

7th Grade

Priority Standard 7.1 Gain proficiency and speed in touch typing		
Learning Targets	<ul style="list-style-type: none"> • I can use proper hand placement and posture when typing. • I can demonstrate improvement in speed and accuracy in keyboarding. • I can use keyboard shortcuts to increase efficiency when formatting documents. 	
Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> • Not using home row (hunt and peck style typing) • Not using all fingers to type • Does not uses keyboard shortcuts 	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can use proper hand placement as well as keyboard shortcuts to increase proficiency to type at a net speed of at least 22+ WPM.	A student who is approaching mastery may use proper hand placement as well as sometimes use keyboard shortcuts to increase proficiency to type at a net speed of 16-21 WPM.	The Beginning to Learn student may use improper hand placement as well as not use keyboard shortcuts or types at a speed of 15 WPM or below.
Evidence of Mastery	Students take 3 min typing tests periodically throughout the semester to measure WPM. Teacher observes the following: Sit straight and remember to keep your back straight. Keep your elbows bent at the right angle. Hands on Home row Facing the screen Uses or identifies proper keyboard shortcuts	

<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>msdr9.typingclub.com lessons and activities</p>
<p>Next Level what students can do if they have consistently mastered the standard</p>	<p>msdr9.typingclub.com lessons and activities</p>

<p>Priority Standard 7.2 Use basic design principles within documents and presentations</p>	
<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can cite sources using proper MLA format. • I can make documents visually pleasing to a broad audience by using drawing and design tools appropriately <ul style="list-style-type: none"> ○ Editing Image <ul style="list-style-type: none"> ▪ Text wrapping ▪ Position ▪ Recolor ▪ Adjustments ▪ Size & rotation ○ Editing text <ul style="list-style-type: none"> ▪ Font style and size ▪ Font color ▪ Alignment ▪ Using appropriate amount of text per slide ○ Adding Audio/Video ○ Editing shapes <ul style="list-style-type: none"> ▪ Background/Fill color ▪ Border color ▪ Border width ▪ Border dash ▪ Order

	<ul style="list-style-type: none"> ▪ Align ▪ Distribute ▪ Center ▪ Rotate ▪ Group ▪ Ungroup ○ Adding hyperlinks ○ Using WordArt ○ Adding beneficial animations and or transitions ○ Using appropriate background colors and images ○ Applying visually pleasing layouts • I can use proper presentation etiquette to enhance my slideshows. <ul style="list-style-type: none"> ○ Face audience and avoid reading directly from slides ○ Using proper amount of information 	
Common Student Misconceptions/Mistakes	<p>Students face presentations and read directly off slides. Overcrowd slides with text, images, and animations Use hard to read font colors, styles, and sizes Slides that lack design elements such as images, font styles, and colors Sources not cited</p>	
Meeting Expectations	Approaching Expectations	Beginning to Learn
<p>A student who has mastered this standard can use design principles to create visually appealing presentations. They face the audience when speaking, and do not read directly from slides.</p>	<p>A student who is approaching mastery may need reminders to follow design principles effectively and not face the audience during the entire presentation, looking back to read off slides periodically.</p>	<p>The Beginning to Learn student may create overcrowded slides with animations, images, or unreadable fonts and/or present information not facing the audience and reading directly from the slides and/or will need substantial teacher-led instruction.</p>
Evidence of Mastery	<p>Create a google slide following design principles that is visually pleasing and presented following proper presentation etiquette.</p>	

<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Review how to create and format word processing documents Review how to insert and format images within a document Google Slides Custom Guide Google Slide Beginner Level Videos GCF Slides YouTube Playlist GCF Slides Tutorial Beginning Graphic Design - GCFGlobal</p>
<p>Next Level what students can do if they have consistently mastered the standard</p>	<p>Students create custom made images and designs for presentations.</p>

<p>Priority Standard 7.3 Identify and explain terms and concepts related to spreadsheets.</p>	
<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can identify and apply all five cursors correctly <ul style="list-style-type: none"> ○ Select ○ Resize ○ Editing ○ Move ○ Autofill • I can add a new sheet to my workbook • I can rename and move sheets within my workbook. • I can use spreadsheets to organize data. <ul style="list-style-type: none"> ○ Sort Range • I can add or delete columns and rows • I can change the height and width of columns and rows • I can use formatting tools to organize and visualize data in a spreadsheet. <ul style="list-style-type: none"> ○ Apply appropriate number formatting ○ Text wrapping ○ Font Styles

	<ul style="list-style-type: none"> ○ Conditional Formatting ○ Merge Cells ○ Apply borders ○ Fill colors ○ Text alignment • I can use formulas and functions to calculate data. <ul style="list-style-type: none"> ○ Autosum ○ Subtraction ○ Multiplication ○ Division ○ Percentages ○ Max/Min ○ Averages • I can create and format graphs to analyze data. <ul style="list-style-type: none"> ○ Customize graphs ○ Move graphs to own sheet ○ Choose the appropriate graph to accurately display data • I can insert images within a sheet • I can insert hyperlinks within a sheet • I can print workbook correctly to display data on one page 	
<p>Common Student Misconceptions/Mistakes</p>	<p>Students use mental math instead of correctly applying formulas Students incorrectly use cursors within google sheets Leave columns and rows blank within data range Move graphs to new sheet by copying and pasting instead of Move to Own Sheet button Fail to resize columns and rows Improperly input data Use incorrect number formatting to accurately display data</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>

<p>A student who has mastered this standard can create a properly formatted spreadsheet using formulas, functions, and other spreadsheet tools to organize or display data independently and consistently. .</p>	<p>A student who is approaching mastery may need reminders to apply formulas, functions, and other spreadsheet tools when organizing or displaying data.</p>	<p>The Beginning to Learn student may need direct teacher instruction to apply formulas, functions, and other spreadsheet tools when organizing or displaying data.</p>
<p>Evidence of Mastery</p>	<p>Create a spreadsheet with formulas, formatted text and or numbers, and graphs</p>	
<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Google Sheets Custom Guide Google Sheets Basics tutorial</p>	
<p>Next Level what students can do if they have consistently mastered the standard</p>	<p>Use advanced spreadsheet tools to create filters, data validation, and or formulas.</p>	

Priority Standard 7.4 Identify risks and responsibilities of social media use

Learning Targets

- I can identify rules for safe internet use.
- I can define and identify personal digital information.
- I can identify consequences of inappropriate use and sharing of personal digital information.
- I can use technology to identify problems.
- I can use technology to problem solve.
- I can identify and avoid inappropriate use of technology.
- I can identify the CIPA (Children Internet Protection Act) requirements.

	<ul style="list-style-type: none"> • Explore the impact their digital lives can have on their well-being and relationships while learning to balance media in their everyday lives. • Have learned how to protect personal information and gain a deeper understanding of their data privacy rights so they can advocate for themselves and others • Consider the benefits and risks of online sharing and explore how a digital persona can affect one’s sense of self, reputation, and relationships. • Can reflect on how to build positive relationships, avoid risky online talk, and understand why some topics and conversations can best lend themselves to other mediums. • Are able to take active roles as upstanders to build positive, supportive online communities and combat online cruelty. • Able to determine the validity of online resources and news sources and reflect on their responsibilities as thoughtful media creators and consumers. • Follow legal guidelines of copyright and understand the Four Factors of Fairuse 	
<p align="center">Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Oversharing online • Unaware of the consequences of inappropriate use • Not understanding the permanence of a digital footprint. • Not citing sources correctly following MLA format 	
<p align="center">Meeting Expectations</p>	<p align="center">Approaching Expectations</p>	<p align="center">Beginning to Learn</p>
<p>A student who has mastered this standard can define and apply the rules of digital citizenship principles (such as safe internet use, sharing personal digital information, using technology to solve problems) independently and consistently.</p>	<p>A student who is approaching mastery may be able to define the rules of digital citizenship principles but may need guidance to apply them or may meet the standard inconsistently or with teacher assistance and/or cite sources incorrectly, not following MLA formatting.</p>	<p>The Beginning to Learn student may only identify and apply rules of digital citizenship principles with the direct guidance of the teachers and/or not cite sources.</p>

<p>Evidence of Mastery</p>	<p>Participate in class discussions on internet safety Direct observation of internet use Online choice games Be Internet Awesome activities Common Sense Media activities</p>
<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Review the rules of digital citizenship Common Sense Media and Be Internet Awesome online activities Parents can discuss social media safety and usage with student at home</p>
<p>Next Level what students can do if they have consistently mastered the standard</p>	<p>Be Internet Awesome and Common Sense Media have enrichment activities Take a leadership role in projects or discussion on the principles Participate in discussion on these topics with parents at home</p>