Mississippi CTE

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

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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

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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

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

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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

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

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

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

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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