

STRANDS AND STANDARDS

DIGITAL LITERACY

Course Description

This course prepares students with foundational digital literacy skills for learning, everyday life, and future careers. Students will develop technical and information literacy skills; explore artificial intelligence (AI) and cybersecurity; and practice safe, responsible, and healthy technology use. Students will use digital tools to communicate, create, organize, evaluate, and share information while considering privacy, ethics, and their digital footprint. Through hands-on learning experiences, students will build the knowledge and skills needed to make informed decisions about technology and understand how digital skills connect to education, careers, and a changing workforce.

These standards are written in alignment to Utah State Law [53-E-4-210 Digital Skills Education and Course Standards](#).

Effective School Year	2027-2028
Intended Grade Level	7-8
Units of Credit	0.5
Core Code	29.01.00.00.010
License Area of Concentration	
License 1	Associate Elementary or Secondary License
License 2	Professional Elementary or Secondary License
Required Endorsement(s)	<i>One of the following endorsement(s)</i>
Endorsement 1	Business & Marketing Comprehensive
Endorsement 2	Business, Finance & Marketing Middle
Endorsement 3	Business, Finance, Marketing L1 Info Management
Endorsement 4	Business, Finance, Marketing L2 Infor Management
Endorsement 5	College and Career Awareness/Digital Literacy
Endorsement 6	Cybersecurity
Endorsement 7	Intro to Computer Science
Endorsement 8	Programming & Software Development
Endorsement 9	Web Development

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STRAND 1

(TECHNICAL LITERACY) Students will build a foundation in technical literacy by using digital devices, managing files, understanding computing systems, and exploring basic programming concepts to make informed technology decisions.

Standard 1

Identify common screen elements when using a digital device.

- **Icon** is a small graphical representation of a program file.
 - **Status icon** is an icon that shows information about the digital device (e.g., Wi-Fi, battery, volume, time)
- **Menu** is a list of options or commands to help the user find information or complete a task.
- **Tabs** are part of a computer window that allows the user to go to different parts of the program or website.
- **Window** is a viewing area on a computer.

Standard 2

Identify common file management system elements when using a digital device.

- **File management system** is software that manages the storage of data files.
- **File** is storage of computer recorded data.
- **Folder** is an icon on a computer used to access a directory of file storage.
- **Subfolder** is a folder contained within another folder.

Demonstrate knowledge of file management.

- Create a main folder
- Create and use subfolders when needed
- Create meaningful folder and file names
- Save in the right place the first time
 - **Save** is a command that creates an original file, and location or updates changes made in a document while keeping the original file name and location.
 - **Save As** is a command that creates a copy of a current document and allows the user to rename and/or relocate the document.
- Maintain your digital storage
 - Delete unwanted files
 - Move loose files into folders
 - Locate deleted content (e.g. recycle bin, trash can, permanently deleted)
 - Empty the Recycle Bin if appropriate
- Search files by criteria (e.g. file name, file type, keyword)
- Use the “Three-Click Rule”
 - Any file should be accessible in three clicks or fewer

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Standard 3

Explain the information processing cycle.

- **Information processing cycle** is the sequence of input, processing, storage, and output performed by a computing system.
 - **Input** is information, data, or instructions put in for processing.
 - **Processing** interprets input and produces output.
 - **Storage** is a place where data can be held and retrieved at a later time.
 - Compare the main types of storage.
 - Internal Storage (e.g. hard drive)
 - External Storage (e.g. external hard drive, flash drive)
 - Cloud Storage (e.g. Microsoft OneDrive, Google Drive, iCloud)
 - **Output** is information processed and received by the user.

Standard 4

Analyze the function of hardware and software in the information processing cycle.

- **Hardware** is the physical components that make up a computing system.
 - **Peripheral devices** are connected to a computer to expand the functionality of the computing system (e.g. monitor, keyboard, mouse)
 - **Central Processing Unit (CPU)** is the brain of the computing system or master chip that controls all other aspects of the computer.
 - **Graphics Processing Unit (GPU)** is the chip that processes images and videos.
 - **Random Access Memory (RAM)** is temporarily stored data used by the operating system and application software while the computing system is running.
- **Software** is a program that runs a set of instructions on a computing device.
 - **Operating system (OS)** is software that manages the computer's basic functions such as scheduling tasks, executing applications, and controlling peripherals (e.g. Windows, Mac OS, Android, iOS, Linux)
 - **Application software (apps)** is software developed to help the user perform specific tasks.

Standard 5

Describe the correlation between an algorithm, loop, conditional, and variables in computer processing.

- **Algorithms** are a step-by-step process to complete a task.
 - The CPU uses the algorithm as an input to produce output
- **Event** is an identifiable occurrence that affects the system hardware or software. User-generated events include keystrokes and mouse clicks; system-generated events include program loading and errors.
 - The CPU uses the event (e.g., clicking with your mouse on a button) as an input and responds by providing the action or process within a program.
- **Loop** is a programming structure that repeats a sequence as long as a specific condition is true.

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- The CPU uses the loop as an input to repeat the task to output data until the specific condition is true.
- **Conditional** is a programming structure that performs different computations or actions depending on whether a condition evaluates true or false.
 - The CPU uses the conditional as an input to continue to evaluate whether to send output data.
- **Variable** is a named container used to keep track of a value that can change while a program is running in the computing system's memory.
 - The CPU uses the variable to store, retrieve, and update data as the program processes input and produces output.
- **Debug** is the process of finding and correcting errors (bugs) in programs.
 - The programmer identifies errors, test solutions, and ensures the program produces the intended output.

Standard 6

Practice common troubleshooting techniques.

- **Troubleshooting** is the systematic approach to addressing a problem with a computing device through the process of trial and error.
- Identify common troubleshooting steps.
 - Do not panic.
 - Check all connections and power supply.
 - Read error messages.
 - Look for software updates.
 - Restart the computing device.

Standard 7

Students will enhance and demonstrate proper key-by-touch skills and keyboarding techniques.

- Sit up straight.
- Feet flat on the floor.
- Body centered with the “G” and “H” keys.
- Fingers curved on home row (A, S, D, F, J, K, L, ;).
- Wrists straight and elbows naturally at sides.
- Correct fingers used for keystrokes.
- Eyes on copy or screen, not on keys.

Performance & Durable Skills

Students will research, evaluate, and **communicate** the selection of purchasing a digital device based on the basic needs of a first-time computer consumer

- *Research:* Students will **communicate** the benefits of the selected hardware, software, memory, storage, peripheral devices, and budget considerations for educational and personal use.
- *Evaluate:* Students will compare computing device options and justify a purchasing recommendation based on specified user needs and intended tasks.

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- **Communicate:** Students will **communicate** how the selected computing device meets the needs of a first-time student user.

Students will demonstrate improved individual key-by-touch proficiency, accuracy, and proper technique.

STRAND 2

(INFORMATION LITERACY) Students will develop the knowledge and skills needed to evaluate the accuracy, credibility, and purpose of information, understand how digital media and algorithms shape access to information, and use and share content ethically and responsibly.

Standard 1

*Distinguish and classify information as misinformation, disinformation, or malinformation based on its accuracy and intended purpose.

- **Misinformation** is false or inaccurate information spread by people who believe it is true.
 - An honest mistake made without the intent to deceive because the person sharing the information does not know it is incorrect.
- **Disinformation** is completely false or fabricated content created to deceive.
 - A deliberate lie told as manipulation to cause harm or gain power.
- **Malinformation** is information based on facts but is used to mislead or cause harm.
 - A weaponized truth. Deliberate intent to cause harm or ruin a reputation.

*Compare digital information credibility across digital and traditional media formats.

- **Digital media** is information and content that is created, accessed, shared, and updated through digital devices and networks allowing for interaction, collaboration, and immediate sharing.
- **Traditional media** is information and content distributed through print or broadcast formats, which is delivered on a fixed schedule and provides primarily one-way communication.

Standard 2

*Recognize intellectual property and practice the legal and responsible use of creative works in digital environments.

- **Intellectual property** is an idea that an individual or organization creates (creative work) that is protected and has the right to control how others use it.
- Classify common intellectual property protections.
 - **Creative commons** are licenses that allow creators to give others permission to share, use, or adapt their copyrighted work under specific conditions.
 - **CC BY (Creative Commons Attribution)** allows others to share, use, and adapt a work if they give appropriate credit to the original creator.
 - **Public domain** as intellectual property that is available for public use.
 - **Fair Use** is the ability to use copyrighted work without permission.
 - Four factors of fair use: the purpose of use, the nature of the work, the amount of work used, and the effect on the market.

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Standard 3

*Evaluate information from digital and traditional media sources to determine intent, credibility, audience, and potential bias.

- Identify the source of the information
- Determine the purpose of the message (inform, persuade, entertain, or sell)
- Identify the intended audience
- Check whether claims are supported by evidence or reliable sources
- Compare information with other sources to verify accuracy
- Recognize potential bias, stereotypes, or one-sided viewpoints
- Evaluate whether the information is current and relevant
- Decide whether the information is trustworthy before sharing or using it

Standard 4

*Analyze how algorithms influence digital experiences and access to information.

- Understand algorithms are used by digital platforms to recommend, sort, filter, and prioritize information and content.
- Identify examples of specific algorithms in everyday digital experiences (e.g., search engines, social media feeds, streaming services, online shopping).
- Explain how user actions influence algorithmic recommendations and search results (e.g., searches, likes, clicks, views, and purchases).
- Discuss how algorithms process large amounts of data to curate personalized content and experiences for individual users.

Performance & Durable Skills

*Students will **collaborate** with others to study how algorithms influence what they see online and use critical thinking to make informed decisions on how to use that information.

- Students will analyze digital and traditional media to determine intent, credibility, audience, and potential bias.
- Students will investigate how online actions (e.g., searches, likes, views, and clicks) influence algorithmic recommendations in digital media sources.
- Students will evaluate the benefits and risks of algorithmic recommendations from digital media sources.
- Students will compare how different users may receive different information, content, or recommendations online.
- Students will apply critical thinking skills to determine whether algorithmically recommended content is accurate, credible, and relevant before acting on or sharing it.
- Students will **communicate** their findings in a clear, organized, and **professional** manner.

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STRAND 3

(ARTIFICIAL INTELLIGENCE (AI) LITERACY) Students will build foundational AI literacy by developing the knowledge and skills needed to understand, use, and responsibly interact with AI tools.

Standard 1

Students will develop the knowledge and skills to use Artificial Intelligence (AI) responsibly and effectively in Career and Technical Education (CTE) courses.

- **Responsible use of (AI)**, which includes recognizing when to use AI, using appropriate prompts to produce desired output, determining accuracy of information, how AI has contributed to a product, and communicating that clearly.
- **The importance of transparency and documentation**, both in their own use of AI tools and in verifying the authenticity of others' work.
- **How AI influences all work**, including the evolving boundaries and tightening restrictions around intellectual property and copyright.

Standard 2

Describe common AI vocabulary related to using AI tools for learning and productivity.

- **Artificial Intelligence (AI)** refers to computer systems that are taught (trained) to automate tasks normally requiring human intelligence.
- **Data** is information, such as words, numbers, images, sounds, or other details, that computers can collect, organize, and use.
- **AI Training** is the process of using data to develop an AI system's ability to identify patterns, output responses, generate content, or make predictions.
- **AI Chatbot** is a computer program that uses AI to communicate with people through written or spoken conversations.
- **AI Prompting** is the act of providing inputs or instructions to an AI model to produce a desired response. Prompting is often conversational and recursive, allowing users to refine their prompts based on previous responses.

Standard 3

Describe the capabilities and limitations of AI tools and recognize the importance of evaluating AI-generated information and content.

- Compare different types of AI and their capabilities and functionality (e.g., machine learning, neural networks, generative, agentic).
- Understand AI-generated information may be inaccurate, incomplete, or misleading.
 - **AI Bias** is an AI response that may reflect biases found in the data or a lack of data used to develop or train AI systems.
 - **AI Hallucinations** is output from an AI system that seems believable but is inaccurate, irrelevant, incoherent, or unexpected.

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Standard 4

Develop and refine prompts to effectively communicate with AI tools and evaluate AI-generated responses.

- Explain how prompts provide instructions or information to guide an AI tool to produce an output.
- Demonstrate how to create clear and specific prompts.
 - Identify who or what the AI should act as (role)
 - State what you want the AI to accomplish (goal)
 - Provide relevant information, context, or requirements (details)
 - Describe the desired format or result (outcome)
- Review AI-generated responses for accuracy, relevance, quality, and usefulness.
- Revise and improve prompts based on the AI-generated response.
- Understand the role of human responsibility in reviewing, interpreting, and making decisions about AI-generated content.

Standard 5

Explain ethical considerations and societal impacts of AI and describe the importance of responsible AI use.

- Identify responsible and appropriate uses of AI.
 - Academic Integrity: Identify when the use of AI may result in plagiarism or misrepresent original work.
 - Citation: Identify when and how to acknowledge the use of AI-generated information or content (citation).
 - Safety and Privacy: Understand the importance of protecting personal and sensitive information about oneself and others when using AI tools.
 - Bias: Identify the potential for human and AI-generated content to contain unfair or biased information.
 - Hallucinations: Understand AI can generate inaccurate or made-up information.
- Explore ways AI can affect people, communities, careers, and society, including:
 - Human Decision-Making: Compare the roles of humans and AI in making decisions and recognize when human judgment is necessary.
 - Environmental Impact: Identify ways the development and use of AI can affect energy use, natural resources, and the environment.
 - Economic Impact: Explore how AI may change jobs, create new career opportunities, and change the skills needed in the workplace.

Performance & Durable Skills

Students will demonstrate **professionalism** by critically evaluating, fact checking, and ethically debating artificial intelligence tools and outputs to drive productive, responsible decision making in academic and real-world settings.

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- Students will examine multiple AI prompts and justify the most appropriate prompt for a specific outcome.
- Students will analyze AI-generated output, then identify one capability and limitation or potential error. Fact-check the claims using reliable secondary sources and present their findings.
- Students will engage in discussions with others on how to effectively, productively, and ethically use AI to better their lives.

STRAND 4

(DIGITAL SAFETY, RESPONSIBILITY, AND WELLNESS) Students will develop the knowledge and skills to participate responsibly and safely in a digital society, manage their digital identity and technology use, and contribute to positive digital communities.

Standard 1

Explain the responsibilities of being a safe, responsible, and ethical digital citizen.

- **Digital citizenship** is norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security (Utah Code 63C-22-102).
- Identify responsible, respectful, and ethical behaviors when interacting with online content that respects the privacy and personal information of others.
- Understand actions in digital environments can have real-world consequences for oneself and others.

Standard 2

Explain how a digital footprint is created and evaluate how online activities can affect personal and professional reputation.

- **Digital footprint** is the information and data created or collected through interactions with digital devices and online environments.
- Identify ways a digital footprint is created (e.g., posts, comments, searches, likes, shares, photos, videos, accounts).
- Explain how online information may be copied, shared, saved, or remain accessible beyond its intended audience.
- Evaluate how current online choices may affect future educational, personal, and career opportunities.

Standard 3

Identify unsafe online interactions and apply strategies to protect personal safety and healthy relationships.

- **Online safety** is recognizing online risks and taking actions to protect personal safety.
- Identify warning signs of unsafe online interactions and relationships.
 - Requests for personal or private information
 - Unwanted or excessive attention

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- Pressure to keep online interactions secret
- Requests for inappropriate photos, videos, or conversations
- Attempts to move conversations to private platforms
- Requests to meet in person
- Block, report, or disengage from unsafe interactions.
- Understand people online may misrepresent their identity or intentions.
- Seek help from a trusted adult when an online interaction feels unsafe, uncomfortable, threatening, or inappropriate.

Standard 4

Explain how social media can influence personal well-being, relationships, information, and participation in society.

- Identify benefits and risks associated with social media and short-form video platforms.
- Explain how algorithms influence the content a user sees (e.g. engagement strategies, notifications, recommendations, and personalized content to encourage continued use).
- Explain how repeated exposure to personalized content can limit the range of information and viewpoints a user encounters.
- Evaluate how social media can influence emotions, self-image, relationships, communication, and perceptions of others.
 - Altered images
 - Filters
 - Deepfakes
 - AI-generated content
 - Short-form video techniques (e.g. hook, body, call to action, rapid pacing)

Standard 5

Evaluate personal technology habits and apply strategies to support physical, mental, and social well-being.

- **Digital wellness** is the intentional and healthy use of technology to support personal well-being.
- Evaluate how screen time and technology use can affect sleep, physical activity, focus, emotions, relationships, and other daily activities.
- Establish healthy boundaries for technology use, including:
 - Managing notifications
 - Setting appropriate time limits (e.g. apps, games, social media, or other digital activities)
 - Creating device-free times or spaces
 - Reducing digital distractions
- Balance technology use with sleep, physical activity, outdoor activities, school responsibilities, hobbies, and face-to-face relationships.
- Identify signs that technology or media use may be becoming problematic, such as difficulty stopping, losing sleep, neglecting responsibilities, or technology interfering with relationships or daily activities.

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- Explore strategies for seeking help when technology negatively affects daily life or well-being.

Standard 6

Identify, prevent, and appropriately respond to cyberbullying and promote positive behaviors in digital communities.

- **Cyberbullying** is using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication (Utah Code 53G-9-601).
- Apply appropriate strategies when experiencing or witnessing cyberbullying.
 - Do not engage
 - Save or document evidence
 - Block or report
 - Tell a trusted adult
- Explain consequences of cyberbullying for the perpetrator and victim.
 - Perpetrator
 - Criminal record
 - Internet or app restrictions
 - Negative digital footprint
 - School discipline
 - Victim
 - Anxiety/Depression
 - Changes in appetite
 - Stress of being in a constant state of fear
 - Change in school, social, and physical activities
- Demonstrate appropriate, respectful, and effective communication when interacting with others in digital communities.
 - Use appropriate language, tone, and digital etiquette based on audience, purpose, and situation.
 - Demonstrate respectful communication when agreeing, disagreeing, providing feedback, or responding to others.
 - Listening to different perspectives
 - Supporting ideas with relevant information or evidence
 - Explain how digital communication can be interpreted differently (e.g., lack facial expressions, body language, tone of voice).

Performance & Durable Skills

Create and **communicate** a personal digital wellness plan that demonstrates **professionalism** and applies strategies for safe, responsible, balanced, and healthy technology use.

STRAND 5

(DIGITAL CYBERSECURITY) Students will develop foundational cybersecurity skills to protect their information, accounts, and devices; recognize and respond to online threats; and make responsible decisions about privacy and data in a digital world.

Standard 1

Explain cybersecurity fundamentals and the importance of protecting personal information, accounts, devices, and online activities.

- **Cybersecurity** is the practice of protecting information, accounts, devices, and networks from unauthorized access, damage, or misuse.
- Identify the types of information and digital assets that need to be protected (e.g., personal information, passwords, accounts, devices, files, communications).
- *Explain how cybersecurity is a shared and civic responsibility and how individual online actions can affect people, organizations, and communities.

Standard 2

Identify common cybersecurity threats and strategies used to gain unauthorized access to information, accounts, and devices.

- Identify common cybersecurity threats.
 - Social engineering (e.g., phishing, catfishing)
 - Malware (e.g., ransomware, spyware, Trojan Horse)
 - Online scams
 - Account hacking
- Recognize warning signs of suspicious digital communication.
 - Urgency
 - Unexpected requests
 - Unknown senders
 - Requests for personal information
 - Offers seem too good to be true
 - Digital visual deception
- Identify indicators of safe online transactions.
 - Credit card/payment services (e.g. PayPal, Venmo)
 - Reputable retailers
- Demonstrate common steps when encountering suspicious online activity.
 - Do stop, evaluate, verify, and report.
 - Don't immediately respond, click, download, or send information.
- Demonstrate appropriate actions when an account or device may have been compromised.
 - Secure the account
 - Log out of other devices
 - Change passwords
 - Secure the device
 - Using anti-virus to remove malware

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- Wiping a device and re-installing the operating system
- Review account activity
 - Check for unknown logins
- Seek assistance

Standard 3

Explain digital privacy and apply practices to protect personal and sensitive information online.

- **Digital privacy** is the ability to control how personal information is collected, used, stored, and shared online.
- **Personal Identifiable Information (PII)** includes information that can be used to distinguish or trace person's identity either directly or indirectly.
 - Direct
 - Name
 - Age or birthdate
 - Email address
 - Phone number
 - Location data
 - Indirect
 - Gender
 - School name
 - Race
 - Grade level
- Identify other types of sensitive data.
 - Usernames, passwords, and account information
 - Financial and payment information
 - Photos, videos, and online activity
 - Biometric data (e.g., fingerprints, facial recognition, voice data)
- Explain how websites, apps, and digital services may collect information through cookies, location tracking, permissions, browsing activity, device information, browser fingerprinting, and user accounts.
- Explain when and with whom PII or sensitive data should or should not be shared.
- Identify and use privacy settings and permissions to manage how PII or sensitive data is collected and shared.
- Explain personal rights and responsibilities related to protecting data and respecting the privacy and data of others.

Standard 4

Apply cybersecurity practices to protect digital accounts, devices, information, and online activities.

- Create and use strong, unique passwords and passphrases.
- Use multi-factor authentication (MFA) when available.
- Update anti-virus software.
- Update installed software.

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- Sign out of shared devices.
- Use lock screen when possible.
- Log out of accounts when not in use.
- Do not share passwords, authentication codes, and other login information.
- Download and install software, apps, extensions, or mods only from trusted sources (e.g., official app stores, developer websites)

Performance & Durable Skills

Develop and apply a personal cybersecurity safety plan that includes:

- Strategies for protecting PII and sensitive data, accounts, devices, and online activities.
- Appropriate actions for preventing and responding to common cybersecurity threats.

STRAND 6

(DIGITAL COMMUNICATION) Students will develop foundational skills to navigate the internet and use digital tools to communicate effectively, create content, organize information, and share ideas.

Standard 1

Explain how to connect to, utilize, and navigate the internet.

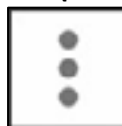
- Identify how to connect to the internet.
 - **Internet** is a global network, which is a group of two or more digital devices connected to share information.
 - Explain the three components needed to connect to the internet.
 - Computing device
 - Modem/Router
 - **Internet service provider (ISP)** is a company that provides subscribers with access to the internet.
 - Compare different types of connections (e.g. Wi-Fi, Cellular Data Provider)
- Identify common methods to utilize the internet.
 - **Internet browser** is an application used to access and view websites.
 - **Uniform resource locator (URL)** is an address for a worldwide webpage.
 - **Search engine** is a program that searches for and identifies items in a database using keywords to find websites for information on the internet.
 - **Bookmark** is a saved link to a specific webpage
 - **Extension** is an app or an add-on for your web browser to enhance functionality
- Identify and explain the function of common website navigation components.

- Menu

App Launcher (waffle)



Three dots (kabob)



Three lines (hamburger)



- Home Page
- Search bar (Omnibox)
- Hyperlinks

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Demonstrate the use of primary features and communication methods using email.

- **Email** is short for electronic mail and is a digital communication used to send and receive messages over the internet.
- Identify the primary feature of an email.
 - **Subject** is an informative and brief line of text seen when the email reaches the recipient's inbox.
 - **CC** is a courtesy copy including one or more recipients when a message is intended for one person but is relevant to other people as well.
 - **BCC** is a blind courtesy copy to let others see an email without the main recipient knowing.
 - Explain a variety of scenarios where CC and BCC would be used in an email.
- **Attachment** is a file sent with an email message (e.g., document, image, video).
- **Reply** sends a response to the person who sent the email.
- **Reply all** sends a response to the sender and everyone else included in the email conversation, including CC.
 - Explain a variety of scenarios where reply and reply all would be used in an email.
- **Forward** is the operation of re-sending an email message delivered to one email address to one or more different email addresses.
- Identify the primary email folders.
 - Inbox
 - Sent
 - Drafts
 - Deleted/Trash
 - Spam/Junk Mail
- Differentiate between professional and personal email communication and demonstrate appropriate language, tone, format, and etiquette based on the audience and purpose (e.g. abbreviations, acronyms, emojis, gifs, memes).

Standard 3

Demonstrate knowledge of word processing.

- Perform basic tasks by using word processing software.
 - Create a new document
 - Open an existing document
 - Print a document
 - Save a document
- Perform primary page layout tasks.
 - Page orientation
 - Page margins
- Perform basic text formatting tasks.

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- Alignment (left, right, center, justify)
- Bold, Italics, and Underline
- Font (font color, font highlight, font size)
- Insert and format a table.
 - Insert table
 - Add/delete columns and rows
 - Merge cells/split cells
 - Border/shading
- Insert and format an image.
 - Insert image
 - Wrap text
 - Adjust size
- Perform a spelling and grammar check on a document.

Standard 4

Demonstrate knowledge of spreadsheets.

- Identify the primary components of a spreadsheet.
 - **Cell** is the intersection between a row and a column on a spreadsheet.
 - **Active cell** is the selected cell ready to input data.
 - A **row** contains the horizontal cells identified by numbers.
 - A **column** contains the vertical cells identified by letters.
 - **Fill handle** is a command that fills data in spreadsheet cells based on an existing pattern.
- Create basic mathematical formulas and functions in a spreadsheet.
 - **Cell range** is a group of cells within a row and/or column.
 - **Formula** is any calculation in a spreadsheet.
 - **Function** is a predefined calculation in a spreadsheet.
- Perform basic formulas in a spreadsheet.
 - Addition
 - Subtraction
 - Division
 - Multiplication
- Perform basic functions in a spreadsheet.
 - SUM
 - MIN
 - MAX
 - COUNT
 - AVERAGE
- Insert a column and pie chart using data from a cell range.
 - Include a title.
 - Include a legend.
 - **Legend** is the box that contains small samples of each color on the chart as well as a short description of what each color means.

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Standard 5

Demonstrate knowledge of presentations programs.

- Apply a variety of slide layouts.
- Perform basic functions in a presentation.
 - **Animations** are movement of an object or image within a slide.
 - **Transitions** are the motion effect of a slide entering a presentation.
- Add images and/or media content to a presentation.

Performance & Durable Skills

Students will demonstrate **collaboration, communication, and professionalism** by using digital tools to research, organize, collaborate, create, and present information on a topic related to the Digital Literacy standards.

STRAND 7

(DIGITAL CREATION) Students will develop the skills to create, edit, and responsibly share digital content using appropriate media, tools, and formats for a specific purpose and audience.

Standard 1

Apply responsible practices when creating and sharing digital content.

- Creating
 - Identify the purpose, audience, and type of digital content to be created.
 - Organize ideas and decide how the layout will communicate the message.
 - Develop digital content using appropriate digital tools
 - Evaluate content for the level of your audience before publishing or sharing.
- Sharing
 - Consider PII and sensitive information before creating or sharing content.
 - Obtain permission before sharing content involving other people.
 - Apply copyright, attribution, and responsible-use practices.
- Explain how created or shared content contributes to a digital footprint.

Standard 2

Explore digital image editing processes by utilizing digital editing techniques, comparing file formats, and creating digital images.

- Utilize digital editing techniques.
 - Crop
 - Adjust brightness/contrast
 - Composition techniques (e.g. rule of thirds, negative space, visual hierarchy)
- Compare raster and vector graphics and when to use each type in a digital design.
- Compare file formats.
 - Raster graphics
 - .jpeg

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- .gif
- .png
- Vector graphics
 - .svg
 - .ai
 - .eps

Standard 2

Explore audio editing processes by utilizing audio editing techniques, comparing file formats, and creating digital audio.

- Utilize audio editing techniques.
 - Record
 - Trim
 - Volume adjustments
- Compare file formats.
 - .mp3
 - .wav

Standard 3

Explore video editing processes by utilizing video editing techniques, comparing file formats, and creating digital videos in a variety of formats.

- Utilize video editing techniques.
 - Screen record
 - Record
 - Trim
 - Volume level
 - Add audio track
- Compare file formats.
 - .mp4
 - .mov
 - .avi

Performance & Durable Skills

Students will demonstrate **communication** and **innovation** by designing and producing a public service announcement (PSA) that uses digital media to promote safe, responsible, and healthy technology use.

- Identify a digital wellness topic and a specific purpose and target audience for the PSA.
- Research and select accurate, relevant information to communicate a clear digital wellness message.
- Create an original PSA using images, video, audio, or a combination.
- Demonstrate responsible use of digital content by following copyright, citation, privacy, and ethical-use expectations.

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- Share or present the completed PSA using appropriate **communication** and **professionalism**.

STRAND 8

(DIGITAL CAREER READINESS) Students will explore how digital literacy impacts education, careers, and the economy to develop an understanding of how digital skills prepare for success in a changing workforce.

Standard 1

Explore how digital literacy and emerging technologies impact education, careers, and economic opportunities (xvi)

- Identify ways digital technology is used across different careers and industries.
- Explain how technology has changed how people learn, work, communicate, and conduct business.
- Explore how technology can create new careers and change existing careers.
- Identify examples of how digital literacy can influence educational and career opportunities.

Standard 2

Explain how developing digital and durable skills prepares individuals to adapt and succeed in a technology-driven workforce.

- Identify digital skills used across a variety of careers.
- Explore how different careers use digital tools and technologies to communicate, collaborate, solve problems, and complete tasks.
- Identify how emerging technologies are changing workplace tasks and career opportunities.
- Explain why individuals need to learn new technologies and adapt their skills throughout their education and careers.

Performance & Durable Skills

Investigate a career and **communicate** how technology and digital literacy are used within that career.

- Identify at least two digital tools, technologies, or digital skills used in the career.
- Explain how technology has changed or may change the career.
- Identify at least two durable skills that would help someone succeed in the career.
- **Communicate** findings through an appropriate digital product (e.g., presentation, infographic, video, digital poster).

Digital Literacy Glossary By Strand

Strand 1

Algorithms: step-by-step process to complete a task.

Application software (apps): software developed to help the user perform specific tasks.

Central Processing Unit (CPU): the brain of the computing system or master chip that controls all other aspects of the computer.

Conditional: a programming structure that performs different computations or actions depending on whether a condition evaluates true or false.

Debug: the process of finding and correcting errors (bugs) in programs.

Event: is an identifiable occurrence that affects the system hardware or software. User-generated events include keystrokes and mouse clicks; system-generated events include program loading and errors.

File: storage of computer recorded data.

File management system: software that manages the storage of data files.

Folder: an icon on a computer used to access a directory of file storage.

Graphics Processing Unit (GPU): the chip that processes images and videos.

Hardware: the physical components that make up a computing system.

Icon: a small graphical representation of a program file.

Information processing cycle: the sequence of input, processing, storage, and output performed by a computing system.

Input: information, data, or instructions put in for processing.

Loop: a programming structure that repeats a sequence as long as a specific condition is true.

Menu: a list of options or commands to help the user find information or complete a task.

Operating system (OS): software that manages the computer's basic functions such as scheduling tasks, executing applications, and controlling peripherals (e.g. Windows, Mac OS, Android, iOS, Linux)

Output: information processed and received by the user.

Peripheral devices: devices connected to a computer to expand the functionality of the computing system (e.g. monitor, keyboard, mouse)

Processing: interprets input and produces output.

Random Access Memory (RAM): temporarily stored data used by the operating system and application software while the computing system is running.

Save: a command that creates an original file, and location or updates changes made in a document while keeping the original file name and location.

Save As: a command that creates a copy of a current document and allows the user to rename and/or relocate the document.

Software: a program that runs a set of instructions on a computing device.

Status icon: an icon that shows information about the digital device (e.g., Wi-Fi, battery, volume, time)

Storage: a place where data can be held and retrieved at a later time.

Subfolder: a folder contained within another folder.

Tabs: part of a computer window that allows the user to go to different parts of the program or website.

Troubleshooting: the systematic approach to addressing a problem with a computing device through the process of trial and error.

Variable: a named container used to keep track of a value that can change while a program is running in the computing system's memory.

Window: a viewing area on a computer.

Strand 2

CC BY (Creative Commons Attribution): allows others to share, use, and adapt a work if they give appropriate credit to the original creator.

Creative commons: are licenses that allow creators to give others permission to share, use, or adapt their copyrighted work under specific conditions.

Digital media: information and content that is created, accessed, shared, and updated through digital devices and networks allowing for interaction, collaboration, and immediate sharing.

Disinformation: information that is completely false or fabricated content created to deceive.

Fair use: the ability to use copyrighted work without permission.

Malinformation: information based on facts but is used to mislead or cause harm.

Intellectual property: an idea that an individual or organization creates (creative work) that is protected and has the right to control how others use it.

Misinformation: information that is false or inaccurate information spread by people who believe it is true.

Public domain: intellectual property that is available for public use.

Traditional media: is information and content distributed through print or broadcast formats, which is delivered on a fixed schedule and provides primarily one-way communication.

Strand 3

AI Bias: an AI response that may reflect biases found in the data or a lack of data used to develop or train AI systems.

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AI Chatbot: a computer program that uses AI to communicate with people through written or spoken conversations.

AI Hallucinations: output from an AI system that seems believable but is inaccurate, irrelevant, incoherent, or unexpected.

AI Prompting: the act of providing inputs or instructions to an AI model to produce a desired response.

AI Training: the process of using data to develop an AI system’s ability to identify patterns, output responses, generate content, or make predictions.

Artificial Intelligence: refers to computer systems that are taught (trained) to automate tasks normally requiring human intelligence.

Data: information, such as words, numbers, images, sounds, or other details, that computers can collect, organize, and use.

Strand 4

Cyberbullying: is using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication (Utah Code 53G-9-601).

Digital citizenship: norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security. (Utah Code 63C-22-102)

Digital footprint: the information and data created or collected through interactions with digital devices and online environments.

Digital wellness: the intentional and healthy use of technology to support personal well-being.

Online safety: recognizing online risks and taking actions to protect personal safety.

Strand 5

Cybersecurity: the practice of protecting information, accounts, devices, and networks from unauthorized access, damage, or misuse.

Digital privacy: the ability to control how personal information is collected, used, stored, and shared online.

Personal Identifiable Information (PII): includes information that can be used to distinguish or trace a person’s identity either directly or indirectly.

Strand 6

Active cell: the selected cell ready to input data.

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Animation: movement of an object or image within a slide.

Attachment: a file sent with an email message (e.g., document, image, video).

BCC: a blind courtesy copy (previously known as blind carbon copy) to let others see an email without the main recipient knowing.

Bookmark: a saved link to a specific webpage

CC: a courtesy copy (previously known as carbon copy) including one or more recipients when a message is intended for one person but is relevant to other people as well.

Cell: the intersection between a row and a column on a spreadsheet.

Cell range: a group of cells within a row and/or column.

Column: the vertical cells identified by letters.

Email: short for electronic mail and is a digital communication used to send and receive messages over the internet.

Extension: an app or an add-on for your web browser to enhance functionality

Fill handle: a command that fills data in spreadsheet cells based on an existing pattern.

Formula: any calculation in a spreadsheet.

Forward: the operation of re-sending an email message delivered to one email address to one or more different email addresses

Function: a predefined calculation in a spreadsheet.

Internet browser: an application used to access and view websites.

Internet service provider (ISP): a company that provides subscribers with access to the internet.

Internet: a global network, which is a group of two or more digital devices connected to share information.

Legend: the box that contains small samples of each color on the chart as well as a short description of what each color means.

Reply all sends a response to the sender and everyone else included in the email conversation, including CC.

Reply: sends a response to the person who sent the email.

Row: the horizontal cells identified by numbers.

Search engine: a program that searches for and identifies items in a database using keywords to find websites for information on the internet.

Subject: an informative and brief line of text seen when the email reaches the recipient's inbox.

Transitions: the motion effect of a slide entering a presentation.

Uniform resource locator (URL): an address for a worldwide webpage.

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