

# **South Carolina Computer Science Standards for High School**



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# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

## Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

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## **Explanation of Purpose and Process**

### **Purpose**

*South Carolina Computer Science Standards for High School* was developed to drive instruction for students interested in studying computer science in high school and/or pursuing a career or further education in computer science or related fields. The standards and other information in this document will be used to guide the revision and possible creation of new courses to support computer science learning and pathways at the high school level.

### **Process**

*South Carolina Computer Science Standards for High School* was developed by a diverse group of educators that included individuals who represented high school classroom teachers, school and district administrators, parents, institutions of higher education, minorities, females, and students in poverty. The draft of the document was published online via the South Carolina Department of Education's website for public review on April 23, 2018, and districts were notified of the public review period via memorandum on that date. The public was invited to provide feedback through May 23, 2018. The standards development process continued during May and June of 2018 as revisions were made to the document based on the data collected from educators, building-level administrators, district administrators, higher education representatives, parents, representatives from business and industry, and others during the public review period.

## Overview

*South Carolina Computer Science Standards for High School* contains South Carolina Computer Science High School **Content Standards** that represent a balance of conceptual and procedural knowledge and specify the computer science content that students can master within four levels in high school. Additionally, *South Carolina Computer Science Standards for High School* contains South Carolina Computer Science High School **Process Standards**, which describe the ways in which students will individually and collaboratively engage with the content standards. Therefore, instruction in each level must be based on both the South Carolina Computer Science High School Content Standards and the South Carolina Computer Science High School Process Standards.

The content standards and the process standards work together to enable all students to develop the world class knowledge, skills, and life and career characteristics identified in the *Profile of the South Carolina Graduate*. In *South Carolina Computer Science Standards for High School*, the requisite world class knowledge is supported by the rigorous content standards. The skills and life and career characteristics are identified in the South Carolina Computer Science High School Process Standards.

All curricular decisions made by districts, schools, and teachers should be based on the needs of students, the South Carolina Computer Science High School Content Standards, and the South Carolina Computer Science High School Process Standards.

### Organization and Format

Each key concept is divided into standards and four levels of indicators that define what students should understand and be able to do. The four levels in this document are not necessarily equivalent to grade or course levels. Standards are consistent across all four levels. Neither the order of key concepts nor the order of individual standards and indicators within a key concept is intended to prescribe an instructional sequence. For a comprehensive understanding, educators should always refer to the indicators and standards as they relate to each other. The key concepts are as follows:

- Computing Systems,
- Networks and the Internet,
- Data and Analysis,
- Algorithms and Programming, and
- Impact of Computing.

Standards and indicators are coded using the method below.

HighSchoolLevel.KeyConcept.StandardNumber.IndicatorNumber (e.g., HS1.CS.1.1)

### **Terms and Phrases**

As used in the *South Carolina Computer Science Standards for High School*, the following terms are defined to mean:

- *Including* references content that must be mastered, while *e.g.* and *such as* reference possible illustrative examples. The phrase *i.e.* references the only examples or terms that should be used.
- *Real-world* refers to authentic contexts through which students engage in computer science and should serve as a stepping-stone for thinking about important computer science concepts.
- The phrase “*Continuation of this indicator is not specifically included or excluded.*” is used throughout this document to specify when extension of content is encouraged even though no new content is taught in a particular level.

## South Carolina Computer Science High School Process Standards

The South Carolina Computer Science High School Process Standards should be integrated into every level within the South Carolina Computer Science High School Content Standards. Because the Process Standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

A computer science literate student can:

1. Foster an inclusive computing culture.
  - a. Recognize that equitable access to computing benefits society as a whole.
  - b. Consider others' perspectives as well as one's own perspective when developing computational solutions.
  - c. Consider the needs of a variety of end users regarding accessibility and usability.
2. Collaborate around computing.
  - a. Select appropriate technological tools that can be used to collaborate on a project.
  - b. Collaborate productively with individuals of varying perspectives, skills, and backgrounds.
  - c. Set and implement equitable expectations and workloads when working in teams.
  - d. Integrate constructive feedback while working in teams.
3. Recognize, define, and analyze computational problems.
  - a. Recognize when it is appropriate to solve a problem computationally.
  - b. Make sense of computational problems and persevere in solving them.
  - c. Relate computational problems to prior knowledge.
  - d. Recognize that there may be multiple approaches to solving a problem.
  - e. Approach problem solving iteratively, using a cyclical process.
4. Create, test, and refine computational artifacts.
  - a. Consider the purpose of computational artifacts for practical use, personal expression, and/or societal impact.
  - b. Recognize when to use the same solution for multiple problems.
  - c. Test computational artifacts systematically by considering multiple scenarios and using test cases.
  - d. Approach troubleshooting systematically.
  - e. Consider performance, reliability, usability, and accessibility when evaluating and refining computational artifacts.



5. Communicate about computing.
  - a. Select and use appropriate technological tools to convey solutions to computing problems.
  - b. Communicate about computational processes and solutions using appropriate terminology consistent with the intended audience and purpose.
  - c. Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.

## South Carolina Computer Science High School Content Standards: Computing Systems

Key Concept	Level 1	Level 2	Level 3	Level 4
<b>Computing Systems</b>	<b>Standard 1:</b> Examine how hardware and software contribute to computing devices solving relevant problems.			
	<b>HS1.CS.1.1</b> Analyze the impact that computing devices have in real-world settings (e.g., traffic lights, medical devices, facial recognition).	<b>HS2.CS.1.1</b> Investigate how a problem is systematically solved through the selection and integration of hardware and software components.	<b>HS3.CS.1.1</b> Recommend modifications for existing computing devices and software to improve functionality for end users.	<b>HS4.CS.1.1</b> Develop a solution to a given problem using appropriate hardware and software (e.g., sensor devices, Wi-Fi capabilities, specialized displays, runtime modules, operating systems, application programming interfaces (APIs)).

Key Concept	Level 1	Level 2	Level 3	Level 4
Computing Systems	<p>HS1.CS.1.2 Compare and contrast the elements of a computing system by examining hardware elements for their intended use (e.g., input-output (I/O) devices, random access memory (RAM), read only memory (ROM), storage devices, motherboards, and processors including the arithmetic logic unit (ALU), control unit, registers, cache memory, example implementations of some of these components using logic gates) (Virginia, 2017).</p>	<p>HS2.CS.1.2 Analyze how various hardware and software layers provide simplifying abstractions (e.g., a redundant array of independent disks (RAID) controller hiding details of data storage on multiple disks, an operating system hiding details of virtual memory, the presentation layer of a network hiding details about encryption).</p>	<p>HS3.CS.1.2 Justify hardware and software selections for specific applications by evaluating the components (e.g., databases, sensors, application programming interfaces (APIs)) of various computing devices (e.g., desktops, laptops, tablets, smartphones, specialized devices like global positioning systems (GPSs)).</p>	<p>HS4.CS.1.2 Cite evidence of how selecting appropriate hardware and software components enhances user interfaces to provide better solutions for real-world problems.</p>

Key Concept	Level 1	Level 2	Level 3	Level 4
Computing Systems	<p>HS1.CS.1.3 Compare and contrast the strengths and weaknesses of various popular operating systems, (e.g., Windows, Windows Server, OS-X, Android, iOS, UNIX, Linux).</p>	<p>HS2.CS.1.3 Analyze the roles of operating system software components (e.g., memory management, data storage and retrieval, process management, access control) in a specific solution (CSTA, 2017).</p>	<p>HS3.CS.1.3 Investigate how the components of an operating system provide simplifying abstractions for a user or developer (e.g., the basic input-output system (BIOS), user interface, memory management, process management, file systems, devices, drivers).</p>	<p>HS4.CS.1.3 Defend the choice of an appropriate operating system based on the requirements of a given computer system or project.</p>
	<p><b>Standard 2:</b> Troubleshoot common hardware and software problems.</p>			
	<p>HS1.CS.2.1 Interpret various types of error messages from various sources (e.g., operating systems, applications, application programming interfaces (APIs)) to assist in solving common computer malfunctions.</p>	<p>HS2.CS.2.1 Research credible sources of information that can be used for complex troubleshooting strategies (e.g., modifying system settings, correcting connectivity problems).</p>	<p>HS3.CS.2.1 Solve common computer malfunctions or describe the problem accurately, using technical vocabulary, so that others can solve it.</p>	<p>HS4.CS.2.1 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors (CSTA, 2017).</p>

## South Carolina Computer Science High School Content Standards: Networks and the Internet

Key Concept	Level 1	Level 2	Level 3	Level 4
Networks and the Internet	<b>Standard 1:</b> Evaluate data transmission across networks, including the Internet.			
	<b>HS1.NI.1.1</b> Describe how hardware, software, and protocols work together for transmitting data across networks.	<b>HS2.NI.1.1</b> Compare and contrast common network protocols (e.g., Internet Protocol (IP), File Transfer Protocol (FTP), Transmission Control Protocol (TCP), Domain Name System (DNS), Hypertext Transfer Protocol (HTTP), Hypertext Transfer Protocol with Secure Sockets Layer (HTTPS), Simple Mail Transfer Protocol (SMTP), Post Office Protocol (POP), Internet Message Access Protocol (IMAP), Telnet, Secure Shell Protocol (SSH)) (Arkansas, 2016).	<b>HS3.NI.1.1</b> Explain each layer of the Open Systems Interconnect (OSI) Model (Arkansas, 2016).	<b>HS4.NI.1.1</b> Trace data through the Open Systems Interconnect (OSI) Model.

Key Concept	Level 1	Level 2	Level 3	Level 4
Networks and the Internet	HS1.NI.1.2 Model the relationship between routers, switches, servers, topology, and addressing (CSTA, 2017).	HS2.NI.1.2 Analyze the tradeoffs and hierarchical structures of various common network topologies (Arkansas, 2016).	HS3.NI.1.2 Design a practical, efficient, and secure network solution (e.g., small office network) (Arkansas, 2016).	HS4.NI.1.2 Evaluate the scalability and reliability of a network (e.g., bandwidth, load, delay, topology) (CSTA, 2017).
	<b>Standard 2:</b> Evaluate cybersecurity threats and appropriate security measures across networks.			
	HS1.NI.2.1 Reflect on case studies or current events in which governments or organizations experienced data leaks or data loss as a result of cybersecurity attacks (CSTA, 2017).	HS2.NI.2.1 Evaluate how sensitive data can be affected by malware and other attacks (e.g., denial-of-service attacks, ransomware, viruses, worms, spyware, phishing) (CSTA, 2017).	HS3.NI.2.1 Research security measures (i.e., hardware, software, and practices that control access to data and systems) to combat a variety of cybersecurity vulnerabilities (CSTA, 2017).	HS4.NI.2.1 Recommend security measures (i.e., hardware, software, and practices that control access to data and systems) to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts (CSTA, 2017).
	HS1.NI.2.2 Identify best practices of software development that improve computer security and protect devices and information from unauthorized access (e.g., encryption, authentication strategies, secure coding, safeguarding keys) (CSTA, 2017).	HS2.NI.2.2 Compare and contrast ways software developers protect devices and information from unauthorized access (e.g., encryption, authentication strategies, secure coding, safeguarding keys) (CSTA, 2017).	HS3.NI.2.2 Evaluate various security measures, considering tradeoffs between the usability and security of a computing system. (e.g., a web filter that prevents access to many educational sites but keeps a campus' network safe) (CSTA, 2017).	HS4.NI.2.2 Select and justify cybersecurity recommendations (i.e., hardware, software, and practices that control access to data and systems) appropriate for an intended audience and purpose (CSTA, 2017).

## South Carolina Computer Science High School Content Standards: Data and Analysis

Key Concept	Level 1	Level 2	Level 3	Level 4
<b>Data and Analysis</b>	<b>Standard 1:</b> Evaluate various data collection methods, data storage tools, data analysis tools, data representation tools, and bit representation.			
	HS1.DA.1.1 Describe the various data collection methods, data analysis tools, and data representation tools.	HS2.DA.1.1 Compare and contrast the various data collection methods, data analysis tools, and data representation tools.	HS3.DA.1.1 Explain how different collection methods and tools influence the amount and quality of the data that is observed and recorded.	HS4.DA.1.1 Justify the choice of a data collection method, data analysis tool, and data representation tool over alternate options.
	HS1.DA.1.2 Describe the various data storage tools and data organization methods.	HS2.DA.1.2 Compare and contrast the various data storage tools and data organization methods.	HS3.DA.1.2 Justify choices on how data elements are organized and where data is stored considering cost, speed, reliability, accessibility, privacy, and integrity (e.g., local storage, portable storage, cloud storage).	HS4.DA.1.2 Evaluate the data storage needs of a computing solution (e.g., file compression).
	HS1.DA.1.3 Distinguish between various methods of data representation (i.e., analog, digital, binary).	HS2.DA.1.3 Translate between various methods of data representation (i.e., analog, digital, ASCII, binary).	HS3.DA.1.3 <i>Continuation of this indicator is not specifically included or excluded.</i>	HS4.DA.1.3 <i>Continuation of this indicator is not specifically included or excluded.</i>

Key Concept	Level 1	Level 2	Level 3	Level 4
Data and Analysis	<b>Standard 2:</b> Construct a computational model using large data sets of real-world phenomenon.			
	HS1.DA.2.1 Describe the properties of a data set that could be used to explore a real-world phenomenon or support a claim.	HS2.DA.2.1 Compare and contrast data sets that could be used to explore a real-world phenomenon or support a claim.	HS3.DA.2.1 Create data sets that could be used to explore a real-world phenomenon or support a claim.	HS4.DA.2.1 Evaluate the use of large data sets to explore a real-world phenomenon or support a claim.
	HS1.DA.2.2 Identify various types of computational models and their uses for data composed of multiple data elements that relate to one another (e.g., population data may contain information about age, gender, height) (K – 12 Framework, 2016).	HS2.DA.2.2 Compare and contrast various types of computational models and their uses for data composed of multiple data elements that relate to one another (e.g., population data may contain information about age, gender, height) (K – 12 Framework, 2016).	HS3.DA.2.2 Evaluate the limitations of a computational model and the accuracy of inferences.	HS4.DA.2.2 Create a computational model using large data sets, make inferences, and address the limitations of the model.
	<b>Standard 3:</b> Create various ways to visually represent data.			
	HS1.DA.3.1 Identify a data set that could be used to solve a real-world problem.	HS2.DA.3.1 Evaluate how the same data set can be visualized and reconstructed to support multiple sides of an issue.	HS3.DA.3.1 Construct a data visualization to solve a real-world problem using software tools or programming (e.g., generated scatter, bar, and line charts).	HS4.DA.3.1 Analyze patterns in a data visualization then select a collection tool to validate a claim or share information with a group of people.



<b>Key Concept</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Data and Analysis</b>	HS1.DA.3.2 Organize collected data to communicate the solution to a real-world phenomenon and support a claim.	HS2.DA.3.2 Compare and contrast data visualizations for exploring real-world phenomenon or supporting a claim.	HS3.DA.3.2 Evaluate possible computational models for data visualizations that aid in solving a variety of problems.	HS4.DA.3.2 Create a computational model for data visualization.

## South Carolina Computer Science High School Content Standards: Algorithms and Programming

Key Concept	Level 1	Level 2	Level 3	Level 4
Algorithms and Programming	<b>Standard 1:</b> Design algorithms that can be adapted to express an idea or solve a problem.			
	HS1.AP.1.1 Create flowcharts and/or pseudocode to express a problem or idea as an algorithm.	HS2.AP.1.1 Create algorithms to solve computational problems that have an application in the real world (e.g., local community, church, civic organization, school, home life).	HS3.AP.1.1 Adapt predefined algorithms to solve computational problems.	HS4.AP.1.1 Evaluate algorithms in terms of efficiency, correctness, and clarity (CSTA, 2017).
	<b>Standard 2:</b> Build a combination of control structures that supports complex execution, readability, and program performance.			
	HS1.AP.2.1 Trace the flow of execution of a program that uses a combination of control structures (e.g., conditionals, loops, event handlers, recursion).	HS2.AP.2.1 Design and iteratively develop programs that combine control structures (e.g., conditionals, loops, event handlers, recursion).	HS3.AP.2.1 Justify the selection of specific control structures explaining the benefits and drawbacks of choices made (e.g., tradeoffs involving implementation, readability, and program performance).	HS4.AP.2.1 <i>Continuation of this indicator is not specifically included or excluded.</i>

Key Concept	Level 1	Level 2	Level 3	Level 4
Algorithms and Programming	HS1.AP.2.2 Trace the flow of execution of a program that uses a variety of programming constructs (e.g., procedures, modules, objects).	HS2.AP.2.2 Design a solution through systematic analysis using programming constructs (e.g., procedures, modules, objects).	HS3.AP.2.2 Justify the selection of specific programming constructs, explaining the benefits and drawbacks of choices made on the program's execution.	HS4.AP.2.2 <i>Continuation of this indicator is not specifically included or excluded.</i>
	<b>Standard 3:</b> Divide a task into sets of functional units that can be reused to compose a complex solution.			
	HS1.AP.3.1 Decompose tasks into smaller, reusable parts to facilitate the design, implementation, and review of programs.	HS2.AP.3.1 Develop code to solve the smaller parts of a decomposed task that can be reused to solve similar problems (e.g., procedures, functions, objects).	HS3.AP.3.1 Build a complex solution to a problem that incorporates reusable code (e.g., student created, application programming interfaces (APIs), libraries).	HS4.AP.3.1 Justify the selection of modular parts in the creation of a complex solution.
	<b>Standard 4:</b> Plan, build, test, refine, and document programs using text-based coding languages to solve problems with varying degrees of difficulty.			
	HS1.AP.4.1 Plan and develop programs for a variety of audiences using a process that incorporates development, feedback, and revision.	HS2.AP.4.1 Plan and develop a program that addresses potential security issues.	HS3.AP.4.1 Plan and develop a program that is accessible across multiple computing platforms (e.g., iOS, Unix, Windows, web-based).	HS4.AP.4.1 Evaluate a program through a review process (e.g., code review, beta testing, pilot group).

Key Concept	Level 1	Level 2	Level 3	Level 4
Algorithms and Programming	<p>HS1.AP.4.2 Seek and incorporate feedback to refine a solution (e.g., users, team members, code review, teachers).</p>	<p>HS2.AP.4.2 Systematically test programs using a range of test cases to meet design specifications (e.g., specific outcomes, functionality, user interface, error handling) (CSTA, 2017).</p>	<p>HS3.AP.4.2 Evaluate and refine programs to make them more usable, functional, and accessible.</p>	<p>HS4.AP.4.2 Implement version control to track program refinements.</p>
	<p>HS1.AP.4.3 Recognize the variety of documentation methods available while developing a program (e.g., inline comments, procedure header, purposeful naming).</p>	<p>HS2.AP.4.3 Document programs in order to make them easier to follow, test, and debug.</p>	<p>HS3.AP.4.3 Document programs that use non-user-created resources (e.g., code, media, libraries) giving attribution to the original creator.</p>	<p>HS4.AP.4.3 Justify design decisions by documenting the design process of complex programs (e.g., developer journal, digital portfolio, presentation).</p>
	<p>HS1.AP.4.4 Examine licenses (i.e., permissions) that limit or restrict use of resources (e.g., freeware, shareware, open source, creative commons).</p>	<p>HS2.AP.4.4 Discuss the implications of using licensed resources in a developed solution.</p>	<p>HS3.AP.4.4 Develop a systematic solution that incorporates licensed resources.</p>	<p>HS4.AP.4.4 Research the process for licensing student-created resources.</p>

Key Concept	Level 1	Level 2	Level 3	Level 4
Algorithms and Programming	<b>Standard 5:</b> Choose data types and data structures based on functionality, storage, and performance tradeoffs.			
	<b>HS1.AP.5.1</b> Justify and use appropriate data types (i.e., primitive and non-primitive) in simple programs.	<b>HS2.AP.5.1</b> Determine when data structures (e.g., lists, arrays, tuples, stacks, queues, structures) are more appropriate than simple data types and incorporate them in programs.	<b>HS3.AP.5.1</b> Determine when external data structures (e.g., databases, flat files) are appropriate and incorporate them in programs.	<b>HS4.AP.5.1</b> Justify how data structures and abstraction are used to manage program complexity.

## South Carolina Computer Science High School Content Standards: Impact of Computing

Key Concept	Level 1	Level 2	Level 3	Level 4
<b>Impact of Computing</b>	<b>Standard 1:</b> Evaluate the impact of computing from a global perspective.			
	<b>HS1.IC.1.1</b> Research computing solutions to problems in different countries, considering the personal, ethical, social, economic, and cultural impact (e.g., the use of drones to deliver blood and medical supplies in countries in Africa, the use of Uber in India to address traffic congestion).	<b>HS2.IC.1.1</b> Compare and contrast the efficiency, feasibility, and ethical impacts of deploying the same computing solution in various countries.	<b>HS3.IC.1.1</b> Hypothesize the future impacts of computing across the world (e.g., personal, health, workforce, economy, education, culture, environment).	<b>HS4.IC.1.1</b> <i>Continuation of this indicator is not specifically included or excluded.</i>
	<b>HS1.IC.1.2</b> Research traditional and non-traditional computer science careers.	<b>HS2.IC.1.2</b> Identify a computer science career in a non-traditional computer science industry for each of the five computing disciplines (i.e., computer science, software engineering, information technology, information systems, computer engineering).	<b>HS3.IC.1.2</b> Research how computing is used in non-traditional computer science careers (e.g., sensors on soldiers' or firefighters' uniforms, robots to detect and diffuse explosive devices).	<b>HS4.IC.1.2</b> <i>Continuation of this indicator is not specifically included or excluded.</i>

Key Concept	Level 1	Level 2	Level 3	Level 4
Impact of Computing	<b>Standard 2:</b> Evaluate the evolving legal and ethical tradeoffs that shape computing practices.			
	HS1.IC.2.1 Select the most appropriate means of communication for given situations (e.g., personal versus professional communication, communication with teachers and employers).	HS2.IC.2.1 Discuss how social media and computing devices have positively and negatively impacted communication.	HS3.IC.2.1 Justify proper and improper use of social media and computing devices (e.g., role-playing and example scenarios).	HS4.IC.2.1 Create rules of etiquette for proper use of social media and computing devices.
	HS1.IC.2.2 Discuss issues related to personal security (e.g., personal, financial, professional).	HS2.IC.2.2 Define and visually display students' digital footprint.	HS3.IC.2.2 Analyze the relationship between students' digital footprint and personal security.	HS4.IC.2.2 Recommend methods to protect digital information in different situations (e.g., traveling to other countries, two-factor authentication, encryption).
	HS1.IC.2.3 Explain the implications of proper and improper use of social media (e.g., college admissions, employment, cyberbullying laws).	HS2.IC.2.3 Identify ethical and legal computing practices.	HS3.IC.2.3 Distinguish among ethical, unethical, legal, and illegal computing practices (e.g., fair-use, illegal music/video downloads, sharing copyrighted pictures/videos, black-hat hacking, white-hat hacking).	HS4.IC.2.3 Investigate how computer use and digital privacy are governed across the globe (e.g., government regulations for computer use in the United State, Canada, China, North Korea, and Russia).

Key Concept	Level 1	Level 2	Level 3	Level 4
Impact of Computing	<b>Standard 3:</b> Understand the importance of access and equity in computing.			
	HS1.IC.3.1 Identify factors (e.g., net neutrality, government regulations, infrastructure, funding) that impact equitable access to computing resources for underrepresented groups (e.g., race, ethnicity, gender, geographic location, socioeconomic status).	HS2.IC.3.1 Research current efforts to provide equitable access to computing resources for underrepresented groups (e.g., race, ethnicity, gender, geographic location, socioeconomic status).	HS3.IC.3.1 Evaluate the effectiveness of current efforts to provide equitable access to computing resources for underrepresented groups (e.g., race, ethnicity, gender, geographic location, socioeconomic status).	HS4.IC.3.1 Design a solution to improve equitable access to computing resources for underrepresented groups (e.g. classroom, school, neighborhood).
	HS1.IC.3.2 Identify computer scientists from underrepresented groups and their specific contributions (e.g., African-American, Latino, women, disabled).	HS2.IC.3.2 <i>Continuation of this indicator is not specifically included or excluded.</i>	HS3.IC.3.2 <i>Continuation of this indicator is not specifically included or excluded.</i>	HS4.IC.3.2 <i>Continuation of this indicator is not specifically included or excluded.</i>
	HS1.IC.3.3 Identify the advantages and disadvantages of diverse perspectives and backgrounds when solving computational problems.	HS2.IC.3.3 Evaluate existing computing solutions according to inclusivity or non-inclusivity (e.g., sight and hearing impairment, ethnicity, age).	HS3.IC.3.3 Recommend modifications to make a current computing solution more inclusive for all users.	HS4.IC.3.3 <i>Continuation of this indicator is not specifically included or excluded.</i>



Key Concept	Level 1	Level 2	Level 3	Level 4
Impact of Computing	<b>Standard 4:</b> Evaluate the history of computers and computing.			
	HS1.IC.4.1 Discuss how Moore’s Law has impacted computing.	HS2.IC.4.1 Discuss the advantages and disadvantages of advancing and emerging technologies over time (e.g., the impacts of artificial intelligence, virtual reality, and biometrics on productivity, job loss, inventions, quality of life, and globalization).	HS3.IC.4.1 Hypothesize problems that the next generation of computing will solve.	HS4.IC.4.1 <i>Continuation of this indicator is not specifically included or excluded.</i>
	HS1.IC.4.2 Define and provide examples of big data (e.g., information collected from social media or smartphone use).	HS2.IC.4.2 Research how big data is used to solve computing problems.	HS3.IC.4.2 <i>Continuation of this indicator is not specifically included or excluded.</i>	HS4.IC.4.2 <i>Continuation of this indicator is not specifically included or excluded.</i>

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