsafe online communications. SC.2.HS.1.1
2. Demonstrate why personal or family member login usernames, passcodes, passwords and secure logins should not be shared with other people. SC.2.HS.1.2
3. Discuss the difference between weak and strong passwords. Example: Alana is creating a password for her school account. She knows she must use 10 characters. These characters should include a number and a capital letter. Give an example of a strong password and a weak password. SC.2.HS.1.3
4. Recognize that digital content posted online should have the consent of the subject. Example: Wes took a photo of his friend and posted it online without asking. Discuss why this is inappropriate. SC.2.HS.1.4

2 Discuss the development of healthy digital practices. SC.2.HS.2

1. Identify healthy digital use habits. Example: Record the number of minutes you spend on an electronic device every day for two weeks. Compare the number of minutes from each week. What are some ways you could reduce your amount of screen time? Example: Record the number of minutes you spend on an electronic device every day for two weeks. Categorize the number of minutes by how you spent time on the electronic device. Create a bar graph to represent your screen time. SC.2.HS.2.1
2. Identify if there is a need to reduce screen time and how that can be done. SC.2.HS.2.2

Computing Components Strand

1 **Evaluate computer components.** SC.2.CO.1

1 Identify the characteristics of hardware. SC.2.CO.1.1

2 Demonstrate the proper handling of computers and devices. SC.2.CO.1.2

3 Use the keyboard of a computer to write simple sentences. SC.2.CO.1.3

4 Create an audio or video recording. SC.2.CO.1.4

5 Create and present a digital product. SC.2.CO.1.5

6 Explain that a computer program is running when a program or command is executed. SC.2.CO.1.6

7 Identify the characteristics of software. SC.2.CO.1.7

8 Introduce network system tools and how to determine if they are connected to a network. SC.2.CO.1.8

9 Identify the strength of a network system from the symbol on a computing device. Example: Mr. Thompson has his class count the bars on their tablets in the classroom to see the strength of the network signal. The class then takes their devices out to the playground and counts the bars again. What do you know about the signal strength between being in the classroom and on the playground? SC.2.CO.1.9

Programming and Software Engineering Strand

1 **Introduce conditional logic.** SC.2.PE.1

1 Construct code segments using tools that do not require a textual programming language. Example: Poppy is writing directions to help her puppy to the food bowl. Poppy will be using a block-based program to demonstrate to her puppy how to get to the food bowl. Can you help Poppy write part of the code to tell the puppy how many steps to take and when to turn? SC.2.PE.1.1

2 **Sort types of data.** SC.2.PE.2

1 Collect data using a variety of computing methods. SC.2.PE.2.1

2 Explore dividing a collection of data or objects into like groups. SC.2.PE.2.2

3 Create data visualizations. SC.2.PE.2.3

3 **Model problem-solving strategies.** SC.2.PE.3

1 Create a repeatable pattern, with or without technology, to solve a problem. Example: Use a word processor to create a repeated pattern using letters. SC.2.PE.3.1

2 Develop a plan that could be used to create a story. SC.2.PE.3.2

3 Demonstrate the use of conditional logic. SC.2.PE.3.3

4 Solve questions using models, simulations or data. Example: Guide students to make a model of decomposition of plants and weathering rocks. SC.2.PE.3.4

Technological Impact Strand

1 **Identify technological progress.** SC.2.TI.1

1 Recognize that people use computing technology in the workplace or school to perform many important tasks and functions. Example: Interview family members to determine how they use technology in their work environment. SC.2.TI.1.1

2 Recognize that people use computing technology at home to perform many important tasks and functions. SC.2.TI.1.2

3 Identify and compare Artificial Intelligence (AI) devices to other devices. SC.2.TI.1.3

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2 **Explain the consequences of using inaccurate information.** SC.2.TI.2

1 Evaluate if given information (written or visual) is accurate. Example: Teacher shares an image of a jackalope and asks students to discuss if it is fake or not fake. SC.2.TI.2.1