CompuScholar, Inc.
Alignment to Utah
"Digital Literacy" Course Standards

Utah Course Details:

Course Name:	Digital Literacy
Primary Cluster:	CTE / Business, Finance and Marketing
Course Code(s):	32.02.00.00.170
Credit:	0.5
Grade Level:	8
State Standards Link:	Digital Literacy Strands and Standards (May 2017)

CompuScholar Course Details:

Course Title:	Digital Savvy
Course ISBN:	978-0-9887070-8-5
Course Year:	2019

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.

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.

Course Standards

STRAND 1: The student will enhance digital literacy skills and basic understanding of digital devices.	CITATION(S)
Standard 1: Students will enhance keyboarding skills and demonstrate good techniques.	
a. Eyes on copy or screen, not on keys.	Suppl. Chapter 3, Lesson 1
b. Fingers curved and oriented to home row.	Suppl. Chapter 3, Lesson 1
c. Correct fingers used for keystrokes.	Suppl. Chapter 3, Lesson 1

d. Key with smooth rhythm and quiet hands.	Suppl. Chapter 3, Lesson 1
e. Forearms parallel to slant of keyboard; wrists low but not resting on any surface.	Suppl. Chapter 3, Lesson 1
f. Proper sitting posture; body centered with feet providing balance and elbows naturally at sides.	Suppl. Chapter 3, Lesson 1
Standard 2: Determine the meaning of common terminology in the digital world.	
a. Identify the primary hardware components of a computer.	Chapter 1, Lesson 2
b. Identify peripheral devices (i.e. printer, projector, scanner, speakers, etc.)	Chapter 1, Lesson 3
c. Define and understand the function of an operating system.	Chapter 3
d. Define and understand software terms (i.e. programs, applications [desktop], apps [handheld devices]).	Chapter 2, Lesson 1 Chapter 2, Lesson 2 Chapter 22, Lesson 1
e. Define and understand the term network and identify the benefits and responsibilities of network connections (wireless and wired).	Chapter 6, Lessons 1, 4
f. Define and understand the term Internet and identify the benefits, dangers, and responsibilities of using the Internet (See Strand 2; Standard 1).	Chapter 6, Lessons 1, 4
Standard 3: Understand computer performances and features.	
a. Identify and compare the features of different types of computers.	Chapter 1, Lessons 1, 2
b. Explain the role of memory and storage.	Chapter 1, Lesson 2
c. Explain the basics of computer performance and productivity.	Chapter 1, Lesson 2 Chapter 2, Lessons 1 - 2
d. Describe and understand different types of productivity programs and their uses.	Chapters 2, 9, 10, 11
e. Describe and understand the different types of communication programs and their uses.	Chapters 16, 17, 18

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.	**CITATION(S)**
Standard 1: Demonstrate understanding of basic uses and processes of computing devices.	
a. Develop understanding of computing devices at home, in school, and throughout the world.	Chapters 2, 3, 4
b. Develop understanding and awareness of the benefits and dangers of using the Internet.	Chapter 8, Lessons 1 - 3 Chapter 18, Lesson 4

Standard 2: Demonstrate knowledge of digital security and privacy.	
a. Define security and privacy as they apply to computing.	Chapter 8, Lessons 1 - 2
b. Identify various threats in the digital world and explain their corresponding solutions.	Chapter 8, Lessons 1 - 2
Standard 3: Understand how to protect digital devices and data.	
a. Identify various methods of protecting operating systems, software, and data.	Chapter 8, Lessons 2 - 3
b. Identify various ways of securing online and network transactions.	Chapter 2, Lesson 3 Chapter 8, Lessons 2 - 3
c. Identify common measures for securing email and messaging transactions.	Chapter 16, Lessons 1 - 2
Standard 4: Understand how to protect personal devices from security threats.	
a. Identify common measures used to protect privacy.	Chapter 8, Lesson 1 Chapter 18, Lesson 4
b. Identify guidelines to protect users from various types of online predators.	Chapter 8, Lesson 1 Chapter 18, Lesson 4
Standard 5: Understand how to keep a digital device secure and updated.	
a. Explain the purpose of different security settings on your devices.	Chapter 2, Lesson 3 Chapter 8, Lesson 3
b. Identify the options available for keeping your devices up-to-date.	Chapter 5, Lesson 2
Standard 6: Understand and demonstrate ethics in a digital world.	
a. Define intellectual property as it applies to the digital world.	Chapter 8, Lessons 4 - 5
b. Identify various copyright violation acts and their preventative measures.	Chapter 8, Lessons 4 - 5
c. Identify various legal concerns associated with information exchange.	Chapter 8, Lessons 4 - 5
Standard 7: Understand and evaluate the effects of cyberbullying.	
a. Define cyberbullying and cite examples.	Chapter 8, Lesson 4
b. Identify the potential consequences of cyberbullying for the perpetrator and victim.	Chapter 8, Lesson 4
Standard 8: Understand the impacts of a digital footprint.	
a. Define digital footprint.	Chapter 8, Lesson 1 Chapter 18, Lesson 4

b. Understand the legal impact of digital footprints.	Chapter 8, Lesson 1 Chapter 18, Lesson 4
c. Understand the current and future ramifications of digital footprints.	Chapter 8, Lesson 1 Chapter 18, Lesson 4

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 .	CITATION(S)
Standard 1: Understand and demonstrate knowledge of common features and commands.	
a. Identify the main components of the user interface.	Chapters 9, 10, 11
b. Select and use appropriate buttons on the toolbar according to task and purpose.	Chapters 9, 10, 11
c. Effectively use a cursor in a program.	Chapters 9, 10, 11
d. Select and use appropriate text and characters in a program according to task and purpose.	Chapters 9, 10, 11
e. Explain and use primary keyboard shortcuts and key combinations.	Chapter 9, Lesson 2 Chapter 10, Lesson 5
Standard 2: Demonstrate knowledge of word processing.	
a. Perform basic tasks by using word processing software.	Chapter 9, Lesson 2
b. Edit and format text.	Chapter 9, Lesson 3
c. Work with tables and images.	Chapter 9, Lesson 5
d. Work with language tools.	Chapter 9, Lesson 4
e. Identify the various benefits of using desktop publishing (DTP).	Chapter 9, Lesson 1
f. Identify practical/real-world applications of word processing.	Chapter 9, Lesson 1
Standard 3: Demonstrate knowledge of spreadsheets.	
a. Identify the different components of a spreadsheet.	Chapter 10, Lesson 2 Chapter 10, Lesson 3
b. Enter data into a spreadsheet.	Chapter 10, Lesson 2
c. Create basic mathematical formulas in a spreadsheet.	Chapter 10, Lesson 6
d. Insert charts into a spreadsheet.	Chapter 10, Lesson 7

e. Identify practical/real-world applications of spreadsheets.	Chapter 10, Lesson 2
Standard 4: Demonstrate knowledge of presentation programs.	
a. Identify the basic functionalities offered by presentation programs (i.e. animations, transitions, layouts, etc.).	Chapter 11, Lessons 1 - 3
b. Add graphics and multimedia to a presentation.	Chapter 11, Lesson 2
c. Identify the options available to print presentations in different formats.	Chapter 11, Lessons 3 - 5
d. Identify practical/real-world applications of presentation programs.	Chapter 11, Lesson 6
Standard 5: Demonstrate knowledge of databases.	
a. Describe and understand basic database concepts (i.e. record, field, query, and table).	Chapter 12, Lessons 1 - 4
b. Identify practical/real-world applications of databases.	Chapter 12, Lesson 5 / Activity 2
Standard 6: Demonstrate knowledge of calendaring.	
a. Create events and appointments, both individually and recurring, with details (location, time zone, notes).	Suppl. Chapter 3, Lesson 4
b. Be able to share calendars and send invitations.	Suppl. Chapter 3, Lesson 4
c. Understand how to subscribe to calendars and know difference between public calendars vs. sharing your own calendar.	Suppl. Chapter 3, Lesson 4
d. Identify practical/real-world applications of calendaring.	Suppl. Chapter 3, Lesson 4

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.	CITATION(S)
Standard 1: Define and analyze the modern digital experience.	
a. Identify the benefits of the expanding scope of digital technology.	Chapter 1, Lesson 4 Chapter 2, Lesson 5
b. Explain how merging technologies expand the features of digital devices.	Chapter 1, Lesson 4 Chapter 2, Lesson 5
c. Understand platform compatibility and device limitations.	Chapter 1, Lesson 2
d. Understand differences between streaming and downloading of digital media.	N/A

Standard 2: Understand digital media (i.e. audio, photography, speech, and video).	
a. Identify the characteristics of digital media.	Chapter 15, Lesson 2
b. Explain the concepts of capturing, copying, and converting digital media.	Chapter 15, Lesson 2
c. Describe digital media editing.	Chapter 15, Lesson 2
Standard 3: Understand digital media technology and career opportunities.	
a. Explain how digital media technology enables different work environments.	Chapter 2, Lesson 5
b. Identify different career opportunities available in digital technology.	Chapter 24, Lesson 1

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).	CITATION(S)
Standard 1: Analyze and use of the Internet.	
a. Identify the different components required for an Internet connection.	Chapter 6, Lesson 1
b. Distinguish between different types of Internet connections and the meaning of the term bandwidth in relations to those connections.	Chapter 6, Lesson 1
c. Explain how Web addresses work (i.e. parts of a URL: Web server, domain name, etc.)	Chapter 6, Lessons 3 - 5
d. Exhibit proficiency and understanding of how to use a browser to navigate the Web, find content, and evaluate sites.	Chapter 2, Lesson 3 Chapter 7
Standard 2: Understand and use Internet communication.	
a. Demonstrate understanding of how e-mail works: reply vs. reply all, forward, CC vs. BCC, attachments.	Chapter 16, Lesson 1
b. Understand how to send e-mails for a variety of purposes and audiences.	Chapter 16, Lesson 1
c. Understand how to manage e-mail folders (i.e. inbox, trash, SPAM, junk mail, folders, and search).	Chapter 16, Lesson 1
d. Identify the features, benefits, dangers, and uses of online communities.	Chapters 17, 18
e. Understand features and uses of messaging.	Chapter 16, Lesson 2
f. Understand Web authoring software and how it is used to create and publish Web pages.	Chapter 19

Standard 3: Recognize the difference between internal (school/business) versus open media sites.	
a. Identify the differences between social networking sites, blogs, wikis, and forums.	Chapters 17, 18
b. Describe how different social media sites are used for different purposes.	Chapters 17, 18

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.	CITATION(S)
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.	Chapter 14 (Mid-Term project) - requires production of mulitple digital artifacts from these categories.