

Strand 1: The student will enhance digital literacy skills and basic understanding of digital devices.**Standard 1**

Students will enhance keyboarding skills and demonstrate good techniques.

(Based on student's previous skill level, incorporate throughout course.)

- Eyes on copy or screen, not on keys. p. 611
- Fingers curved and oriented to home row.
- Correct fingers used for keystrokes.
- Key with smooth rhythm and quiet hands.
- Forearms parallel to slant of keyboard; wrists low but not resting on any surface.
- Proper sitting posture; body centered with feet providing balance and elbows naturally at sides. p. 611

Standard 2

Determine the meaning of common terminology in the digital world.

- Identify the primary hardware components of a computer. pp.9-14
- Identify peripheral devices (i.e. printer, projector, scanner, speakers, etc.) pp. 10-14
- Define and understand the function of an operating system. pp. 121-123
- Define and understand software terms (i.e. programs, applications [desktop], apps [handheld devices]). pp. 16-18
- Define and understand the term *network* and identify the benefits and responsibilities of network connections (wireless and wired). pp. 441-445, 446-447, 449-451
- Define and understand the term *Internet* and identify the benefits, dangers, and responsibilities of using the Internet (See Strand 2; Standard 1). p. 470, 472, 496

Standard 3

Understand computer performances and features.

- Identify and compare the features of different types of computers. pp. 44-47
- Explain the role of *memory* and *storage* . p. 7, 9-10
- Explain the basics of computer performance and productivity. pp.32-33
- Describe and understand different types of productivity programs and their uses. p. 17
- Describe and understand the different types of communication programs and their uses. pp. 540-543, 548-552

Strand 2: (Digital Citizen) Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical (ISTE 2).**Standard 1**

Demonstrate understanding of basic uses and processes of computing devices.

- Develop understanding of computing devices at home, in school, and throughout the world. pp. 44-47, 51-54

- Develop understanding and awareness of the benefits and dangers of using the Internet.

pp. 592-594, 610, pp. 548-552, 571

Standard 2

Demonstrate knowledge of digital security and privacy.

- Define *security* and *privacy* as they apply to computing.
- Identify various threats in the digital world and explain their corresponding solutions.

pp.144-146, pp. 150, 587-590
p. 585, 587-580, 592-594, 596-599, 597-599

Standard 3

Understand how to protect digital devices and data.

- Identify various methods of protecting operating systems, software, and data.
- Identify various ways of securing online and network transactions.
- Identify common measures for securing email and messaging transactions.

pp. 596-598
p. 58
p. 546

Standard 4

Understand how to protect personal devices from security threats.

- Identify common measures used to protect privacy.
- Identify guidelines to protect users from various types of online predators.

pp. 587-589
pp.596-600

Standard 5

Understand how to keep a digital device secure and updated.

- Explain the purpose of different security settings on your devices.
- Identify the options available for keeping your devices up-to-date.

pp. 144 -145
p. 21

Standard 6

Understand and demonstrate ethics in a digital world.

- Define *intellectual property* as it applies to the digital world.
- Identify various copyright violation acts and their preventative measures.
- Identify various legal concerns associated with information exchange.

p. 340, 613
pp. 613-615
pp.607-609, 614-615

Standard 7

Understand and evaluate the effects of cyberbullying.

- Define cyberbullying and cite examples.
- Identify the potential consequences of cyberbullying for the perpetrator and victim.

pp. 609-610
pp. 609-610

Standard 8

Understand the impacts of a digital footprint.

- Define digital footprint.
- Understand the legal impact of digital footprints.
- Understand the current and future ramifications of digital footprints.

Strand 3: (Knowledge Constructor) Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others (ISTE 1 and 3).

Standard 1

Understand and demonstrate knowledge of common features and commands.

- Identify the main components of the user interface. pp. 122-123
- Select and use appropriate buttons on the toolbar according to task and purpose. p. 179, 193
- Effectively use a cursor in a program.
- Select and use appropriate text and characters in a program according to task and purpose.
- Explain and use primary keyboard shortcuts and key combinations. p. 232

Standard 2

Demonstrate knowledge of word processing.

- Perform basic tasks by using word processing software. pp. 206-208
- Edit and format text. pp. 210-211, 213-215
- Work with tables and images. pp. 232-233, pp. 237-238
- Work with language tools. pp. 241-243
- Identify the various benefits of using desktop publishing (DTP). pp. 219-220
- Identify practical/real-world applications of word processing. p.233, 239

Standard 3

Demonstrate knowledge of spreadsheets.

- Identify the different components of a spreadsheet. pp. 251
- Enter data into a spreadsheet. pp. 252-253, 255
- Create basic mathematical formulas in a spreadsheet. p. 252, 261
- Insert charts into a spreadsheet. pp. 257-259
- Identify practical/real-world applications of spreadsheets. p. 265

Standard 4

Demonstrate knowledge of presentation programs.

- Identify the basic functionalities offered by presentation programs (i.e. animations, transitions, layouts, etc.). pp. 366-368, 382-384
- Add graphics and multimedia to a presentation. pp.366-367

- Identify the options available to print presentations in different formats. p. 390
- Identify practical/real-world applications of presentation programs. p. 399

Standard 5

Demonstrate knowledge of databases.

- Describe and understand basic database concepts (i.e. record, field, query, and table). pp. 297, 307-308
- Identify practical/real-world applications of databases. p. 302

Standard 6

Demonstrate knowledge of calendaring.

- Create events and appointments, both individually and recurring, with details (location, time zone, notes). pp. 566-567
- Be able to share calendars and send invitations. p. 567, 568-569
- Understand how to subscribe to calendars and know difference between public calendars vs. sharing your own calendar. p. 569
- Identify practical/real-world applications of calendaring. pp. 568-569

Strand 4: (Creative Communicator) Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals (ISTE 1 and 6).

Standard 1

Define and analyze the modern digital experience.

- Identify the benefits of the expanding scope of digital technology. pp. 633-634
- Explain how merging technologies expand the features of digital devices.
- Understand platform compatibility and device limitations. pp. 20-22, 24
- Understand differences between streaming and downloading of digital media. p. 99, p. 578-579

Standard 2

Understand digital media (i.e. audio, photography, speech, and video).

- Identify the characteristics of digital media. pp. 410-414
- Explain the concepts of capturing, copying, and converting digital media. p. 341
- Describe digital media editing. p. 351-353

Standard 3

Understand digital media technology and career opportunities.

- Explain how digital media technology enables different work environments. p. 642
- Identify different career opportunities available in digital technology.

Strand 5: (Global Collaborator) Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally (ISTE 1 and 7).

Standard 1

Analyze and use of the Internet.

- Identify the different components required for an Internet connection. p. 56-57
- Distinguish between different types of Internet connections and the meaning of the term *bandwidth* in relations to those connections. p. 51
- Explain how Web addresses work (i.e. parts of a URL: Web server, domain name, etc.) pp . 497-498
- Exhibit proficiency and understanding of how to use a browser to navigate the Web, find content, and evaluate sites. pp. 500-502, 505

Standard 2

Understand and use Internet communication.

- Demonstrate understanding of how e-mail works: reply vs. reply all, forward, CC vs. BCC, attachments. pp. 540-543, 561
- Understand how to send e-mails for a variety of purposes and audiences.
- Understand how to manage e-mail folders (i.e. inbox, trash, SPAM, junk mail, folders, and search). pp. 545-546, pp. 564-565
- Identify the features, benefits, dangers, and uses of online communities. pp. 576-577
- Understand features and uses of messaging. p. 154-155
- Understand Web authoring software and how it is used to create and publish Web pages. p. 657-659

Standard 3

Recognize the difference between internal (school/business) versus open media sites.

- Identify the differences between social networking sites, blogs, wikis, and forums. pp. 576-577
- Describe how different social media sites are used for different purposes. p. 172

Strand 6: (Innovative Designer) Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions (ISTE 1, 2, 3, 4, & 5).

Standard 1

Students will use **any or all** of the following in a project to be presented to the Digital Literacy teacher **and** a cross-curricular teacher: document processing, spreadsheet, electronic presentation.