Student Competency Profile

**Student Name:**

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

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| **Unit 1: Orientation and Digital Citizenship** |
|  | 1. | Identify school policies, program policies, and safety procedures related to Cyber Foundations I. |
|  | 2. | Investigate social and ethical issues related to Digital Citizenship and Social Media. |
|  | 3. | Interact with teachers, peers, and course material using a learning management system. |
|  | 4. | Discover career opportunities within the Law, Public Safety, Corrections, and Security career cluster. |
| **Unit 2: Student Organizations** |
|  | 1. | Recognize opportunities to participate in student organizations related totechnology and business. |
|  | 2. | Recognize how a business meeting is conducted. |
|  | 3. | Identify leadership and personal development styles. |
| **Unit 3: 21st Century Toolbox** |
|  | 1. | Differentiate between various learning styles and personality traits found withinthe classroom and workplace. |
|  | 2. | Demonstrate effective time management skills, study skills and note-taking strategies. |
|  | 3. | Explore careers in each of the 16 National Career Clusters. |
|  | 4. | Complete interest profiler and career exploration exercises. |
|  | 5. | Demonstrate effective public speaking skills. |
|  | 6. | Demonstrate knowledge of 21st century skills. |
| **Unit 4: Keyboarding** |
|  | 1. | Demonstrate an understanding of basic keyboarding information. |
|  | 2. | Perform keyboarding applications. |
|  | 3. | Investigate keyboarding skills and computer science in the context of BusinessManagement and Administration career cluster. |
| **Unit 5: Word Processing Applications** |
|  | 1. | Perform basic word processing applications. |

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|  | 2. | Generate documents using word processing applications. |
|  | 3. | Perform desktop publishing tasks. |
|  | 4, | Investigate career opportunities in the Hospitality and Tourism career cluster. |
| **Unit 6: Spreadsheet Applications and Financial Literacy** |
|  | 1. | Organize personal finances and use a budget to manage cash flow, plan forspending, and save for future goals. |
|  | 2. | Use a career plan to develop personal income potential. |
|  | 3. | Apply reliable information and systematic decision making to personal financialdecisions. |
|  | 4. | Perform spreadsheet applications. |
|  | 5. | Develop and interpret spreadsheet tables, charts, and figures to support writtenand oral communication. |
|  | 6. | Investigate career opportunities in the Finance career cluster. |
| **Unit 7: Multimedia Presentations** |
|  | 1. | Demonstrate basic multimedia presentation applications. |
|  | 2. | Create a multimedia presentation. |
|  | 3. | Investigate career opportunities in the Arts, Audio/Video TechnologyCommunications career cluster. |
| **Unit 8: Problem Solving** |
|  | 1. | Investigate the problem solving process. |
|  | 2. | Differentiate between computer components and processes. |
|  | 3. | Evaluate, analyze, and collaborate to design a web app. |
|  | 4. | Investigate career opportunities in the STEM career cluster. |
| **Unit 9: Web Development** |
|  | 1. | Identify the purpose of a website. |
|  | 2. | Examine the use of HTML and common tags. |
|  | 3. | Describe Digital Footprint and how it is created. |
|  | 4. | Understand the appropriate identification and use of Intellectual Property andImages. |
|  | 5. | Investigate Sources and Search Engines. |
|  | 6. | Demonstrate the use of CSS within an HTML document. |
|  | 7. | Investigate career opportunities in the STEM career cluster. |
| **Unit 10: Interactive Games and Animations** |
|  | 1. | Explore programming for entertainment. |
|  | 2. | Investigate the use of shapes in gaming and animation. |
|  | 3. | Investigate the use of variables in gaming and animation. |
|  | 4. | Demonstrate the use of sprites in gaming and animation. |

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|  | 5. | Apply the use of draw loop in gaming and animation. |
|  | 6. | Demonstrate the use of movement in gaming and animation. |
|  | 7. | Examine the use of Booleans and conditionals in gaming and animation. |
|  | 8. | Use the game design process to create games and animations. |
|  | 9. | Investigate career opportunities in the STEM (game designer, mathematics, orentrepreneur) career cluster. |