

Information and Communication Technology I (2014): Grades 6, 7, 8

Adopted 2014

Orientation, Ethics, and Internet Tools

- 1. Identify school policies, program policies, and safety procedures related to Information and Communication Technology I (ICT I). 1.1**
 - a. Examine school handbook, the technology acceptable use policy, and other safety procedures for building level situations. 1.1.A
 - b. Preview course outline and its relevance in today's workforce. 1.1.B
 - c. Recognize appropriate safety measures related to technology in the computer lab. 1.1.C
 - d. Provide an overview of career pathways and careers related to each pathway. 1.1.D

- 2. Demonstrate responsible use of technology. 1.2**
 - a. Identify techniques to prevent and combat computer viruses, worms, Trojan horses, spoofing, identify theft, and unauthorized computer access. 1.2.A
 - b. Discuss ways software manufacturers protect against software piracy. 1.2.B
 - c. Define encryption and explain its relevancy to technology systems. 1.2.C

- 3. Investigate social and ethical issues related to technology in the context of the Law, Public Safety, Corrections & Security career cluster. 1.3**
 - a. Research the Law, Public Safety, Corrections & Security career cluster. 1.3.A
 - b. Link the Law, Public Safety, Corrections & Security career cluster to ethical behavior in the classroom and workplace. 1.3.B
 - c. Recognize the risk of using computer hardware and software unethically. 1.3.C
 - d. Compare how technology is used differently in work, school, and private settings. 1.3.D
 - e. Demonstrate ethical behavior regarding computer usage in educational and occupational environments. 1.3.E

4. Explain telecommunications and how it is used to effectively locate, evaluate, and collect information. 1.4

- a. Define terminology associated with telecommunications. 1.4.A
- b. Identify various information sources on the Internet. 1.4.B
- c. Use a web browsing application to locate, evaluate, and collect information. 1.4.C

5. Interact with teachers, peers, and course material using a learning management system. 1.5

- a. Discover online learning environments and how they operate among teachers and students. 1.5.A
- b. Demonstrate proper email etiquette. 1.5.B
- c. Participate in online learning methods such as discussion boards, student journals, blogs, wikis, and so forth. 1.5.C

**21st Century Learner
Toolbox**

1. Differentiate between various learning styles, personality traits, and leadership styles found within the classroom and the workplace. 2.1

- a. Complete a learning styles inventory. 2.1.A
- b. Identify forces that shape personality development including personality traits, heredity, and environment. 2.1.B
- c. Identify the qualities of an effective leader. 2.1.C
- d. Develop leadership skills. 2.1.D
- e. Discuss strategies people can use to work effectively with one another regardless of their differences. 2.1.E

2. Demonstrate effective time management skills, study skills, and test-taking strategies. (ongoing) 2.2

- a. Develop short-term and long-term personal goals. 2.2.A
- b. Create and maintain weekly and semester calendars. 2.2.B
- c. Use technology to master essential note-taking and study skills. 2.2.C
- d. Identify general test-taking strategies. 2.2.D

3. Demonstrate the skills required to be productive citizens in the 21st century. 2.3

- a. Demonstrate knowledge of core subjects and 21st century themes. 2.3.A
 - i. Global Awareness 2.3.A.I
 - ii. Financial, Economic, Business and Entrepreneurial Literacy 2.3.A.II
 - iii. Civic Literacy 2.3.A.III
 - iv. Health Literacy 2.3.A.IV
 - v. Environmental Literacy 2.3.A.V
- b. Demonstrate knowledge of learning and innovation skills. 2.3.B
 - i. Creativity and Innovation 2.3.B.I
 - ii. Critical Thinking and Problem Solving 2.3.B.II
 - iii. Communication and Collaboration 2.3.B.III
- c. Demonstrate knowledge of information, media, and technology skills. 2.3.C
 - i. Information Literacy 2.3.C.I
 - ii. Media Literacy 2.3.C.II
 - iii. ICT (Information, Communications and Technology) Literacy 2.3.C.III
- d. Demonstrate knowledge of life and career skills. 2.3.D
 - i. Flexibility and Adaptability 2.3.D.I
 - ii. Initiative and Self-Direction 2.3.D.II
 - iii. Social and Cross-Cultural Skills 2.3.D.III
 - iv. Productivity and Accountability 2.3.D.IV
 - v. Leadership and Responsibility 2.3.D.V

4. Explore careers in each of the 16 National Career Clusters. 2.4

- a. Use career planning software to become familiar with the 16 National Career Clusters and the opportunities for employment in each. 2.4.A
 - b. Prepare program of study for middle school (and/or high school). 2.4.B
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Computing Fundamentals and Operating Systems

- 1. Discover computer systems in the context of the Information Technology career cluster. 3.1**
 - a. Research the Information Technology career cluster. 3.1.A
 - b. Link the Information Technology career cluster to the skills associated with computing fundamentals. 3.1.B
 - c. Define and illustrate computer system terminology. 3.1.C
 - d. Identify the four operating functions of a computer system (input, processing, storage, output). 3.1.D
 - e. Differentiate between hardware and software and their purposes. 3.1.E
 - f. Identify various types of software and how each is developed and upgraded. 3.1.F

- 2. Demonstrate how to properly care for and maintain computer equipment. 3.2**
 - a. Illustrate how to set up a computer system. 3.2.A
 - b. Demonstrate safety procedures performed in the lab on computers and other accessories. 3.2.B
 - c. Solve common problems relating to computer hardware (troubleshooting techniques). 3.2.C

- 3. Discover the purposes of various operating systems. 3.3**
 - a. Define and illustrate operating system terminology. 3.3.A
 - b. Manipulate an operating system using files, icons, keyboard shortcuts, menus, and so forth. 3.3.B
 - c. Create a file management system. 3.3.C
 - d. Distinguish between system software and application software. 3.3.D

Keyboarding

- 1. Demonstrate an understanding of basic keyboarding information. 4.1**
 - a. Define vocabulary associated with keyboarding. 4.1.A
 - b. Examine keyboarding and workspace ergonomics. 4.1.B
 - c. Investigate various keyboard layouts. 4.1.C

- 2. Perform keyboarding applications. 4.2**
 - a. Perform proper techniques to learn touch keyboarding for alphabetic and numeric keys. 4.2.A
 - b. Identify basic key functions and shortcut commands associated with the QWERTY keyboard. 4.2.B
 - c. Demonstrate speed and accuracy with the touch keyboard. 4.2.C

3. Investigate keyboarding skills and ergonomics in the context of Business Management & Administration career cluster. 4.3

- a. Research careers in the Business Management & Administration career cluster. 4.3.A
 - b. Link careers in the Business Management & Administration career cluster to keyboarding skills. 4.3.B
 - c. Apply speed and accuracy keyboarding skills related to the Business Management & Administration career cluster. (ongoing) 4.3.C
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Word Processing

1. Investigate word processing skills in the context of the Education and Training career cluster. 5.1

- a. Research careers in the Education and Training career cluster. 5.1.A
 - b. Link careers in the Education and Training career cluster to word processing skills. 5.1.B
 - c. Apply word processing skills related to the Education and Training career cluster. 5.1.C
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2. Perform basic word processing applications. 5.2

- a. Use basic word processing commands to create, format, edit, and print documents. 5.2.A
 - b. Apply word processing features using appropriate toolbars. 5.2.B
 - c. Manage and manipulate files within a word processing application. 5.2.C
 - d. Perform common editing and formatting functions. 5.2.D
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3. Generate business correspondence using word processing software. 5.3

- a. Create business correspondence, such as memos, letters, emails, and so forth using proper business/industry formatting techniques. 5.3.A
 - b. Generate a report to include page numbers, footnote/endnotes and works cited page based on school-preferred referencing format. 5.3.B
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Multimedia Presentations

1. Investigate multimedia presentation skills in the context of the Hospitality and Tourism career cluster. 6.1

- a. Research careers in the Hospitality and Tourism career cluster. 6.1.A
- b. Link careers in the Hospitality and Tourism career cluster to multimedia presentation skills. 6.1.B
- c. Apply multimedia presentation skills related to the Hospitality and Tourism career cluster. 6.1.C

2. Demonstrate basic multimedia presentation applications. DOK2, CS9, CS10, CS11 6.2

- a. Define various types of multimedia presentation software. 6.2.A
- b. Define terminology associated with multimedia presentations. 6.2.B
- c. Demonstrate basic features of multimedia presentation software. 6.2.C

3. Create a multimedia presentation. 6.3

- a. Plan a multimedia presentation using proper guidelines. 6.3.A
- b. Create a professional-quality multimedia presentation. 6.3.B
- c. Print completed multimedia presentation. 6.3.C
- d. Edit and format an existing multimedia presentation. 6.3.D

4. Present using a multimedia presentation. 6.4

- a. Research effective and ineffective presentation methods. 6.4.A
- b. Define and identify the equipment needed to present multimedia presentations. 6.4.B
- c. Present a multimedia presentation to an audience. 6.4.C

Social Media

1. Investigate social media in the context of the Government & Public Administration and the Law, Public Safety, Corrections, & Security career clusters. 7.1

- a. Research careers in the Government & Public Administration and the Law, Public Safety, Corrections, & Security career clusters. 7.1.A
- b. Link careers and situations in the Government & Public Administration and the Law, Public Safety, Corrections, & Security career clusters to social media. 7.1.B

2. Investigate the history of social media. 7.2

- a. Define social media. 7.2.A
- b. Discover how social media evolved in our society. 7.2.B
- c. Investigate the different types of social media (Facebook, Twitter, Google+, Texting, LinkedIn, MyYearbook, MySpace, Instagram, and so forth). 7.2.C
- d. Discuss the pros and cons of social media when used personally, educationally, and professionally. 7.2.D

3. Analyze the roles of Government & Public Administration and Law, Public Safety, Corrections, & Security careers that address social media issues. 7.3

- a. Discuss safety precautions and security settings available on social media. 7.3.A
- b. Examine the First Amendment and social media. 7.3.B
- c. Investigate how social media is used by government and safety agencies. 7.3.C