

CompuScholar, Inc.

Alignment to Massachusetts Digital Literacy and Computer Science (DLCS)

9th - 12th Grade Curriculum Framework

Massachusetts Standards:

Course Title:	Digital Literacy and Computer Science
Grade Level:	9th - 12th Grade
Standards Link:	2016 DLCS Curriculum Framework

CompuScholar Course Details:

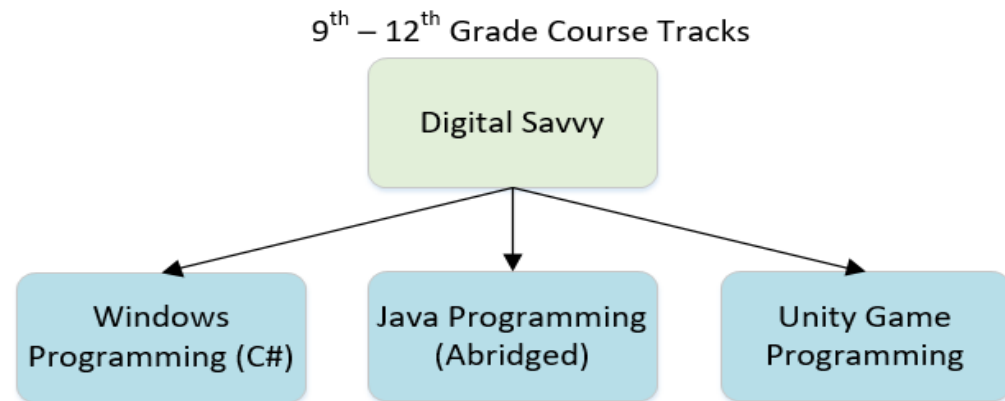
		Abbreviation
Course 1:	Digital Savvy, ISBN 978-0-9887070-8-5, 2018 Edition	DS
Course 2a:	Windows Programming (C#), ISBN 978-0-9887070-0-9, 2018 Edition	WP
Course 2b:	Java Programming (Abridged), ISBN 978-0-9887070-4-7, 2018 Edition	JP
Course 2c:	Unity Game Programming, ISBN 978-0-9887070-7-8, 2018 Edition	UGP

Overview

Digital Literacy and Computer Science for 9th - 12th grades is organized into four strands of focused study. CompuScholar's "Digital Savvy" and one additional programming course cover 100% of these requirements when combined in one of the recommended course tracks (pictured at right).

Note 1: Citation(s) listed may represent a subset of the instances where objectives are met throughout the course.

Note 2: Citation(s) for a "Lesson" refer to the "Lesson Text" elements and associated "Activities" within the course, unless otherwise noted. The "Instructional Video" components are supplements designed to introduce or re-enforce the main lesson concepts, and the Lesson Text contains full details.



Grades 9 – 12: Computing and Society (CAS)

9-12.CAS.a	Safety and Security	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CAS.a.1	Evaluate and design an ergonomic work environment.	Ch. 24, Lesson 3			
9-12.CAS.a.2	Explain safe practices when collaborating online, including how to anticipate potentially dangerous situations.	Ch. 8, Lessons 1 - 4 Ch. 18, Lesson 4	Ch. 1, Lesson 6	Ch. 1, Lesson 5	Suppl. Ch. 1, Lesson 3
9-12.CAS.a.3	Construct strategies to combat cyberbullying / harassment.	Ch. 8, Lesson 4			
9-12.CAS.a.4	Identify the mental health consequences of cyberbullying/harassment.	Ch. 8, Lesson 4			
9-12.CAS.a.5	Explain how peer pressure in social computing settings influences choices.	Ch. 8, Lesson 4 Ch. 18, Lesson 4			
9-12.CAS.a.6	Apply strategies for managing negative peer pressure and encouraging positive peer pressure.	Ch. 8, Lesson 4 Ch. 18, Lesson 4			
9-12.CAS.b	Ethics and Laws	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CAS.b.1	Model mastery of the school's Acceptable Use Policy [AUP].	Ch. 8, Lesson 4			

9-12.CAS.b.2	Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and consequences of sexting and harassment.	Ch. 8, Lessons 1 - 5	Ch. 1, Lesson 5 Ch. 1, Lesson 6	Ch. 1, Lesson 4 Ch. 1, Lesson 5	Suppl. Chapter 1
9-12.CAS.b.3	Discuss the legal and ethical implications associated with malicious hacking and software piracy.	Ch. 8, Lessons 1 - 4	Ch. 1, Lesson 6	Ch. 1, Lesson 5	Suppl. Ch. 1, Lessons 1, 3
9-12.CAS.b.4	Interpret software license agreements and application permissions.	Ch. 2, Lesson 2 Ch. 8, Lesson 5	Ch. 1, Lesson 5	Ch. 1, Lesson 4	Ch. 1, Lesson 3 Suppl. Ch. 1, Lesson 2
9-12.CAS.c	Interpersonal and Societal Impact	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CAS.c.1	Explain the impact of the digital divide on access to critical information.	Suppl. Ch. 1, Lessons 1, 3			
9-12.CAS.c.2	Discuss the impact of computing technology on business and commerce (e.g., automated tracking of goods, automated financial transaction, e-commerce, cloud computing).	Suppl. Ch. 1, Lesson 5	Suppl. Ch. 3, Lesson 2	Suppl. Ch. 3, Lesson 2	Suppl. Ch. 2, Lesson 2
9-12.CAS.c.3	Describe the role that assistive technology can play in people's lives.	Suppl. Ch. 1, Lesson 3			
9-12.CAS.c.4	Create a digital artifact that is designed to be accessible (e.g., closed captioning for audio, alternative text for images).	Accessibility features can be built into Ch 14 and 25 projects			

9-12.CAS.c.5	Analyze the beneficial and harmful effects of computing innovations (e.g., social networking, delivery of news and other public media, intercultural communication).	Chapter 8 Chapters 17 - 18 Suppl. Ch. 1	Suppl. Ch. 3, Lessons 1 - 3	Suppl. Ch. 3, Lessons 1 - 3	Suppl. Ch. 2, Lesson 1 Suppl. Ch. 3, Lessons 1, 3, 4
9-12.CAS.c.6	Cultivate a positive web presence (e.g., digital resume, portfolio, social media).	Ch. 8, Lessons 1, 4 Chapters 17 - 18	Suppl. Ch. 3, Lesson 1	Suppl. Ch. 3, Lesson 1	
9-12.CAS.c.7	Identify ways to use technology to support lifelong learning.	Chapter 7 Chapters 9 - 11			
9-12.CAS.c.8	Analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, political).	Suppl. Ch. 1, Lesson 1			
9-12.CAS.c.9	Discuss the social and economic implications associated with malicious hacking, software piracy, and cyber terrorism.	Chapter 8	Ch. 1, Lesson 5 Ch. 1, Lesson 6	Ch. 1, Lesson 4 Ch. 1, Lesson 5	Suppl. Ch. 1, Lessons 1, 3

Grades 9 – 12: Digital Tools and Collaboration (DTC)

9-12.DTC.a	Digital Tools	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.DTC.a.1	Use digital tools to design and develop a significant digital artifact (e.g., multipage website, online portfolio, simulation).	Chapters 9-12 Chapters 14 and 25 Chapters 15, 19 -23	An IDE is used to create software projects through the course	An IDE is used to create software projects through the course	An IDE is used to create software projects through the course

9-12.DTC.a.2	Select digital tools or resources based on their efficiency and effectiveness to use for a project or assignment, and justify the selection.	Ch. 9, Lessons 1-2 Ch. 15, Lessons 1-2 Chapters 14 and 25	Ch. 1, Lessons 3 - 4	Ch. 1, Lessons 2 - 3	Ch. 1, Lessons 1 - 2
9-12.DTC.b	Collaboration and Communication	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.DTC.b.1	Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.	Chapters 9 - 11 Chapters 19 - 21 Chapters 14 and 25			
9-12.DTC.b.2	Collaborate on a substantial project with outside experts or others through online digital tools (e.g., science fair project, community service project, capstone project).	Chapter 16 Chapters 14 and 25	Chapter 18 Suppl. Ch. 1, Lesson 6	Chapter 21 Suppl. Ch. 1, Lesson 5	Chapters 14 and 26
9-12.DTC.c	Research	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.DTC.c.1	Generate, evaluate, and prioritize questions that can be researched through digital resources or tools.	Chapter 7			
9-12.DTC.c.2	Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, simulations).	Ch. 7, Lessons 1-2 Chapters 14 and 25 Suppl. Ch. 2, Lesson 5	Chapter 18 Suppl. Ch. 1, Lessons 5-6	Chapter 21 Suppl. Ch. 1, Lesson 5	Chapters 14 and 26
9-12.DTC.c.3	Evaluate digital sources needed to solve a given problem (e.g., reliability, point of view, relevancy).	Ch. 7, Lesson 3			

9-12.DTC.c.4	Gather, organize, analyze, and synthesize information using a variety of digital tools.	Chapters 14 and 25	Chapter 18 Suppl. Ch. 1, Lessons 5-6	Chapter 21 Suppl. Ch. 1, Lesson 5	Chapters 14 and 26 Suppl. Ch. 3, Lesson 4
9-12.DTC.c.5	Create an artifact that answers a research question, communicates results and conclusions, and cites sources.	Chapters 14 and 25	Chapter 18 Suppl. Ch. 1, Lessons 5-6	Chapter 21 Suppl. Ch. 1, Lesson 5	Suppl. Ch. 3, Lesson 4

Grades 9 - 12: Computing Systems (CS)

9-12.CS.a	Computing Devices	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CS.a.1	Select computing devices (e.g., probe, sensor, tablet) to accomplish a real-world task (e.g., collecting data in a field experiment) and justify the selection.	Suppl. Ch. 3, Lesson 3			
9-12.CS.a.2	Examine how the components of computing devices are controlled by and react to programmed commands.	Chapters 22 - 23 (Scratch sprites react to programmed and interactive commands)			
9-12.CS.a.3	Apply strategies for identifying and solving routine hardware and software problems that occur in everyday life (e.g., update software patches, virus scan, empty trash, run utility software, close all programs, reboot, use help sources).	Chapter 5	Chapter 10	Chapter 9	Chapter 11

9-12.CS.a.4	Explain and demonstrate how specialized computing devices can be used for problem solving, decision-making and creativity in all subject areas.	Suppl. Ch. 3, Lesson 3			
9-12.CS.a.5	Describe how computing devices manage and allocate shared resources (e.g., memory, Central Processing Unit [CPU]).	Ch. 1, Lesson 2			
9-12.CS.a.6	Examine the historical rate of change in computing devices (e.g., power/energy, computation capacity, speed, size, ease of use) and discuss the implications for the future.	Ch. 1, Lesson 4	Ch1. 1, Lesson 1	Ch1. 1, Lesson 1	Suppl. Ch. 2, Lesson 2
9-12.CS.b	Human and Computer Partnerships	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CS.b.1	Identify a problem that cannot be solved by humans or machines alone and design a solution for it by decomposing the task into sub-problems suited for a human or machine to accomplish (e.g., a human-computer team playing chess, forecasting weather, piloting airplanes).	Suppl. Ch. 1, Lesson 4	Suppl. Ch. 3, Lesson 3	Suppl. Ch. 3, Lesson 3	Ch. 21, Lessons 1-2
9-12.CS.c	Networks	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CS.c.1	Explain how network topologies and protocols enable users, devices, and systems to communicate with each other.	Chapter 6	Suppl. Ch. 1, Lessons 2-4	Suppl. Ch. 1, Lessons 2-4	

9-12.CS.c.2	Examine common network vulnerabilities (e.g., cyberattacks, identity theft, privacy) and their associated responses.	Ch. 8, Lessons 1 - 3	Ch. 1, Lesson 6	Ch. 1, Lesson 5	Suppl. Ch. 1, Lesson 3
9-12.CS.c.3	Examine the issues (e.g., latency, bandwidth, firewalls, server capability) that impact network functionality.	Ch. 6, Lessons 1 - 4			
9-12.CS.d	Services	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CS.d.1	Compare the value of using an existing service versus building the equivalent functionality (e.g., using a reference search engine versus creating a database of references for a project).	Ch. 5, Lesson 2 (Use your own local backups vs. selecting an online backup service)			
9-12.CS.d.2	Explain the concept of quality of service (e.g., security, availability, performance) for services providers (e.g., online storefronts that must supply secure transactions for buyer and seller).	Ch. 6, Lesson 2 Suppl. Ch. 1, Lesson 5			

Grades 9 – 12: Computational Thinking (CT)

9-12.CT.a	Abstraction	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CT.a.1	Discuss and give an example of the value of generalizing and decomposing aspects of a problem in order to solve it more effectively.	Ch. 22, Lesson 3 Suppl. Ch. 2, Lesson 2	Ch. 7, Lesson 3 Ch. 12, Lesson 3 Suppl. Ch. 3, Lesson 3	Ch. 8, Lesson 1 Ch. 17, Lesson 4 Suppl. Ch. 3, Lesson 3	Ch. 9, Lessons 1, 3 Ch. 21, Lesson 2
9-12.CT.b	Algorithms	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CT.b.1	Recognize that the design of an algorithm is distinct from its expression in a programming language.	Ch. 22, Lesson 3 Suppl. Ch. 2, Lesson 2	Ch. 7, Lesson 3 Ch. 12, Lesson 3 Suppl. Ch. 3, Lesson 3	Ch. 8, Lesson 1 Ch. 17, Lesson 4 Suppl. Ch. 3, Lesson 3	Ch. 21, Lesson 2
9-12.CT.b.2	Represent algorithms using structured language, such as pseudocode.	Ch. 22, Lesson 3 Suppl. Ch. 2, Lesson 2	Ch. 7, Lesson 3 Ch. 12, Lesson 3 Suppl. Ch. 3, Lesson 3	Ch. 8, Lesson 1 Ch. 17, Lesson 4 Suppl. Ch. 3, Lesson 3	Ch. 21, Lesson 2
9-12.CT.b.3	Explain how a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem.		Ch. 14, Lessons 2 - 3	Ch. 19, Lesson 1	
9-12.CT.b.4	Describe that there are ways to characterize how well algorithms perform and that two algorithms can perform differently for the same task.		Ch. 14, Lesson 1	Ch. 19, Lessons 2-3	
9-12.CT.b.5	Explain that there are some problems which cannot be computationally solved.	Suppl. Ch. 2, Lesson 2			

9-12.CT.c	Data	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CT.c.1	Describe how data types, structures, and compression in programs affect data storage and quality (e.g., digital image file sizes are affected by resolution and color depth).	Suppl. Ch. 2, Lesson 3	Ch. 4, Lesson 1 Suppl. Ch. 1, Lesson 1	Ch. 4, Lesson 1 Suppl. Ch. 1, Lesson 1	Ch. 6, Lesson 1 Ch. 18, Lesson 1 Ch. 23, Lesson 3
9-12.CT.c.2	Create an appropriate multidimensional data structure that can be filtered, sorted, and searched (e.g., array, list, record).	Chapter 12	Chapter 11 Chapter 14	Chapter 14 Chapter 19	Chapter 12
9-12.CT.c.3	Create, evaluate, and revise data visualization for communication and knowledge.	Ch. 10, Lesson 7 Chapter 11 Chapters 14 and 25 Suppl. Ch. 2, Lesson 5	Chapter 15 Suppl. Ch. 1, Lessons 5 - 6	Chapter 20 Suppl. Ch. 1, Lessons 5, 7	Chapter 13 Ch. 15, Lesson 4 Suppl. Ch. 3, Lesson 4
9-12.CT.c.4	Analyze a complex data set to answer a question or test a hypothesis (e.g., analyze a large set of weather or financial data to predict future patterns).	Chapters 14 and 25 Suppl. Ch. 2, Lesson 5	Suppl. Ch. 1, Lessons 5 - 6	Suppl. Ch. 1, Lesson 5	Suppl. Ch. 3, Lesson 4
9-12.CT.c.5	Identify different problems (e.g., large or multipart problems, problems that need specific expertise, problems that affect many constituents) that can benefit from collaboration when processing and analyzing data to develop new insights and knowledge.	Chapters 14 and 25	Chapter 18 Suppl. Ch. 1, Lesson 6	Chapter 21 Suppl. Ch. 1, Lesson 5	Chapters 14 and 26

9-12.CT.d	Programming and Development	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CT.d.1	Use a development process in creating a computational artifact that leads to a minimum viable product and includes reflection, analysis, and iteration (e.g., a data-set analysis program for a science and engineering fair, capstone project that includes a program, term research project based on program data).	Chapters 22, 23, 25 Suppl. Ch. 2, Lesson 5	Chapters 16 - 17 Chapter 18	Chapters 15-16 Chapter 21	Chapter 13 Chapters 14 and 26
9-12.CT.d.2	Decompose a problem by defining functions which accept parameters and produce return values.		Chapter 9	Chapter 8	Ch. 9, Lesson 3
9-12.CT.d.3	Select the appropriate data structure to represent information for a given problem (e.g., records, arrays, lists).	Suppl. Ch. 2, Lesson 4	Ch. 4, Lesson 1 Chapter 11 Suppl. Ch. 1, Lesson 8	Ch. 4, Lesson 1 Chapter 14 Suppl. Ch. 1, Lesson 6	Ch. 6, Lesson 1 Ch. 12, Lesson 1
9-12.CT.d.4	Analyze trade-offs among multiple approaches to solve a given problem (e.g., space/time performance, maintainability, correctness, elegance).		Ch. 14, Lesson 1	Ch. 19, Lessons 2-3	Ch. 21, Lessons 1-2
9-12.CT.d.5	Use appropriate looping structures in programs (e.g., FOR, WHILE, RECURSION).	Ch. 23, Lesson 2	Ch. 5, Lessons 3-4	Ch. 7, Lessons 4-5	Ch. 12, Lessons 2-3
9-12.CT.d.6	Use appropriate conditional structures in programs (e.g., IF-THEN, IF-THEN-ELSE, SWITCH).	Ch. 23, Lesson 3	Ch. 5, Lesson 2	Ch. 7, Lessons 2-3	Ch. 7, Lessons 2-3

9-12.CT.d.7	Use a programming language or tool feature correctly to enforce operator precedence.		Ch. 5, Lesson 1 Ch. 7, Lesson 1	Ch. 7, Lesson 1	Ch. 6, Lesson 2 Ch. 7, Lesson 1
9-12.CT.d.8	Use global and local scope appropriately in program design (e.g., for variables).		Ch. 4, Lesson 2 Ch. 13, Lesson 5	Ch. 10, Lesson 2 Ch. 11, Lesson 3	Ch. 6, Lesson 3
9-12.CT.d.9	Select and employ an appropriate component or library to facilitate programming solutions (e.g., turtle, Global Positioning System [GPS], statistics library).		Ch. 3, Lesson 4 (and .NET Framework used throughout)	Ch. 2, Lesson 4 (and Java Class Library used throughout)	Ch. 1, Lesson 1 (and Unity SDK used throughout)
9-12.CT.d.10	Use an iterative design process, including learning from making mistakes, to gain a better understanding of the problem domain.		Ch. 10, Lesson 4 Chapter 17 Ch. 18, Lesson 4 Suppl. Ch. 2, Lesson 1	Ch. 9, Lesson 3 Chapter 16 Ch. 21, Lesson 4 Suppl. Ch. 2, Lesson 1	Ch. 11, Lesson 2 Ch. 14, Activity 3 Ch. 26, Activity 3
9-12.CT.d.11	Engage in systematic testing and debugging methods to ensure program correctness.		Chapter 10 Ch. 18, Lesson 4 Suppl. Ch. 2, Lesson 1	Chapter 9 Ch. 21, Lesson 4 Suppl. Ch. 2, Lesson 1	Ch. 11, Lesson 2 Ch. 14, Activity 3 Ch. 26, Activity 3
9-12.CT.d.12	Demonstrate how to document a program so that others can understand its design and implementation.		Ch. 2, Lesson 3 Ch. 18, Lessons 1-2 Suppl. Ch. 2, Lesson / Activity 1	Ch. 2, Lesson 2 Ch. 21, Lessons 1-2 Suppl. Ch. 2, Lesson / Activity 1	Ch. 3, Lesson 3 Chapter 13 Ch. 14/26, Activity 1-2
9-12.CT.e	Modeling and Simulation	DS Citation(s)	WP Citation(s)	JP Citation(s)	UGP Citation(s)
9-12.CT.e.1	Create models and simulations to help formulate, test, and refine hypotheses.	Suppl. Ch. 2, Lesson 5	Suppl. Ch. 1, Lessons 5 - 6	Suppl. Ch. 1, Lesson 5	Suppl. Ch. 3, Lesson 4
9-12.CT.e.2	Form a model from a hypothesis generated from research and run a simulation to collect and analyze data to test hypothesis.	Suppl. Ch. 2, Lesson 5	Suppl. Ch. 1, Lessons 5 - 6	Suppl. Ch. 1, Lesson 5	Suppl. Ch. 3, Lesson 4