

DIGITAL LITERACY
ACTIVITY CODE: 1853 (6th grade), 2853 (7, 8)

COURSE DESCRIPTION: Digital Literacy is designed to equip students with many of the needed digital and computer literacy skills necessary to prepare for creating, finding, and evaluating data and information. Students will be exposed to a broad range of computer technology along with a working knowledge of computer software and hardware. Students benefit from an understanding of a wide range of applications (e.g., document processing, presentations, spreadsheets, and web-based resources). Safety, use of technology, social, emotional, career, as well as critical thinking and problem-solving skill attainment are embedded throughout the course.

COURSE RECOMMENDATIONS:

6-week course: Safety, Keyboarding, Computing Systems

9-week course: Safety, Keyboarding (w/Document Processing), Computing Systems, Problem Solving, Internet Basics, Research

OBJECTIVE: Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following standards.

COMPUTER REQUIREMENTS: One computer with Internet Access

GRADE LEVELS: 6, 7, 8

RECOMMENDED SOFTWARE: Current version of Microsoft Office Suite/Office 365, Google Applications, or any word processing, database, spreadsheet, and presentation software or freeware resources used by business-industry.

A. SAFETY

The student will demonstrate knowledge of the academic subject matter, including safety, as needed in their position. They will use this knowledge as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Review school safety policies and procedures.
2. Review classroom safety rules and procedures.
3. Review safety procedures for using equipment in the classroom.
4. Identify major causes of school-related accidents in office environments.
5. Demonstrate safety skills in a school-related environment.

B. STUDENT ORGANIZATIONS

The student will demonstrate knowledge of the academic subject matter, including professional development, as needed in their position. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Identify the purpose and goals of a Career and Technology Student Organization (CTSO).
2. Explain the benefits and responsibilities of being a member of a CTSO.
3. List leadership opportunities that are available to students through participation in CTSO conferences, competitions, community service, philanthropy, and other activities.
4. Explain how participation in CTSOs can promote lifelong benefits in other professional and civic organizations.

C. TECHNOLOGY KNOWLEDGE

The student will demonstrate their knowledge of academic subject matter, including the ethical use of technology, as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Identify proper netiquette when using e-mail, social media, and other technologies for communication purposes.
2. Identify potential abuse, threats and unethical uses of laptops, tablets, computers, and/or networks.
3. Identify the consequences of social, illegal, and unethical uses of technology (e.g., piracy; illegal downloading; cyberbullying; licensing laws; inappropriate uses of software, hardware, and mobile devices in the work environment).
4. Discuss legal issues and the terms of use related to copyright laws, fair use laws, and ethics pertaining to downloading of images, photographs, documents, video, sounds, music, trademarks, and other elements for personal use.
5. Describe ethical and legal practices of safeguarding the confidentiality of personal information.

D. SOCIAL AND EMOTIONAL SKILLS

The student will demonstrate appropriate social and emotional skills as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate self-awareness (e.g., independence, self-awareness, and self-advocacy.)
2. Demonstrate creativity (e.g., imaginative, inventive, divergent, and resourceful.)
3. Demonstrate problem solving (e.g., investigator, researcher, and decision maker.)
4. Demonstrate integrity (e.g., equitable, helpful, accountable, and courageous.)
5. Demonstrate motivation (e.g., self-motivated, collaborative, focused, and purposeful.)

6. Demonstrate communication skills (e.g., articulate, persuasive, audience-aware.)
7. Demonstrate information and media literacy (e.g., researcher, analyzer.)
8. Demonstrate career awareness (e.g., proactive, career-minded, career-connected.)

E. KEYBOARDING

The student will demonstrate basic keyboarding skills as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate proper touch techniques using correct fingers and posture to key alphanumeric information.
2. Demonstrate speed at a minimum rate of words per minute (wpm).

NOTE: (15 in 5th grade, 20 in 6th grade, 25 in 7th grade, and 30 in 8th grade)

3. Use software capabilities to find and correct errors.
4. Use correct procedures for saving and retrieving information.
5. Demonstrate usage of shortcut keys/commands (e.g., Ctrl S, Ctrl P, Ctrl C, Ctrl X, Ctrl V, Ctrl Z, F4, F7, and F12.)

F. DOCUMENT PROCESSING

The student will demonstrate basic document processing skills as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Describe the purpose of using document processing software.
2. Identify terms and concepts related to document processing (e.g., margins, font, style, line spacing.)
3. Use menus and toolbar functions (e.g., font, style, line spacing, and margins, to format, edit, and print a document.)
4. Demonstrate use of various features found in word processing (e.g., tabs, indents, headers, bullets and numbering, and tables.)
5. Perform basic word processing tasks (e.g., selecting, highlighting, copying, and pasting text.)
6. Insert and resize a graphic within a document.
7. Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, and Thesaurus.)

G. INTRODUCTION TO COMPUTING SYSTEMS

The student will demonstrate basic computer knowledge and skills. The following accountability criteria are considered essential for students in any program of study.

1. Identify common input, processing, output, and storage functional components.
2. Differentiate between hardware and software.
3. Classify software between operating and productivity.
4. Identify relevant problems and how they are solved using computer programs and applications.
5. Identify the use of memory and a variety of storage media and systems (e.g., flash drives, networked storage, cloud services, etc., and provide a rationale for using a certain medium for a specific purpose.)
6. Demonstrate basic file operations (e.g., save/save as, creating new folders/subfolders, renaming a file/folder, opening a file, etc.)

H. INTRODUCTION TO PROBLEM SOLVING

The student will demonstrate problem-solving and computational thinking skills as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Describe how computer programs and apps can be used to solve various problems (e.g., desktop, mobile, and enterprise.)
2. Solve a problem by applying appropriate problem solving techniques.
3. Define and explain the use of algorithms
4. Using appropriate technology, create various algorithm problems.

I. INTERNET BASICS

The student will demonstrate basic internet knowledge and usage as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Identify and define basic Internet terminology (e.g., World Wide Web, web browsers, Internet, intranet, search engines, and protocols.)
2. Identify types of Internet connectivity and their differences (e.g., hotspot, MiFi, WiFi, DSL, and broadband.)
3. Explain the parts, functions, and purposes of a web address.
4. Identify and model e-mail etiquette.
5. Compose, send, and manage email messages to communicate and share information with peers and teachers, to also include attachments.
6. Use the Internet to perform real-life tasks (e.g., check date-time-weather, research travel Information, analyze product purchases, perform financial banking, and other transactions performed over the Web.)

7. Identify and use tools and other resources to access information (e.g., search engines, electronic databases, and digital magazine articles.)

J. RESEARCH AND INFORMATION GATHERING

The student will demonstrate basic research and information gathering skills as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Identify types and locations of websites by examining their domain name extensions (e.g., .edu, .com, .org, .gov, or .mil.)
2. Using various search engines, search for reliable information on the Internet (e.g., track the news and search trends; find music, pictures, and videos; locate businesses and people; locate operating systems and application.)
3. Write/key correct reference lists for text and images gathered from electronic sources.

K. SPREADSHEET FUNDAMENTALS

The student will demonstrate basic electronic spreadsheet skills-as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Describe the purpose of using electronic spreadsheet software.
2. Identify terms and concepts related to spreadsheets (e.g., cell, column, row, values, labels, chart, graph, etc.)
3. Use spreadsheets to calculate, graph/chart, organize, and present data
4. Enter formulas and functions; use the auto-fill feature in a spreadsheet application.
5. Use basic mathematical symbols to perform calculations when using formulas (e.g., +, -, *, /).
6. Use functions of a spreadsheet application (e.g., sort, filter, find).
7. Use various number formats (e.g., currency, date, percentages, exponents), as appropriate.
8. Use advanced spreadsheet formatting features (e.g., adjust row and column height/width, add and name worksheets).
9. Differentiate between formulas with absolute and relative cell references.
10. Use formulas in spreadsheets to perform real-world calculations (e.g., creating budgets and income statements).

L. MULTIMEDIA AND PRESENTATION TOOLS

The student will demonstrate basic multimedia and presentation skills as needed in their position. The following accountability criteria are considered essential for students in any program of study.

1. Identify multimedia and presentation tools and their purposes.
2. Create presentations for a variety of audiences and purposes with use of appropriate formatting to add interest (e.g., themes, transitions, animations, videos, text, graphics.)
3. Use a variety of technology tools (e.g., dictionary, Thesaurus, grammar check, calculator/graphing calculator,) to maximize accuracy of work.
4. Identify goals for the use of digital media to enhance understanding.
5. Select appropriate technology tools (e.g., graphic organizer, audio, visual, to define problems and make a proposal to an audience).
6. Deliver finished presentation.

M. TECHNOLOGY COMMUNICATION TOOLS

The student will demonstrate basic knowledge of various technology communication tools as needed in their position. The following accountability criteria are considered essential for students in any Business program of study.

1. Compare and contrast various social networking tools and benefits.
2. Using various research sites, analyze the impact of social networking on society and oneself.

N. CAREERS (Optional)

The student will demonstrate knowledge of the necessary education, training, and skills for a selected career. The following accountability criteria are considered essential for students in any program of study.

1. Research a career within each career (CTE) cluster and present findings to class using various multimedia tools.
2. Analyze the nature of employment and how it relates to an individual's integral part of society.
 - a. Identify reasons why individuals work (economic, social, and psychological).
 - b. Compare and contrast jobs versus careers.
 - c. Determine career paths.
 - d. Create a resume aligned with their career choice.

[Additional Course Materials and Resources](#)

[Academic Standards and Indicators including Computer Science](#)