CTE CONTENT AREA: Business Education
CONTENT MODULE TITLE: Computer Literacy for the Workplace

MODULE DESCRIPTION

This module introduces students to the fundamentals of digital citizenship and ways to use the computer to communicate effectively in the business world. Current issues related to digital citizenship and the development of good digital citizenship skills will be examined. Students will have the opportunity to explore a wide array of computer software tools and digital resources to develop a plan for digital behavior and effective communication.

GUIDING QUESTION

How can one use technology to communicate appropriately and effectively in the business world?

MODULE CONTENT

Computer Literacy for the Workplace
1. Digital Citizenship
   Students will
   a) Define "digital citizenship"
   b) Research and assess personal digital footprint and online reputation
   c) Recognize cyberbullying and develop strategies for preventing and stopping it
   d) Incorporate digital citizenship practices into daily life

2. Media Literacy and Ethical Use of Media Resources
   Students will
   a) List and describe ways the internet can be a useful tool for conducting research
   b) Utilize methods for assessing the legitimacy of websites as research resources and the validity of website information
   c) Define and give examples of public domain
   d) Understand rights as content creators and how to respect the work of others
   e) Differentiate between ethical and unethical behavior in the use of media resources
   f) Determine ways to protect original works
   g) Understand copyright and tell how copyright impacts what can be used, cannot be used, or can only be used with permission

3. Business Communication
   Students will
   a) Use various types of software to effectively communicate with others
   b) Create emails and business letters as effective tools of communication
   c) Demonstrate personal development of digital communication skills through practice of these skills in a variety of classroom applications

4. Technology/Software/File Sharing Tools
   Students will

a) Perfect a touch-typing method to efficiently use the keyboard
b) Apply and practice keyboarding skills as appropriate to activities
c) Utilize various software and file sharing tools to convey ideas, such as in websites, slide-deck presentations, and videos

5. Career Pathways
   Students will
   a) Use computer literacy skills to Identify career paths of personal interest
   b) Investigate careers that help others develop and apply digital literacy skills and assess personal skills, interests, and abilities for those careers

ILLUSTRATIVE ACTIVITIES by Theme Module

Career and Community Connections
Digital Citizenship Campaign

   Students develop a digital citizenship campaign using multimedia presentation software. Students present their campaign to a variety of audiences such as younger students, and community seniors.

Communication and Interpersonal Relationships
Developing Keyboarding Skills

   Students create individual accounts on a keyboarding practice website. Students complete beginning lessons and timed tests together in class. Students practice their skills at home or in school.

Financial and Consumer Literacy
Consumer Letters

   Students create a list of situations where they have been satisfied or dissatisfied consumers. Students investigate formats for electronic business letters. Students prepare letters of consumer compliment or consumer complaint following accepted conventions and email them to the businesses.

Health, Safety, and Wellness
Cyberbullying

   Show a video related to cyberbullying. Conduct a class discussion around questions such as: What was the main message of this video? Why might people cyberbully others? How can one help someone who has experienced cyberbullying? Who are the people in your school to go to for help in situations of cyberbullying?

Problem Solving and Innovation
Copyright

   Students work in small groups to develop scenarios concerning the use copyrighted materials. Students present their scenarios and classmates decide whether the material can be used, can be used with permission, or cannot be used. Lead a discussion during which students justify their decisions.

Sustainability

Digital Footprint

> Students learn about the concept of the digital footprint from a variety of scholarly sources. Students stand on newsprint and outline their two feet to draw their footprints. In one footprint, students define "digital footprint" using 20 words or less (GIST technique). In the second footprint, students display their own "digital footprint". Students complete a response sheet to "What does your digital footprint show about your digital presence? What might you decide to change? Why?"

STANDARDS ADDRESSED

New York State Career Development and Occupational Studies (CDOS) Standards
Intermediate Level
http://www.p12.nysed.gov/cte/

> Standard 1: Career Development
>> Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
> Standard 2: Integrated Learning
>> Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
> Standard 3a: Universal Foundation Skills
>> Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Common Career Technical Core Standards
https://www.careertech.org/career-ready-practices
Career Ready Practices

> 1. Act as a responsible and contributing citizen and employee
> 2. Apply appropriate and academic and technical skills
> 4. Communicate clearly and effectively and with reason
> 5. Consider environmental, social, and economic impacts of decisions
> 9. Model integrity, ethical leadership, and effective management
> 10. Plan education and career paths aligned to personal goals
> 11. Use technology to enhance productivity

National Business Education Standards
https://www.nbea.org/newsite/curriculum/standards/index.html
Communication

> I. Foundations of Communication Achievement Standard
>> Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels
> II. Societal Communication Achievement Standard
>> Apply basic social communication skills in personal and professional situations
> IV. Technological Communication Achievement Standard
>> Use technology to enhance the effectiveness of communication

RESOURCES

New York State Education Department
Educational Design and Technology: Internet Safety and Cyber bullying
http://www.nysed.gov/edtech
> Internet safety refers to the countless issues facing students due to the widespread use of the Internet, including the need to keep children and all users safe while online. Incidents of discrimination and harassment can begin or spread online. Therefore, schools and districts can examine policies to ensure safe and responsible Internet use by students and teachers, when technology is used for teaching and learning.

New York State Education Department
Educational Design and Technology: Keyboarding Programs
http://www.nysed.gov/edtech
> NYSED released a survey to gain a better understanding of current keyboarding instruction in New York State schools. In the survey, respondents were asked to identify keyboarding programs currently being utilized in their schools. The list of the most widely-used software applications can be found here.

Electronic Frontier Foundation
Teaching Copyright
https://www.teachingcopyright.org/index.html
> Students learn that copyright laws restrict many activities, but also permit many others. Teaching Copyright lessons provide accurate information that gives students positive steps they can take to protect themselves in the digital world.

Association of Career and Technical Education
Career Planning Guide
https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf
> Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals.

AdvanceCTE
Middle Level Career Interest Inventory
https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf
> AdvanceCTE provides a Career Interest Inventory worksheet to use with students in helping them identify the potential matches to the 16career clusters available to them.

Association of CTE Administrators (ACTEA)
CTE Strong Videos
http://www.ctestrong.com
> Edge Factor has created a series of inspirational videos related to career and education that provide students with a very contemporary perspective on CTE options. Career Cluster videos provide a new look at the many career options that students have in high school and beyond.

Business Teachers Association of New York State (BTANYS)
http://www.btanys.org/
>   The Business Teachers Association of New York State provides networking, support, and professional growth opportunities for its members to effectively educate today's students for tomorrow's global economy.

Career and Technical Education Technical Assistance Center of New York (CTE TAC)
http://nyctecenter.org/
>   The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.