Digital Literacy

Course Description

This course is a foundation to computer literacy. Students will have opportunities to use technology and develop skills that encourage creativity, critical thinking, productivity, and collaboration in the classroom and day-to-day life. This course is aligned with the International Society for Technology in Education for Students, the K – 12 Computer Science Framework, industry standards for Digital Literacy Certification, and the Utah Core. The alignment to these national and international benchmarks will ensure that students complete this course with a prerequisite to transition successfully to the 9-12th grade digital studies courses.

<table>
<thead>
<tr>
<th>Intended Grade Level</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units of Credit</td>
<td>0.50</td>
</tr>
<tr>
<td>Core Code</td>
<td>32.02.00.00.170</td>
</tr>
<tr>
<td>Concurrent Enrollment Core Code</td>
<td>NA</td>
</tr>
<tr>
<td>Recommended Prerequisite</td>
<td>Keyboarding I or Word Processing</td>
</tr>
<tr>
<td>Skill Certification Test Number</td>
<td>NA</td>
</tr>
<tr>
<td>Test Weight</td>
<td>0.0</td>
</tr>
<tr>
<td>License Type</td>
<td>CTE and/or Secondary Education 6-12</td>
</tr>
<tr>
<td>Required Endorsement(s)</td>
<td></td>
</tr>
<tr>
<td>Endorsement 1</td>
<td>Business and Marketing (CTE/General)</td>
</tr>
<tr>
<td>Endorsement 2</td>
<td>Business and Marketing Education 6-8</td>
</tr>
<tr>
<td>Endorsement 3</td>
<td>Business and Marketing Information Technology</td>
</tr>
<tr>
<td>Endorsement 4</td>
<td>Exploring Computer Science</td>
</tr>
<tr>
<td>Endorsement 5</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>Endorsement 6</td>
<td>Computer Science II</td>
</tr>
<tr>
<td>Endorsement 7</td>
<td>Computer Technology/IC3, Historical (NOT an obtainable endorsement as of 2012)</td>
</tr>
</tbody>
</table>
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.
- 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.

Standard 2
Determine the meaning of common terminology in the digital world.
- Identify the primary hardware components of a computer.
- Identify peripheral devices (i.e. printer, projector, scanner, speakers, etc.)
- Define and understand the function of an operating system.
- Define and understand software terms (i.e. programs, applications [desktop], apps [handheld devices]).
- Define and understand the term *network* and identify the benefits and responsibilities of network connections (wireless and wired).
- Define and understand the term *Internet* and identify the benefits, dangers, and responsibilities of using the Internet (See Strand 2; Standard 1).

Standard 3
Understand computer performances and features.
- Identify and compare the features of different types of computers.
- Explain the role of *memory* and *storage*.
- Explain the basics of computer performance and productivity.
- Describe and understand different types of productivity programs and their uses.
- Describe and understand the different types of communication programs and their uses.

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

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.

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.

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.

Standard 5
Understand how to keep a digital device secure and updated.
• Explain the purpose of different secure security settings on your devices.
• Identify the options available for keeping your devices up-to-date.

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.

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.

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.
- Select and use appropriate buttons on the toolbar according to task and purpose.
- 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.

Standard 2
Demonstrate knowledge of word processing.
- Perform basic tasks by using word processing software.
- Edit and format text.
- Work with tables and images.
- Work with language tools.
- Identify the various benefits of using desktop publishing (DTP).
- Identify practical/real-world applications of word processing.

Standard 3
Demonstrate knowledge of spreadsheets.
- Identify the different components of a spreadsheet.
- Enter data into a spreadsheet.
- Create basic mathematical formulas in a spreadsheet.
- Insert charts into a spreadsheet.
- Identify practical/real-world applications of spreadsheets.

Standard 4
Demonstrate knowledge of presentation programs.
- Identify the basic functionalities offered by presentation programs (i.e. animations, transitions, layouts, etc.).
- Add graphics and multimedia to a presentation.
- Identify the options available to print presentations in different formats.
- Identify practical/real-world applications of presentation programs.

Standard 5
Demonstrate knowledge of databases.
- Describe and understand basic database concepts (i.e. record, field, query, and table).
• Identify practical/real-world applications of databases.

**Standard 6**
Demonstrate knowledge of calendaring.
• Create events and appointments, both individually and recurring, with details (location, time zone, notes).
• Be able to share calendars and send invitations.
• Understand how to subscribe to calendars and know difference between public calendars vs. sharing your own calendar.
• Identify practical/real-world applications of calendaring.

**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.
• Explain how merging technologies expand the features of digital devices.
• Understand platform compatibility and device limitations.
• Understand differences between streaming and downloading of digital media.

**Standard 2**
Understand digital media (i.e. audio, photography, speech, and video).
• Identify the characteristics of digital media.
• Explain the concepts of capturing, copying, and converting digital media.
• Describe digital media editing.

**Standard 3**
Understand digital media technology and career opportunities.
• Explain how digital media technology enables different work environments.
• 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.
• Distinguish between different types of Internet connections and the meaning of the term *bandwidth* in relation to those connections.

• Explain how Web addresses work (i.e., parts of a URL: Web server, domain name, etc.)

• Exhibit proficiency and understanding of how to use a browser to navigate the Web, find content, and evaluate sites.

**Standard 2**
Understand and use Internet communication.

• Demonstrate understanding of how e-mail works: reply vs. reply all, forward, CC vs. BCC, attachments.

• 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).

• Identify the features, benefits, dangers, and uses of online communities.

• Understand features and uses of messaging.

• Understand Web authoring software and how it is used to create and publish Web pages.

**Standard 3**
Recognize the difference between internal (school/business) versus open media sites.

• Identify the differences between social networking sites, blogs, wikis, and forums.

• Describe how different social media sites are used for different purposes.

**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.