

IC3 GS6 Level 3

Project Workbook

Student Edition

Presented By
 **LearnKey®**

IC3 GS6 Level 3 Project Workbook

First Edition

LearnKey provides on-demand training courses and online learning solutions to education, government, business, and individuals worldwide. LearnKey provides expert instruction for popular computer software, technical certifications, and application development with dynamic video-based courseware and effective learning management systems. LearnKey delivers content on the web. For a complete list of courses, visit <https://www.learnkey.com>.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means now known or to be invented, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without written permission from the author or publisher, except for the brief inclusion of quotations in a review.

© 2022 LearnKey

www.learnkey.com

632609

Table of Contents

Introduction	1
Best Practices Using LearnKey's Online Training	2
Using This Workbook as a Student	3
Skills Assessment	4
IC3 GS6 Level 3 Video Times	6
Domain 1 Lesson 1	7
Fill-in-the-Blanks	8
Locate System Requirements	9
Software Programs	10
Basic Troubleshooting	11
Locate Model Number, Operating System, and Version	12
Domain 1 Lesson 2	13
Fill-in-the-Blanks	14
Software Licenses	15
Software Versioning	16
Software Defaults	17
Common Software Features	18
Domain 2 Lesson 1	19
Fill-in-the-Blanks	20
Online Privacy	21
Keep Account Information Confidential	22
Privacy at the Workplace	23
Current Digital Knowledge	24
Report Dangerous, Illegal, or Harmful Behavior	25
Domain 3 Lesson 1	26
Fill-in-the-Blanks	27
Search Requests	28
Assessing Search Results	29
Domain 4 Lesson 1	30
Fill-in-the-Blanks	31
Screencasting	32
File Formats for Distribution	33

Target Audience	34
Domain 4 Lesson 2	35
Fill-in-the-Blanks	36
SmartArt Graphics	37
Tables and Charts	38
Flowchart	39
Domain 4 Lesson 3	40
Fill-in-the-Blanks	41
Cloud Versioning	42
Screen Resolution and File Size	43
Color Contrast	44
Font Readability	45
Alt Text	46
Domain 4 Lesson 4	47
Fill-in-the-Blanks	48
Creative Commons Licensing	49
Protect Intellectual Property	50
Website Creation	51
Domain 5 Lesson 1	52
Fill-in-the-Blanks	53
Avoiding Ambiguity	54
Audience Customizations	55
Broadening Mutual Understanding and Learning	56
Internally Identify and Understand Issues	57
Appropriately Communicating Issues with Clients	58
Domain 6 Lesson 1	59
Fill-in-the-Blanks	60
Collaborate with Internal Team	61
Interacting with Clients	62
Five-Step Cycle	63
Domain 7 Lesson 1	64
Fill-in-the-Blanks	65
Multifactor Authentication	66
Virus Scanning	67

Factory Reset	68
The Impact of Digital Tools and Technologies	69
Environmental Impacts	70
Appendix	71
Glossary	72
Keyboard Shortcuts for Windows	74
Objectives	75
IC3 GS6 Level 3 Lesson Plans	76
Domain 1 Lesson Plan	76
Domain 2 Lesson Plan	77
Domain 3 Lesson Plan	78
Domain 4 Lesson Plan	79
Domain 5 Lesson Plan	80
Domain 6 Lesson Plan	81
Domain 7 Lesson Plan	82

IC3 GS6 Level 3

Introduction

Best Practices Using LearnKey's Online Training

LearnKey offers video-based training solutions that are flexible enough to accommodate private students and educational facilities and organizations.

Our course content is presented by top experts in their respective fields and provides clear and comprehensive information. The full line of LearnKey products has been extensively reviewed to meet superior standards of quality. Our course content has also been endorsed by organizations such as Certiport, CompTIA®, Cisco, and Microsoft. However, it is the testimonials given by countless satisfied customers that truly set us apart as leaders in the information training world.

LearnKey experts are highly qualified professionals who offer years of job and project experience in their subjects. Each expert has been certified at the highest level available for their field of expertise. This expertise provides the student with the knowledge necessary to obtain top-level certifications in their chosen field.

Our accomplished instructors have a rich understanding of the content they present. Effective teaching encompasses presenting the basic principles of a subject and understanding and appreciating organization, real-world application, and links to other related disciplines. Each instructor represents the collective wisdom of their field and within our industry.

Our Instructional Technology

Each course is independently created based on the manufacturer's standard objectives for which the course was developed.

We ensure that the subject matter is up-to-date and relevant. We examine the needs of each student and create training that is both interesting and effective. LearnKey training provides auditory, visual, and kinesthetic learning materials to fit diverse learning styles.

Course Training Model

The course training model allows students to undergo basic training, building upon primary knowledge and concepts to more advanced application and implementation. In this method, students will use the following toolset:

Pre-assessment: The pre-assessment is used to determine the student's prior knowledge of the subject matter. It will also identify a student's strengths and weaknesses, allowing the student to focus on the specific subject matter he/she needs to improve the most. Students should not necessarily expect a passing score on the pre-assessment as it is a test of prior knowledge.

Video training sessions: Each training course is divided into sessions or domains and lessons with topics and subtopics. LearnKey recommends incorporating all available external resources into your training, such as student workbooks, glossaries, course support files, and additional customized instructional material. These resources are located in the folder icon at the top of the page.

Exercise labs: Labs are interactive activities that simulate situations presented in the training videos. Step-by-step instructions and live demonstrations are provided.

Post-assessment: The post-assessment is used to determine the student's knowledge gained from interacting with the training. In taking the post-assessment, students should not consult the training or any other materials. A passing score is 80 percent or higher. If the individual does not pass the post-assessment the first time, LearnKey recommends incorporating external resources, such as the workbook and additional customized instructional material.

Workbook: The workbook has various activities, such as fill-in-the-blank worksheets, short answer questions, practice exam questions, and group and individual projects that allow the student to study and apply concepts presented in the training videos.

Using This Workbook as a Student

This project workbook contains practice projects and exercises to reinforce the knowledge you have gained through the video portion of the **IC3 GS6 Level 3** course. The purpose of this workbook is twofold. First, get you further prepared to pass the IC3 GS6 Level 3 exam, and second, to get you job-ready skills and increase your employability in the area of digital literacy.

This project workbook is versatile because the projects follow the order of the video portion of this course. You can complete the workbook exercises as you go through each section of the course, complete several of these at the end of each session, or complete them after viewing the entire course. The key is to go through these projects to strengthen and solidify your knowledge of this course.

Each project is mapped to a specific video (or videos) in the course and specific test objectives. The materials you will need for this course include:

- LearnKey's **IC3 GS6 Level 3** courseware.
- The practice files for these projects, which are available at the following URL:

https://media-aws.onlineexpert.com/files/IC3_GS6_Level_3_Support_Files.zip.

Benefits

- Learn basic digital literacy skills.
- View your online courseware anytime and anywhere.
- Put your skills to the test with dozens of pre and post-assessment questions and practice labs.

Skills Assessment

Instructions: Rate your skills on the following tasks from 1-5 (1 being needs improvement, 5 being excellent).

Skills	1	2	3	4	5
Evaluate software and hardware devices.					
Identify and resolve technical problems.					
Understand selected software concepts.					
Protect others' personally identifiable info.					
Explain best practices for digital citizenship.					
Information management.					
Evaluate digital information sources.					
Create, edit, and publish digital content.					
Represent data visually.					
Compose procedural flowcharts and instructions.					
Manage digital information and files.					
Apply intellectual property standards.					
Plan and manage a cyclical design process.					
Clarify ambiguity in digital communications.					
Identify and understand issues.					
Collaborate with others to resolve issues.					
Contribute constructively to project teams.					
Manage device security.					
Physical impact of digital tools/technologies.					

Skills	1	2	3	4	5

IC3 GS6 Level 3 Video Times

Domain 1	Video Time
Evaluate Devices and Identify and Resolve Technical Problems	00:09:15
Understand Selected Software Concepts	00:13:04
Total Time	00:22:19

Domain 2	Video Time
Protect Identifiable Information and Best Practices for Digital Citizenship	00:12:11
Total Time	00:12:11

Domain 3	Video Time
Evaluate Digital Information Sources	00:09:53
Total Time	00:09:53

Domain 4	Video Time
Create, Edit, and Publish Digital Content	00:12:42
Represent Data Visually	00:15:55
Manage Digital Information and Files; Accessibility Challenges and Solutions	00:11:14
Apply Intellectual Property Standards; Plan and Manage a Cyclical Design Process	00:14:47
Total Time	00:54:38

Domain 5	Video Time
Clarify Ambiguity in Digital Communication and Identify and Understand Issues	00:12:59
Total Time	00:12:59

Domain 6	Video Time
Collaborate to Resolve Issues and Contribute Constructively to Project Teams	00:09:07
Total Time	00:09:07

Domain 7	Video Time
Manage Device Security and Physical Impact of Digital Tools/Technologies	00:14:51
Total Time	00:14:51

IC3 GS6 Level 3

Domain 1 Lesson 1

Fill-in-the-Blanks

Instructions: While watching Domain 1 Lesson 1, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. Hardware requirements must be met for applications to _____. [Hardware and Software Requirements]
2. _____ is a software add-on used to check for grammar and punctuation mistakes. [Software Programs That Meet Specific Needs]
3. The Task Manager is opened on a Windows computer by selecting Ctrl+_____ on the keyboard. [Identify Basic Troubleshooting Steps]
4. Files and photos can be saved to the _____ or an external drive to free up disk space on a computer. [Identify Basic Troubleshooting Steps]
5. A computer model number is an individualized number given to the computer by the hardware manufacturer. It can be found within a user _____. [Select the Appropriate Software and Tools]

Locate System Requirements

System requirements are the published hardware and software requirements for an application to function properly. The requirements are commonly found on a software company’s website.

Purpose

Upon completing this project, you will be able to locate system requirements on the web.

Steps for Completion

1. Open a web browser.
 2. Locate the Windows 10 system requirements.
 3. Take a screenshot showing the requirements.
 4. Save the screenshot as **111-Completed** to your Domain 1 Student folder.
 5. System requirements are the _____ requirements for the software to install and operate.
 6. Explain what machine language is and why it is required for an application to function.
-
-
-

Project Details

Project file

N/A

Estimated completion time

5-10 minutes

Video reference

Domain 1

Topic: Evaluate Software and Hardware Devices

Subtopic: Hardware and Software Requirements

Objectives covered

1 Technology Basics

1.1 Evaluate software and hardware devices

1.1.1 Assess hardware and software requirements

1.1.2 Identify devices that meet specific requirements

Software Programs

Software provides instructions to the hardware to execute specific tasks. Many software programs are available for all kinds of computing needs, including productivity, collaboration, and graphics. Users can install multiple software programs to meet their individualized needs.

Purpose

Upon completing this project, you will be familiar with software programs that meet specific needs.

Steps for Completion

1. Match each software program in the table below with its corresponding function.

A. Google Workspace	B. Text-to-speech	C. Photoshop
D. Grammarly	E. Microsoft Teams	F. Audacity

- a. _____ Used to read text aloud.
- b. _____ Used to record audio.
- c. _____ Used to make advanced edits and alterations to photos.
- d. _____ Used to improve writing by checking for several types of errors.
- e. _____ Used to create documents, presentations, spreadsheets, and much more.
- f. _____ Used to communicate face-to-face virtually.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 1

Topic: Evaluate Software and Hardware Devices

Subtopic: Software Programs That Meet Specific Needs

Objectives covered

1 Technology Basics

1.1 Evaluate software and hardware devices

1.1.3 Identify software programs that meet specific needs

Basic Troubleshooting

Technical issues arise with computer use. Users should troubleshoot technical issues to determine what might be causing any technical issues. Common problems include slow or frozen applications and connectivity issues. Low disk space or needed updates can cause a computer to run slowly. Users can check their connectivity and credentials within a computer’s settings.

Purpose

Upon completing this project, you will be familiar with common troubleshooting techniques.

Steps for Completion

1. Check for updates on your computer (use Windows Update if you have Windows). If there are any updates, install them.
2. Take a screenshot displaying the time you last ran an update, showing no urgent updates to run.
3. Save the screenshot as **121-Completed** to your Domain 1 Student folder.
4. If an application is frozen, the application may need to be closed using the _____.
5. Clearing your cached images and files will free up disk space on your computer. List two additional ways you can free up disk space.
 - a. _____.
 - b. _____.

Project Details

Project file

N/A

Estimated completion time

5-10 minutes

Video reference

Domain 1

Topic: Identify and Resolve Technical Problems

Subtopic: Identify Basic Troubleshooting Steps

Objectives covered

1 Technology Basics

1.2 Identify, troubleshoot, and resolve technical problems with assistance

1.2.1 Identify basic troubleshooting steps

Locate Model Number, Operating System, and Version

A computer model number is an individualized number given to a computer by the computer's hardware manufacturer. Users must know where to locate this number so that they can purchase hardware that is compatible with their computer. Another reason a user may need to know their model number is for technical support. This information can help troubleshoot issues. Knowing an operating system and version number allows users to check for available updates. These updates ensure that the most up-to-date and secure software is being used on the computer.

Purpose

Upon completing this project, you will have located your computer's model number, operating system, and version number.

Steps for Completion

1. Locate your computer's model number, operating system, and version number of the operating system.
2. Write your computer's model number, operating system, and version number below.

Model number: _____

Operating system: _____

Version number: _____

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 1

Topic: Identify and Resolve Technical Problems

Subtopic: Select the Appropriate Software and Tools

Objectives covered

1 Technology Basics

1.2 Identify, troubleshoot, and resolve technical problems with assistance

1.2.2 Select the appropriate software and tools to use for a given task

IC3 GS6 Level 3

Domain 1 Lesson 2

Fill-in-the-Blanks

Instructions: While watching Domain 1 Lesson 2, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. Copyleft licensing is _____ software. [Understand Software Licensing]
2. Shareware licensing is _____ software. [Understand Software Licensing]
3. _____ software is unlicensed software without copyright protection. [Understand Software Licensing]
4. Unique version _____ or version _____ are assigned to each software version. [Understand Software Versioning]
5. Layout defaults are set within the _____ in Microsoft Word. [Understand How to Set Software Defaults]
6. The _____ is a common feature within Microsoft Office applications. It contains tabs and groups holding common commands. [Common Features Across Applications]

Software Licenses

A software license is a legal agreement that determines the proper use and distribution of the software. This agreement is between the software owner and the person using the software. Software licenses fall into two copyright law categories: proprietary software and free and open-source software. Proprietary software is closed-source and does not give the customer the right to modify or distribute the software. Free and open-source software (FOSS) gives customers the right to modify and reuse the software. There are different software licenses and copyright laws associated with each category. As a software owner, it is important to understand the rules so you do not infringe upon them.

Purpose

Upon completing this project, you will be able to identify proprietary and free and open-source software licenses.

Steps for Completion

1. Match the following software licenses with their description.

A. Public domain	E. Freeware
B. Permissive	F. Shareware
C. Source-available	G. Copyleft
D. Closed source	

- _____ Proprietary software that is freely distributed with a time limit attached. After the free trial period, the software must be purchased to continue using it.
- _____ Unlicensed software without copyright protection.
- _____ Users have the right to modify and distribute the open-source software without the obligation of releasing the modified version as free and open-source software.
- _____ Proprietary software that at some point shares its source code.
- _____ Free and open-source software that allows users to modify and distribute the software if the modified version is released with the same free and open-source licensing.
- _____ Software that does not cost anything to download and use, but the code cannot be modified or shared.
- _____ Proprietary software that does not allow source code to be modified or shared with the public.

Project Details

Project file

N/A

Estimated completion time

7 minutes

Video reference

Domain 1

Topic: Understand Selected Software Concepts

Subtopic: Understand Software Licensing

Objectives covered

1 Technology Basics

1.3 Understand selected software concepts

1.3.1 Understand software licensing concepts

Software Versioning

Software versioning identifies and categorizes the unique state of computer software. Each software version has its own version name and version number. It is important for software owners to know their version so that they are aware of when version upgrades are available.

Purpose

Upon completing this project, you will be familiar with how to locate software versions.

Steps for Completion

1. Locate your Windows version and build number.
2. List your version and build number below.

3. List two reasons why new versions of software are created.
 - a. _____
 - b. _____

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 1

Topic: Understand Selected Software Concepts

Subtopic: Understand Software Versioning

Objectives covered

1 Technology Basics

1.3 Understand selected software concepts

1.3.2 Understand software versioning concepts

Software Defaults

Many software programs provide default settings. These settings allow software owners to customize their preferences to enhance the most needed features.

In Microsoft Word, default settings are set within the Options page. These default settings include enabling live previews, customizing the ribbon, and preferred language and proofing options. Users can also set default settings for specific Word features by launching the ribbon's corresponding dialog boxes.

Purpose

Upon completing this project, you will be familiar with how to set Microsoft Office defaults.

Steps for Completion

1. Launch Microsoft Word.
2. Start a new, blank Microsoft Word document.
3. Change the Office background to the background of your choosing.
4. Set the Office theme to the theme of your choosing.
5. Users can change their font default within the _____ dialog box.
6. Users can change the alignment, indentation, and spacing defaults within the _____ dialog box.
7. List three default preferences that can be set within the Page Setup dialog box.

8. Set any defaults that you feel would enhance your use of Microsoft Office.

Project Details

Project file

N/A

Estimated completion time

7 minutes

Video reference

Domain 1

Topic: Understand Selected Software Concepts

Subtopic: Understand How to Set Software Defaults

Objectives covered

1 Technology Basics

1.3 Understand selected software concepts

1.3.3 Identify processes for setting software defaults

Common Software Features

Many applications share common features to make their deployment easier for people, especially with software application suites. One common feature seen across many applications is the Menu bar. There are also common keyboard shortcuts that work between applications, both for desktop and web-based applications.

Purpose

Upon completing this project, you will be familiar with some common application features.

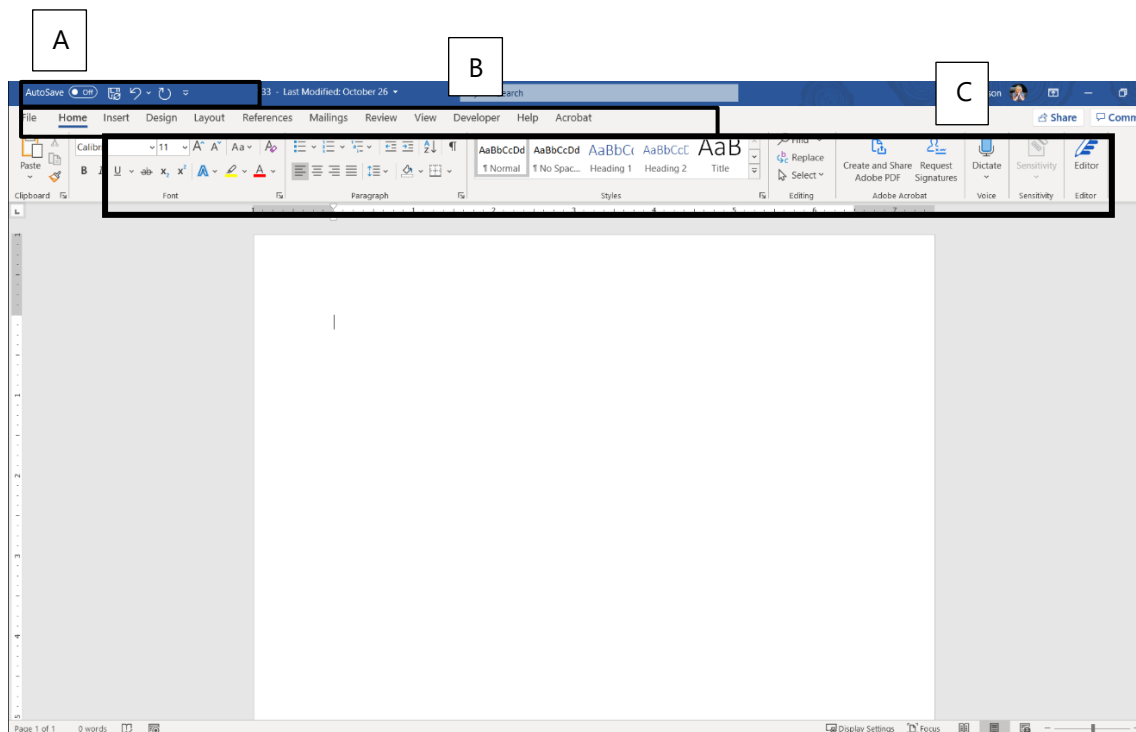
Steps for Completion

1. What keyboard shortcut saves a document?

2. What keyboard shortcut centers text within a document?

One of Microsoft Office's common features is the ribbon. Match the common features pictured below with their correct names.

3. Quick Access Toolbar _____
4. Groups _____
5. Menu Bar _____



Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 1

Topic: Understand Selected Software Concepts

Subtopic: Common Features Across Applications

Objectives covered

1 Technology Basics

1.3 Understand selected software concepts

1.3.4 Explain how to use common features across similar applications

IC3 GS6 Level 3

Domain 2 Lesson 1

Fill-in-the-Blanks

Instructions: While watching Domain 2 Lesson 1, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. Http:// URLs transfer data using _____, which can easily be intercepted and read. [Achieving Online Privacy]
2. The lock icon to the left of the web address field lets visitors know that the website is _____. [Achieving Online Privacy]
3. Users should _____ their computers when they are away from them. [Privacy at Work and with Others' Information]
4. Screen privacy _____ are used to shield computer screens from being viewed at a side angle. [Privacy at Work and with Others' Information]
5. If using someone else's account, that account should not be used to _____, make purchases, steal personally identifiable information, or cause harm to that person or others. [Being Responsible with Others' Account Information]
6. Users should be aware of companies that have been hacked or compromised in any way so they can take the proper action to protect their _____ information. [Keep Your Digital Knowledge Current]
7. Some internet _____ encourage people to participate in dangerous behavior and to document their participation on social media. [Report Dangerous, Illegal, or Harmful Behavior]
8. Behavior that puts individuals in immediate danger should be reported to _____. [Report Dangerous, Illegal, or Harmful Behavior]
9. _____ occurs when someone uses harmful words or pictures to intimidate, hurt, embarrass, or cause hopelessness deliberately in others. [Report Dangerous, Illegal, or Harmful Behavior]

Online Privacy

Users can ensure that they maintain privacy on websites by checking the URL. https:// URLs use cryptographic protocols to encrypt transmissions, whereas http:// URLs transmit data using plaintext. Plaintext transmissions, compared to cryptographic encryption, are not as secure. One should avoid entering personally identifiable information into a website with an http:// URL.

People can increase their online privacy on social media by creating strong passwords, changing their passwords regularly, setting strict privacy settings, and not oversharing.

Purpose

Upon completing this project, you will be familiar with ways to increase your online privacy on social media and websites.

Steps for Completion

1. Explain why checking in or posting online about being out of town may be dangerous.

2. The Facebook privacy setting, _____, allows anyone to access the user's information, whether they have a Facebook account or not.
3. The Facebook privacy setting, _____, allows any of the user's Facebook friends except those friends they have marked to see the information.
4. When would allowing search engines to link to a social media account be beneficial? Explain below.

5. Google Chrome indicates a secure website by displaying a _____ icon to the left of the web address field.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 2

Topic: Protect Others' Personally Identifiable Info

Subtopic: Achieving Online Privacy

Objectives covered

2 Digital Citizenship

2.1 Understand how to protect others' personally identifiable information

2.1.1 Explain the need for and how to achieve online privacy

Keep Account Information Confidential

Users should keep their account information and passwords confidential. Avoid sharing this information with anyone and avoid knowing others' information as well. If users know another's account information or passwords, they should not access or use the account without authorization and do what they can to keep the information protected.

Purpose

Upon completing this project, you will better understand how to handle knowing another person's password and account information.

Steps for Completion

1. Explain why it is important for you to keep your account information and passwords confidential.

2. If someone shares their account information or passwords with you, you have a moral responsibility to keep the information

3. List at least three specific ways mentioned in the course that others' accounts should not be used.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 2

Topic: Protect Others' Personally Identifiable Info

Subtopic: Being Responsible with Others' Account Info

Objectives covered

2 Digital Citizenship

2.1 Understand how to protect others' personally identifiable information

2.1.3 Explain the responsibility that comes with knowing another's password and account information

Privacy at the Workplace

Employees should do their part to ensure their online privacy at work. One way to prevent others from accessing your personal information is to avoid using a company-owned computer for personal use. Securing your computer anytime you are away also prevents others from accessing your information.

It is important to protect one’s privacy at work, but it is equally important to protect others’ privacy. Ensure that other people’s information is not shared, viewed, or overheard.

Purpose

Upon completing this project, you will better understand how to achieve privacy at work for yourself and others.

Steps for Completion

1. List two reasons you should not use a company-owned computer for personal use.
 - a. _____

 _____.
 - b. _____

 _____.
2. How can you prevent others from accessing your computer when you are away?
 _____.
3. _____ legally protects individuals’ medical information by restricting access and determining the proper protocol for protecting patient information from fraud and theft.
4. Explain how you can protect a customer’s personal information from being overheard by others.

 _____.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 2

Topic: Protect Others’ Personally Identifiable Info

Subtopic: Privacy at Work and with Others’ Information

Objectives covered

2 Digital Citizenship

2.1 Understand how to protect others’ personally identifiable information

2.1.2 Explain the need for and how to achieve privacy at the workplace

2.1.4 Avoid broadcasting other people’s information without permission

Current Digital Knowledge

People should keep their digital knowledge current, especially in the areas of cybercrime and technology advancements. Staying updated on digital security can aid people in protecting their personal information online.

Purpose

Upon completing this project, you will understand some benefits of keeping your digital knowledge current.

Steps for Completion

1. Explain why it is important to stay current on companies that have been hacked or compromised in any way.

2. Why is it beneficial to stay current on technological advances? Explain below.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 2

Topic: Explain Best Practices for Digital Citizenship

Subtopic: Keep Your Digital Knowledge Current

Objectives covered

2 Digital Citizenship

2.2 Understand how to protect others' personally identifiable information

2.2.1 Keep your digital knowledge current

Report Dangerous, Illegal, or Harmful Behavior

People should responsibly report dangerous, illegal, or harmful behavior to the proper authorities, especially for behavior that puts individuals in immediate danger, to law enforcement. Many feel the desire to record dangerous, illegal, or harmful behavior to increase their social media following, but this is inappropriate. Seek help by reporting the incident to the appropriate authority and providing aid to any victim when possible.

Purpose

Upon completing this project, you will better understand how to report dangerous, illegal, or harmful behavior to the appropriate people.

Steps for Completion

1. What is an internet challenge? Explain below.

2. If an internet challenge poses mental or physical health risks, how should it be reported?

3. When should an internet challenge be reported to the police?

4. _____ occurs when someone uses harmful words or pictures to intimidate, hurt, embarrass, or cause hopelessness deliberately in others.

5. What is the appropriate way to handle witnessing dangerous, illegal, or harmful behavior in a person? Explain below.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 2

Topic: Explain Best Practices for Digital Citizenship

Subtopic: Report Dangerous, Illegal, or Harmful Behavior

Objectives covered

2 Digital Citizenship

2.2 Understand how to protect others' personally identifiable information

2.2.2 Responsibly report dangerous, illegal, or harmful behavior

IC3 GS6 Level 3

Domain 3 Lesson 1

Fill-in-the-Blanks

Instructions: While watching Domain 3 Lesson 1, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. Search results can be filtered to display photos using the _____ filter. [Design an Effective Search Request]
2. The Boolean search operator _____ is used to search for two keywords in a search result. [Design an Effective Search Request]
3. The Boolean search operator _____ narrows a search by excluding words within a search. [Design an Effective Search Request]
4. To receive search results based on location, users can run a Boolean location search or filter the search using the _____ filter. [Design an Effective Search Request]
5. Search engines cannot determine if a result is _____; rather, they can only determine how many times the keyword appears. [Assess Search Results]
6. _____ articles have been looked through by a team of experts in the specific topic area being searched. [Assess Search Results]
7. Websites using _____ links commonly filter information to encourage customers to purchase a product using the link. [Assess the Perspective on a Given Site]

Search Requests

People using the internet can design search requests using strong keywords, Boolean search operators, and available filters to yield targeted search results. Some common search operators include OR, which searches for two separate terms at once; NOT, which excludes a keyword or phrase; AND, which combines search terms; and location, which searches for results in a specific location. Google's available filters include News, Videos, Maps, Shopping, Images, Books, Flights, and Finance.

Purpose

Upon completing this project, you will better understand how to perform a location search request and how to apply the Maps filter to the search request.

Steps for Completion

1. Launch Google Chrome.
2. If necessary, navigate to the Google home page.
3. Perform a location search for rock climbing in Northern Utah.
4. Filter the search using the Maps filter.
5. Take a screenshot of your search results. Be sure to capture the full screen.
6. Save the screenshot as **311-Completed** to your Domain 3 Student folder.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 3

Topic: Information Management

Subtopic: Design an Effective Search Request

Objectives covered

3 Information Management

3.1 Construct an effective information search

3.1.1 Design an effective search request

3.1.2 Determine when a Boolean search is appropriate

Assessing Search Results

Transactional searches involve locating a product or a service online and possibly making a purchase. Navigational searches help individuals locate a specific website. Informational searches provide information and statistics. Individuals must assess the relevance, accuracy, bias, and credibility of their informational search results to ensure that the information is objective, current, and accurate.

Individuals should read the result information to determine if the writing is objective or biased, research the author to determine their credibility, and spend time researching other articles on the topic to determine if perceived facts are actual facts. Individuals should also determine the perception of the information filtered on a website. Sites that use affiliate links likely filter their information to encourage individuals to purchase specific products through their links.

Purpose

Upon completing this project, you will have practice assessing the accuracy, credibility, and bias of a search result.

Steps for Completion

1. Open a search engine of your choosing.
2. Find an article that discusses the effects of secondhand cigarette smoke.
3. Write the article's URL below.

4. Determine the accuracy of the article.
5. Explain how you determined the accuracy of the information you found.

6. List at least three factors that may play a role in someone's perception.

7. Match the search type with its corresponding topic.

A. Navigational	B. Informational	C. Transactional
-----------------	------------------	------------------

- a. _____ A third-party option to purchase goods and services.
- b. _____ A scientific journal on the effect of secondhand cigarette smoke.
- c. _____ Using a query to locate the NBA website.

Project Details

Project file

N/A

Estimated completion time

15-30 minutes

Video reference

Domain 3

Topic: Evaluate Digital Information Sources

Subtopic: Assess Search Results; Assess the Perspective on a Given Site

Objectives covered

3 Assess Search Results

3.2 Evaluate digital information sources and multiple search results

3.2.1 Assess the accuracy, bias, credibility, or relevance of search results

3.2.2 Assess the perspective through which information is filtered and presented on a given site

IC3 GS6 Level 3

Domain 4 Lesson 1

Fill-in-the-Blanks

Instructions: While watching Domain 4 Lesson 1, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. When video is cut from the timeline, the remaining video moves to the _____ to fill in the trimmed space. [Capture and Edit Video, Audio, and Images]
2. _____ is the process that converts a picture or footage into its final form. [Finalize/Distribute Video, Audio, and Images]
3. A _____ is the specific population you want to reach with a video or other presentation. [Audience Considerations for Distribution]

Screencasting

Individuals can record activities on their computer screens using an application like Camtasia or Custodia. After recording the video, individuals may choose to edit the video to remove portions of the recording, add text or audio, or add other enhancements to the capture. Apple also provides a screencasting option to its iPhone and iPad owners, allowing someone with one of those devices to make and edit recordings of activities on those screens.

Creators can also use artificial intelligence (AI) to generate content. Many AI software is powered by large language models (LLMs). LLMs use massive data sets and learning techniques, requiring internet access. Many LLMs are currently free to use, but that may not always be the case. While AI can help users with filming, editing, transcription, and clip creation, it can lack transparency and is not always accurate. Creators should always review AI-assisted projects to ensure they portray the intended message.

Purpose

Upon completing this project, you will better understand screencasting, how to edit captures, and AI usage.

Steps for Completion

1. Define screencasting.

_____.
2. To cut a portion of the video recording, place the _____ at the beginning of the section, and then use the drag handle to select the portion that needs to be removed.
3. iPad and iPhone users have a built-in screencasting option called _____.
4. List two ways video editing is used to change the original meaning of the video content.
 - a. _____
 - b. _____
5. (Optional) If you have access to an Apple device, practice creating and editing a screen recording independently.
6. In a web browser, navigate to <https://bard.google.com/chat> to practice using AI software.

Project Details

Project file

N/A

Estimated completion time

5-10 minutes

Video reference

Domain 4

Topic: Create, Edit, and Publish
Digital Content

Subtopic: Capture and Edit Video,
Audio, and Images

Objectives covered

4 Content Creation

4.1 Create, edit, and publish or
present original digital media content

4.1.1 Capture and edit video and
audio content and images

File Formats for Distribution

Users should export file types that are most conducive to their needs and will make files compatible with other apps as needed. Some file format types reduce file size to save on loading time and space. Reducing a file's size can reduce the file's quality. Other file formats protect the file's quality but produce large file sizes. Users must determine the balance they want between user-friendliness and high fidelity.

Purpose

Upon completing this project, you will be familiar with common file formats and their uses.

Steps for Completion

1. Match each file format in the table with its corresponding description.

A. MP4	B. MP3	C. AVI	D. WAV
E. PNG	F. MOV	G. JPG	H. GIF

- _____ A video file format created by Apple.
- _____ An image file type for one or more compressed images within one file.
- _____ A video file format with very high compatibility among digital devices and platforms.
- _____ A file type that supports high-resolution images and is commonly used for small website images.
- _____ An audio file format commonly used for webpages and web videos.
- _____ An image file format used to preserve transparency or when there is text within the image.
- _____ An audio file format commonly used for TV, CDs, and DVDs.
- _____ A video file format created by Microsoft.

Project Details

Project file

N/A

Estimated completion time

8 minutes

Video reference

Domain 4

Topic: Create, Edit, and Publish Digital Content

Subtopic: Finalize/Distribute Video, Audio, and Images

Objectives covered

4 Content Creation

4.1 Create, edit, and publish or present original digital media content

4.1.2 Finalize and distribute video and audio content and images

Target Audience

Presenters should determine what they want their audience to gain from the information they share when creating content to distribute. Presenters should have a clear vision of the purpose of what they are presenting. Knowing factors like the audience's age, race, gender, religion, marital status, social class, education, and employment can help presenters effectively engage their target audience.

Not only should individuals know their target audience, but they should know the source of the content they consume, as well. As technology develops, individuals cannot assume the audio, images, and videos they see tell a complete or accurate story. Deepfakes use artificial intelligence to create fake media, often for illicit purposes. Generated media can portray a person's likeness and voice and show people doing and saying things they never actually said or did.

Purpose

Upon completing this project, you will know how to better engage and appeal to a target audience.

Steps for Completion

1. _____ is the reason or objective for doing or creating something.

2. Define a target audience.

3. _____ are blocks of statistical data about an audience.

4. Explain why knowing statistical data about a target audience benefits a presenter.

5. List five things that can help you identify deepfake media.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Project Details

Project file

N/A

Estimated completion time

5-10 minutes

Video reference

Domain 4

Topic: Create, Edit, and Publish Digital Content

Subtopic: Audience Considerations for Distribution

Objectives covered

4 Content Creation

4.1 Create, edit, and publish or present original digital media content

4.1.3 Consider the audience and purpose when determining what to distribute

IC3 GS6 Level 3

Domain 4 Lesson 2

Fill-in-the-Blanks

Instructions: While watching Domain 4 Lesson 2, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. A table is added to a file within Microsoft Office applications through the _____ tab. [Visual Formats to Express Various Data Sets]
2. In Microsoft Office, SmartArt graphics are found within the _____ group on the Insert tab. [Visual Formats to Express Various Data Sets]
3. In Microsoft Office, a SmartArt graphic's height and width can be specified from the _____ tab. [Produce Business Graphics]
4. Tables display data using _____ and _____. [Build Tables and Charts]
5. Flowcharts define the steps of a process in _____ order. [Compose Procedural Flowcharts/Instructions]

SmartArt Graphics

Graphics provide a visual representation of information. Microsoft Office provides users with SmartArt graphics that hold text and present that text with a purposeful visualization. Microsoft's SmartArt choice includes list, process, cycle, hierarchy, relationship, matrix, pyramid, and picture graphics.

Purpose

Upon completing this project, you will be familiar with how to create a SmartArt graphic.

Steps for Completion

1. Open the **422.docx** file from your Domain 4 Student folder.
2. Insert a Horizontal Bullet List SmartArt graphic below the graphic already in the document.
3. Adjust the size of the graphic you just inserted to match the first graphic's exact size.
4. In the first box, type **The Watchman**
 - a. For the first bullet point, type **Difficulty: Easy**
 - b. For the second bullet point, type **2 miles**
5. In the second box, type **Hidden Canyon**
 - a. For the first bullet point, type **Difficulty: Moderate**
 - b. For the second bullet point, type **3 miles**
6. In the third box, type **Observation Point**
 - a. For the first bullet point, type **Difficulty: Advanced**
 - b. For the second bullet point, type **8 miles**
7. Change the hike names' font size to **19pt**.
8. Bold the hike names.
9. Add the Small cap effect to the hike names.
10. Reduce the bulleted text size to 16pt.
11. Apply a 1½ point black outline to the graphic's boxes.
12. Save the project as **422-Completed**

Project Details

Project file

422.docx

Estimated completion time

15 minutes

Video reference

Domain 4

Topic: Represent Data Visually

Subtopic: Visual Formats to Express Various Data Sets; Produce Business Graphics

Objectives covered

4 Content Creation

4.2 Represent data visually

4.2.1 Identify the appropriate visual formats to express various data sets

4.2.2 Produce business graphics by using productivity software

Tables and Charts

Tables and charts are visual representations of data. Tables display data using rows and columns. They are commonly used to display exact values and data sets. Charts visually communicate data and are commonly used to evaluate trends and data outliers. Pie charts show part-to-whole relationships for a small set of data. Scatter plot graphs help individuals observe the correlations and distribution of data. Scatter plot graphs are commonly used for large amounts of data. Another popular graph is a line graph. Line graphs show how data series change over time.

Purpose

Upon completing this project, you will know how to create a table and a chart in Microsoft Excel.

Steps for Completion

1. Open the **423.xlsx** file from your Domain 4 Student folder.
2. In cell A1, type **Southern Utah Travel 4-Day Packages**
3. In cell A2, type **2019 Sales**
4. In cell A3, type **Packages**
5. In cell B3, type **January**
6. Autofill cell B3 through cell M3.
 - a. Hint: The months should display a full calendar year.
7. Merge and Center cells A1:M1.
8. Merge and Center cells A2:M2.
9. Add the Title style to cell A1.
10. Add the Heading 4 style to cell A2.
11. Open the **423a.xlsx** file from your Domain 4 Student folder.
 - a. Copy cells A3:M6.
12. Return to the 423.xlsx spreadsheet.
 - a. Paste the data in cell A4.
13. Adjust column widths to display all the text.
14. Turn the data in cells A3:M7 into a table.
15. Insert a chart of your choice using the data in cells A3:M7.
 - a. Position the chart below the table.
16. Save the project as **423-Completed**

Project Details

Project file

423.xlsx
423a.xlsx

Estimated completion time

15 minutes

Video reference

Domain 4

Topic: Represent Data Visually
Subtopic: Build Tables and Charts

Objectives covered

4 Content Creation

4.2 Represent data visually
4.2.3 Build tables, charts, and visual representations of raw data

Flowchart

Flowcharts define the steps of a process in sequential order. They are an effective way to coordinate and communicate instructions. They usually contain a small amount of text and are easy to read. Individuals can create flowcharts using a SmartArt Process graphic within a Microsoft Office app or through an app that can build flowcharts, such as Visio.

Purpose

Upon completing this project, you will be familiar with creating a flowchart using a SmartArt Process graphic.

Steps for Completion

1. Launch Microsoft Word.
2. Start a new, blank Microsoft Word document.
3. Insert the SmartArt Process Arrows graphic.
4. In the first circular space, type **Sign In**
5. In the first arrow shape, type **Verify that the participant is on the registry.**
6. In the second circular shape, type **Forms**
7. In the second arrow shape, type **Obtain a signature on the release and waiver forms.**
8. In the third circular shape, type **Gear**
9. In the third arrow shape, type **Check out gear and ensure that the equipment is properly harnessed.**
10. In the fourth circular shape, type **Safety**
11. In the fourth arrow shape, type **Teach the safety lesson.**
12. In the fifth and final circular shape, type **Send Off**
13. In the fifth arrow shape, type **Teach the safety lesson.**
14. Increase the size of the graphic to fill the page.
15. Save the project as **424-Completed**

Project Details

Project file

N/A

Estimated completion time

15 minutes

Video reference

Domain 4

Topic: Represent Data Visually

Subtopic: Compose Procedural Flowcharts/Instructions

Objectives covered

4 Content Creation

4.2 Represent data visually

4.2.4 Compose procedural flowcharts and instructions

IC3 GS6 Level 3

Domain 4 Lesson 3

Fill-in-the-Blanks

Instructions: While watching Domain 4 Lesson 3, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. Cloud versioning can be used to restore _____ data. [Understand the Principles of Cloud Versioning]
2. _____ is the horizontal and vertical dimensions of pixels on a screen. [Variables When Delivering Digital Content]
3. _____ helps those with color blindness distinguish between various elements. [Color Contrast Effects on the Visually Impaired]
4. _____ are the small strokes that are added to characters in certain typefaces. [Font Size, Selection, and Readability]
5. A font size smaller than _____ points is not ideal because text that size tends to strain a reader's eyes. [Font Size, Selection, and Readability]
6. _____ is used to textually describe images, charts, and tables that appear on the screen. [Explain What Alt Text Is and How It Is Used]

Cloud Versioning

Cloud versioning allows users to create and save multiple versions of a document on a cloud server. Through this mechanism, those who create and edit documents can compare and restore versions of their document.

Purpose

Upon completing this project, you will be familiar with restoring an old version of a document. Note: You will need a OneDrive account to complete this exercise.

Steps for Completion

1. Open the **431.docx** file from your Domain 4 Student folder.
2. Save the document to OneDrive as **431-Completed.docx**
3. Delete the paragraph with the heading, Hidden Canyon.
4. Save and close the document.
5. Locate the 431-Completed.docx file in your OneDrive folder.
6. View the version history.
7. Open the 1.0 version of the document.
8. Restore the 1.0 version of the document.

Project Details

Project file

431.docx

Estimated completion time

10 minutes

Video reference

Domain 4

Topic: Manage Digital Information and Files

Subtopic: Understand the Principles of Cloud Versioning

Objectives covered

4 Content Creation

4.3 Compose procedural flowcharts and instructions

4.3.1 Identify the principles of cloud versioning

Screen Resolution and File Size

Individuals should consider variables that may affect how others see their content when delivering digital content. Large files on webpages can make them take a long time to load. Files small in size take less time to load because they require less bandwidth.

For example, reducing the resolution of an image decreases its size, but it also reduces the image/video quality. Individuals must determine which is of higher importance or find a middle ground between size and bandwidth. Individuals should consider device limitations. Older devices have resolution limits and may not be able to stream high-definition content.

Purpose

Upon completing this project, you will be familiar with screen resolutions and file sizes.

Steps for Completion

1. _____-resolution files create pixilation when they are zoomed in on or expanded.
2. Low-resolution files have _____ file sizes.
3. File size is measured by the amount of _____ the file contains or the _____ it uses.
4. A 1920x1080 screen resolution means there are _____ horizontal pixels and _____ vertical pixels.
5. _____ is high-definition.
6. _____ is standard high-definition.
7. _____ is low-resolution.
8. A single unit of space is equal to 1 _____.
9. Which file size is the largest? _____

Project Details

Project file

N/A

Estimated completion time

10 minutes

Video reference

Domain 4

Topic: Manage Digital Information and Files

Subtopic: Variables When Delivering Digital Content

Objectives covered

4 Content Creation

4.3 Compose procedural flowcharts and instructions

4.3.2 Consider variables when delivering digital content

Color Contrast

Individuals with impaired vision usually see things with lower clarity and sharpness and may even have the size of their visual field restricted. Text and low-contrast images can be challenging for the visually impaired to see. Avoid pastel-like colors, as many individuals with color blindness are sensitive to color brightness. Large text is the easiest to read. Taking advantage of manually adjusting the font size or the screen resolution is very beneficial to those with impairments.

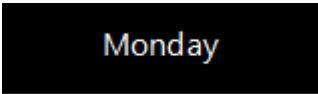
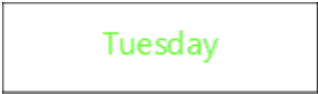


Purpose

Upon completing this project, you will understand the effects of color contrast on the visually impaired.

Steps for Completion

- Those with color blindness usually struggle to distinguish between _____.
- List two highly contrasting background and text colors that are traditionally used.
 - _____
 - _____
- Using _____ can be helpful for those with color blindness to differentiate change.
- Match each term with the picture it best describes.

A. Low contrast	B. High contrast	C. Color brightness	D. Texture
-----------------	------------------	---------------------	------------

- 
- 
- 
- 

Project Details

Project file

N/A

Estimated completion time

7 minutes

Video reference

Domain 4

Topic: Accessibility Challenges and Solutions

Subtopic: Color Contrast Effects on the Visually Impaired

Objectives covered

4 Content Creation

4.4 Manage digital information and files

4.4.1 Explain the effects of color contrast on the visually impaired

Font Readability

Individuals should use serif and sans serif fonts when writing to increase the readability of their text. Individuals should avoid cursive and similar fonts as they are difficult to read. Font sizes smaller than 10 points should be avoided, as small fonts can be very difficult to read.

Purpose

Upon completing this project, you will be familiar with common font sizes and know the difference between serif and sans serif fonts.

Steps for Completion

1. Most heading font sizes range from _____ to _____ points in size.
2. Most body text font sizes range from _____ to _____ points.
3. _____ are the small strokes or little feet added to the edges of characters in some typefaces.
4. _____ fonts are mostly used for heading and titles.
5. _____ fonts are mostly used for blocks of text.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 4

Topic: Accessibility Challenges and Solutions

Subtopic: Font Size, Selection, and Readability

Objectives covered

4 Content Creation

4.4 Manage digital information and files

4.4.2 Explain the importance of font size and selection

4.4.3 Explain what readability is and how it is achieved

Alt Text

Alt text (short for alternate text) provides accessibility help by textually describing images, graphs, and charts. This feature allows individuals using screen readers to know what appears on the screen. Individuals can add Alt text to their Microsoft documents from the Format tab. Alt text should describe the image, graph, or chart as specifically as possible.

Purpose

Upon completing this project, you will be familiar with how to add alt text within Microsoft Excel.

Steps for Completion

1. Open the **444.xlsx** file from your Domain 4 Student folder.
2. Add the text, **Line chart graphing the 2019 4-day package sales by month.** as alt text to the line graph chart.
3. Add the text, **Column chart graphing the 2019 4-day package sales by month.** as alt text to the column chart.
4. Save the file as **444-Completed**

Project Details

Project file

444.xlsx

Estimated completion time

5 minutes

Video reference

Domain 4

Topic: Accessibility Challenges and Solutions

Subtopic: Explain What Alt Text Is and How It Is Used

Objectives covered

4 Content Creation

4.4 Manage digital information and files

4.4.4 Explain readability, what it is and how it is achieved

IC3 GS6 Level 3

Domain 4 Lesson 4

Fill-in-the-Blanks

Instructions: While watching Domain 4 Lesson 4, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. The Creative Commons condition that requires credit to be given to the author in a way that does not suggest their endorsement is known as _____. [Implement Intellectual Property Guidelines]
2. Businesses that want to protect their intellectual property while still in the developmental stages should have employees sign a _____ disclosure. [Protect Intellectual Property]
3. _____ are line drawings that show the layout of a website's pages, including the title and navigation. [Plan, Develop, Test, and Refine Prototypes]

Creative Commons Licensing

Creative Commons is a non-profit organization dedicated to making sure shared works are legally shared. Creative Commons licenses provide specific guidelines, known as conditions, outlining content usage.

Attribution acknowledges and gives credit to another for their work. Attribution is commonly provided through a citation. A copyright protects the right to copy, modify, distribute, or display a work.

Purpose

Upon completing this project, you will better understand Creative Commons licensing and practice citing licensed images.

Steps for Completion

1. Open a blank Microsoft Word document.
2. Open a web browser of your choosing.
3. Navigate to **<https://search.creativecommons.org/>**
4. Locate a Zion National Park photo with a NonCommercial creative commons condition.
5. Copy the photo.
6. Paste the picture into the Word document.
7. Add a rich text citation beneath the photo.
 - a. Hint: the citation can be copied and pasted from the [https:// www.search.creativecommons.org](https://www.search.creativecommons.org) website.
8. Save the Word document as **451-Completed** in your Domain 4 Student folder.
9. Match each Creative Commons symbol with its license definition.

A. 	B. 	C. 	D. 
--	--	--	---

- a. _____ The ShareAlike condition allows individuals to copy, distribute, display, perform, and modify the content, as long as they distribute the content with the same terms.
- b. _____ The NonCommercial condition allows individuals to copy, distribute, display, perform, or modify the work, as long as it is not used for commercial use.
- c. _____ The Attribution condition requires that credit be given to the author in a way that does not suggest their endorsement.
- d. _____ The NoDerivatives condition allows the original copy of the work to be copied, distributed, displayed, or performed, but modification cannot be made without the owner's permission.

Project Details

Project file

N/A

Estimated completion time

11 minutes

Video reference

Domain 4

Topic: Apply Intellectual Property Standards

Subtopic: Implement Intellectual Property Guidelines

Objectives covered

4 Content Creation

4.5 Apply intellectual property standards

4.5.1 Implement intellectual property guidelines for reusing another's work

Protect Intellectual Property

Intellectual property is a creation derived from one’s mind. It is most protected using a copyright, patent, or trademark. It is wise to register the copyright, patent, or trademark so the validation of one’s ownership is easily confirmed if there is ever a legal dispute. Intellectual property owners can create a non-disclosure or a confidential disclosure to protect their property while still in its developmental stages or to protect a trade secret. Another way to protect one’s intellectual property is through one’s computer. Use strong passwords and encryption to protect intellectual property against hackers and file corruption.

Purpose

Upon completing this project, you will be familiar with intellectual property types and ways to protect them.

Steps for Completion

1. _____ property is work created and owned by an individual.
2. What is corporate property?

_____.
3. A _____ is used to protect creative works.
4. A _____ is used to protect symbols, logos, and catchphrases used to identify businesses.
5. A _____ is used to protect an invention from being copied.
6. Explain why it is wise to avoid joint ownership.

_____.

Project Details

Project file
N/A

Estimated completion time
6 Minutes

Video reference
Domain 4
Topic: Apply Intellectual Property Standards
Subtopic: Protect Intellectual Property

Objectives covered
4 Content Creation
4.5 Apply intellectual property standards
4.5.2 Explain how to protect individual and corporate intellectual property

Website Creation

Companies should establish a process that allows for checks and balances when creating a company website. When creating a website, a developer works through multiple processes with their client(s). The processes include website requirements, system requirements, wireframing, website design, prototype, and testing. Developers must also determine project restraints like copyright and licensing. Clients may want a specific picture or video on their website that the developer may legally be unable to use due to copyright law.

Purpose

Upon completing this project, you will be familiar with website development processes and requirements.

Steps for Completion

1. Website requirements are the _____ the client wants included on the site.
2. System requirements are the _____ and _____ components required for the website to load and function properly.
3. Wireframes are _____ that show the layout of the pages, including the website title and navigation.
4. What is the purpose of a wireframe?

_____.
5. _____ elements are created during the website's design stage.
6. A website _____ is a semi-functional version of the website.

Project Details

Project file

N/A

Estimated completion time

6 minutes

Video reference

Domain 4

Topic: Plan and Manage a Cyclical Design Process

Subtopic: Plan, Develop, Test, and Refine Prototypes

Objectives covered

4 Content Creation

4.6 Plan and manage a cyclical design process for digital projects

4.6.1 Identify requirements, consider design restraints, generate ideas, test theories

4.6.2 Develop, test, and refine prototypes

IC3 GS6 Level 3

Domain 5 Lesson 1

Fill-in-the-Blanks

Instructions: While watching Domain 5 Lesson 1, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. The most significant ambiguity issues in written communication come from poor _____, grammar, and punctuation. [Strategies to Clarify Ambiguity]
2. Ambiguity is a state of explanation in which the meaning of what is being explained is _____ or interpreted in multiple ways. [Strategies to Clarify Ambiguity]
3. _____ and emojis should not be used in professional correspondence. [Customize the Message/Medium for an Audience]
4. A medium is a method by which a message is _____. [Customize the Message/Medium for an Audience]
5. Learning to be open to other ideas and civilly _____ about them is key to broadening mutual understanding and learning. [Broaden Mutual Understanding and Learning]
6. Identifying and understanding an issue allows a business to _____ the issue more effectively with clients. [Internal Teams Working to Identify Issues]
7. In an _____, the use of digital communication is inappropriate. [Interact with Clients to Understand Issues]
8. Professionals should always keep their _____ when communicating with clients, even if customers get _____ or raise their voices. [Interact with Clients to Understand Issues]

Avoiding Ambiguity

Ambiguity in digital communication occurs when the meaning of what is being communicated is uncertain or open to interpretation. It leaves others wondering and confused and can cause miscommunication. Individuals should avoid ambiguity in their communications by providing clear information and proofreading their written communication for mistakes.

Purpose

Upon completing this project, you will practice avoiding ambiguity in your digital communications.

Steps for Completion

1. Speaking _____ allows others to read a person's nonverbal cues and can drastically reduce ambiguity in communication.
2. List the three most significant issues that cause ambiguity in written communication.
 - a. _____
 - b. _____
 - c. _____
3. Explain when emojis are appropriate and how they may be a beneficial tool in decreasing miscommunication.
4. What should you do as you proofread your written communication before sending it?

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 5

Topic: Clarify Ambiguity in Digital Communications

Subtopic: Strategies to Clarify Ambiguity

Objectives covered

5 Communication

5.1 Manage interpersonal digital communications

5.1.1 Identify strategies to clarify ambiguity in digital communications

Audience Customizations

Individuals must customize their messages and the media they share the messages through to fit audience needs. Consider the audience demographics, specifically their age, educational background, and socioeconomic status, when determining the customizations.

Purpose

Upon completing this project, you will better understand the importance of customizing messages and mediums to fit a specific audience.

Steps for Completion

1. Avoid using _____ in messages because not everyone will be familiar with their meanings, and part of your message may be lost or misunderstood.
2. A message sent to someone _____ on a company hierarchy is usually formatted and worded more formally than a message sent to someone in a lateral position.
3. How can knowing your audience's demographics help you determine the medium to share a message?

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 5

Topic: Clarify Ambiguity in Digital Communications

Subtopic: Customize the Message/Medium for an Audience

Objectives covered

5 Communication

5.1 Manage interpersonal digital communications

5.1.2 Customize the Message/Medium for an Audience

Broadening Mutual Understanding and Learning

Broadening mutual understanding and learning enables individuals to communicate, learn, and find common ground with one another. It creates a safe community and encourages others to share their ideas and experiences and learn from others.

Purpose

Upon completing this project, you will understand why broadening mutual understanding and learning is important and how it can be achieved.

Steps for Completion

1. Being open to others' _____ and civilly communicating about them broadens mutual understanding and learning.
2. Why do you feel broadening mutual understanding and learning is important in the workplace?

3. How might you broaden mutual understanding and learning on your blog if you were a recipe blogger? Provide two ideas below.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 5

Topic: Clarify Ambiguity in Digital Communications

Subtopic: Broaden Mutual Understanding and Learning

Objectives covered

5 Communication

5.1 Manage interpersonal digital communications

5.1.3 Engage with people in ways that broaden mutual understanding and learning

Internally Identify and Understand Issues

Businesses should assign a team to gather information on any client issue that arises. The team should determine the cause, provide updates, and create a strategic plan to resolve the issue before talking with clients.

Purpose

Upon completing this project, you will understand the benefit of working with an internal team to identify and resolve issues.

Steps for Completion

1. Why is it wise to identify an issue and create a plan with internal team members before addressing the issue with clients? Explain below.

2. List two digital tools internal teams could use to identify and communicate issues.
 - a. _____
 - b. _____
3. Internal team members can use OneDrive and Office 365 to _____ a spreadsheet to track client information when resolving an issue.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 5

Topic: Identify and Understand Issues

Subtopic: Internal Teams Working to Identify Issues

Objectives covered

5 Communication

5.2 Communicate with others to identify and understand issues

5.2.1 Communicate with others to identify and understand issues

Appropriately Communicating Issues with Clients

Businesses should communicate professionally with their customers about any issues that have occurred with business with these customers. This way, clients understand issues and what is being done to address these issues. Before communicating with a customer, businesses must determine the most effective and appropriate means of communication.

Purpose

Upon completing this project, you will be familiar with communication issues with external clients.

Steps for Completion

1. List two things you can do to communicate professionally when communicating with an angry customer.
 - a. _____

2. What form of digital communication would be best to use when communicating a large amount of information?
 - a. _____
3. List two ways a business can simultaneously communicate information to many clients or potential clients.
 - a. _____
 - b. _____
4. In an emergency, the use of digital communication would be inappropriate. Explain why an in-person meeting or a phone call would be a better alternative.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 5

Topic: Identify and Understand Issues

Subtopic: Interact with Clients to Understand Issues

Objectives covered

5 Communication

5.2 Communicate with others to identify and understand issues

5.2.2 Interact appropriately with external clients to identify and understand issues

IC3 GS6 Level 3

Domain 6 Lesson 1

Fill-in-the-Blanks

Instructions: While watching Domain 6 Lesson 1, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. _____ software makes it easier for teams to communicate and work together. [Internal Teams Working to Resolve Issues]
2. Outlook is used to assign tasks and track assigned _____. [Internal Teams Working to Resolve Issues]
3. Patient _____ are used to provide patients with items like upcoming appointment reminders, immunization records, and test results. [Resolve Issues with External Clients]
4. Clients can share their computer screens and give _____ to an IT professional to resolve a computer issue. [Resolve Issues with External Clients]
5. Project teams are commonly made up of _____ working under a Project Manager. [Project Management]
6. The _____ and _____ phases of the five-step project cycle are commonly conducted simultaneously. [Project Management]
7. The _____ of a project outlines each team member's responsibilities. [Project Management]
8. Project Managers and other key stakeholders determine whether a project will be profitable and feasible in a project's _____ phase. [Project Management]

Collaborate with Internal Team

Teams can use collaborative software to communicate, work together, and stay organized. These tools are ideal because they allow a team to efficiently share current information and documents. Many collaboration apps support real-time collaboration, thus making feedback instantaneous.

Purpose

Upon completing this project, you will be familiar with collaboration software.

Steps for Completion

Match each collaborative software with the task its purpose best matches.

A. Dropbox	B. Outlook calendar	C. Email
D. OneNote	E. Instant Messaging	F. Office 365

- _____ Forward new information to a teammate.
- _____ Store files, photos, and videos.
- _____ Coauthor a document.
- _____ Store weekly meeting notes for multiple people to access.
- _____ Create scheduled meetings.
- _____ Give a teammate a quick update.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 6

Topic: Collaborate with Others to Resolve Issues

Subtopic: Internal Teams Working to Resolve Issues

Objectives covered

6 Collaboration

6.1 Collaborate with others to resolve issues

6.1.1 Work with internal team members to resolve issues

Interacting with Clients

There are a variety of ways businesses can interact with their customers to resolve issues. One common issue businesses deal with is negative comments and reviews. Negative comments are best handled in private. Other frequent issues businesses deal with are technical issues. Remote desktop software and other applications allow the individual encountering the problem to share their computer screen and give control to a professional who can solve the issue remotely. Companies also interact with their clients through portals, which are apps or websites where information is shared and recorded online.

Purpose

Upon completing this project, you will be familiar with the ways businesses interact with their clients to resolve issues.

Steps for Completion

1. What steps should a company take to resolve an issue presented in a negative review online?
 - a. _____

2. The _____ section of a website offers a company's phone number and email address.
3. List a few common features a patient healthcare portal provides.
 - a. _____

4. List two applications that allow users to share their computer screen with someone else.
 - a. _____

Project Details

Project file
N/A

Estimated completion time
5 minutes

Video reference
Domain 6
Topic: Collaborate with Others to Resolve Issues
Subtopic: Resolve Issues with External Clients

Objectives covered
6 Collaboration
6.1 Collaborate with others to resolve issues
6.1.2 Interact appropriately with external clients to resolve issues

Five-Step Cycle

Project teams consist of peers assigned to work together for the lifespan of a project. Their goal is to complete specific tasks that lead to completing a specific project. Most teams operate under a Project Manager. Project teams usually follow a five-step cycle for projects: initiation, planning, execution, monitoring, and close.

Purpose

Upon completing this project, you will understand the five-step project cycle project teams work through to complete a project.

Steps for Completion

1. Match each project management step with its definition.

A. Planning	B. Initiation	C. Monitoring
D. Close	E. Execution	

- _____ The Project Manager identifies problems and risks and may deploy mitigation processes as a corrective plan to combat any problems that have been encountered.
- _____ The finished product is delivered to the customer. Resources are released to stakeholders, and any encountered complications are communicated with the team.
- _____ The Project Manager determines whether the project will be profitable and feasible.
- _____ The Project Manager determines the project's cost, scope, and timeframe.
- _____ The project details are carried out to create the project deliverables. The Project Manager will perform regular check-ins with team members to provide updates and ensure that milestones will be met.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 6

Topic: Contribute Constructively to Project Teams

Subtopic: Project Management

Objectives covered

6 Collaboration

6.2 Contribute constructively to project teams

IC3 GS6 Level 3

Domain 7 Lesson 1

Fill-in-the-Blanks

Instructions: While watching Domain 7 Lesson 1, fill in the missing words according to the information presented by the instructor. [References are found in the brackets.]

1. Multifactor authentication requires two or more _____ to sign in to an account. [Multifactor Authentication Concepts]
2. Multifactor authentication helps to reduce _____. [Multifactor Authentication Concepts]
3. Individuals that frequently use the internet should scan their computers at least two to three times per _____. [Virus Scanning Concepts]
4. Virus-scanning software is used to detect malicious _____ or files that could harm the computer. [Virus Scanning Concepts]
5. _____ builds machine learning models that can problem-solve, learn from data and experience, and adjust to new patterns and large amounts of data. [Physical Effects of Technology]
6. Neck and back pain caused by looking down at a handheld device for long periods is called _____. [Physical Effects of Technology]
7. _____ apps provide those who use the apps with the fastest route to a destination, reducing the amount of time spent in the car and decreasing air pollution. [Environmental Impact of Digital Technologies]
8. Paperless billing and e-statements increase _____ by reducing the number of trees needed to produce paper. [Environmental Impact of Digital Technologies]

Multifactor Authentication

Multifactor authentication helps to reduce cybercrime. It provides added security to accounts by requiring two or more credentials when logging in. Multifactor authentication is commonly activated within the account's privacy or security settings. Open the security settings to turn two-step verification on for your Microsoft account. Under the Two-step verification section, select Set up two-step verification to turn it on. Similar steps are used to turn two-step verification on for other websites.

Purpose

Upon completing this project, you will be familiar with signing in to an account using two-factor authentication. Note: You will need a Microsoft account to complete this project.

Steps for Completion

Before starting this project, ensure that you have two-step verification turned on for your Microsoft account.

1. Open a web browser.
2. Navigate to **<http://www.go.microsoft.com>**
3. Sign in to your Microsoft account.
4. Take a screenshot of the two-step authentication box asking for the code.
5. Save the screenshot as **711-Completed**.
6. Finish signing in by entering the code that was sent to you.

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 7

Topic: Manage Device Security

Subtopic: Multifactor
Authentication Concepts

Objectives covered

7 Safety and Security

7.1 Manage device security

7.1.1 Explain multifactor
authentication concepts

Virus Scanning

Virus-scanning software detects malicious code or files that could harm a computer. Users can run a quick scan, full scan, custom scan, or a Windows Defender Offline scan. A quick scan checks folders that are commonly known to house threats. A full scan checks every file and running program on a hard disk. A custom scan allows users to choose which files and locations to check. A Windows Defender Offline scan finds and removes malicious software that is often difficult to remove. Users should scan their devices at least two or three times a week if they frequently access the internet.

Purpose

Upon completing this project, you will know how to scan your computer for viruses.

Steps for Completion

1. Open your System Settings.
 2. Run a quick scan on your computer.
 3. After the scan is complete, take a screenshot of the Virus & threat protection page displaying the date and time the last scan was run.
 4. Save the screenshot as **712-Completed**
 5. How many threats were found on your computer?
-

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 7

Topic: Manage Device Security

Subtopic: Virus Scanning Concepts

Objectives covered

7 Safety and Security

7.1 Manage device security

7.1.2 Explain virus scanning concepts

Factory Reset

Individuals should perform a factory reset on a device before transferring it to someone new or recycling it. A factory reset, also known as a master reset, permanently deletes saved files and installed applications on the device. Doing this prevents others from accessing the user’s personal information.

Purpose

Upon completing this project, you will know how to perform factory resets.

Steps for Completion

1. A factory reset on an Android device is performed from the System Settings page by selecting _____, then Factory data reset.
2. List at least three things that are deleted when performing a factory data reset on an Android device.

_____.
3. A factory reset on an Apple device is performed from the _____ Settings page by selecting Reset, then Erase All Content and Settings.
4. A Windows computer is reset within the _____ Settings by opening the _____ tab and selecting Get started under the Reset this PC section.
5. What two options are Windows users provided with when performing a reset?
 - a. _____
 - b. _____
6. Apple users need to sign out of all _____ and deauthorize _____ before performing a reset on their computer.
7. To reset an Apple computer, what two keys on the keyboard should the user hold down while turning the computer on for the macOS Utilities page to appear?

Project Details

Project file

N/A

Estimated completion time

7 minutes

Video reference

Domain 7

Topic: Manage Device Security

Subtopic: Manage the Transfer of Hardware to Others

Objectives covered

7 Safety and Security

7.1 Manage device security

7.1.3 Manage the transfer of hardware to others

The Impact of Digital Tools and Technologies

Digital technologies include using smartphones, buying and selling goods and services online, printers, social media, AI, GPS, video streaming, and other related technologies.

These technologies allow people to accomplish day-to-day tasks with ease. Artificial intelligence (AI) is a fast-growing digital technology. AI machine learning models can perform actions like humans, but in most cases, a lot faster and with fewer mistakes. This technology is changing the way humans accomplish jobs and will continue to change as this technology progresses.

The negative impacts of digital technologies are primarily physical. These impacts include mental health issues, poor sleep, and poor posture. Users can combat these issues by taking frequent breaks and limiting the time they spend on their devices.

Purpose

Upon completing this project, you will be familiar with some of the impacts of digital tools and technologies.

Steps for Completion

1. Explain two ways digital tools or technology have added convenience to your life.
_____.
2. How can artificial intelligence negatively impact jobs?

_____.
3. Artificial intelligence can problem-solve, learn from experience, and adjust to new patterns and large amounts of _____.
4. List two benefits of artificial intelligence.
 - a. _____
 - b. _____
5. The _____ light devices give off delays our body's internal clock and can impact our falling asleep and staying asleep at night.
6. What causes Tech Neck?
_____.

Project Details

Project file

N/A

Estimated completion time

6 minutes

Video reference

Domain 7

Topic: Physical Impact of Digital Tools/Technologies

Subtopic: Physical Effects of Technology

Objectives covered

7 Safety and Security

7.2 Identify the physical and environmental impact of digital tools and technologies

7.2.1 Identify the physical impact of digital tools and technologies

Environmental Impacts

Digital tools and technologies impact the environment, especially when being disposed of at the end of their life cycles. Many digital tools and technologies require finite natural resources and precious metals to produce digital devices, requiring mining worldwide to retrieve these resources. Mining damages the earth, and the machinery required to mine pollutes the air. Technologies can also have a positive impact on the environment. Many companies provide their customer with bills and statements online rather than printing and mailing them, reducing paper waste. There are also a variety of apps that aim to help its users conserve and preserve the environment.

Purpose

Upon completing this project, you will be familiar with the environmental impacts of digital tools and technologies.

Steps for Completion

1. Many companies have started using paperless billing and _____ to reduce the amount of paper waste.
2. What is one app that positively impacts the environment? Explain below.
 - a. _____

3. Why should old devices be recycled?
 - a. _____

4. List two ways electronics can be recycled.
 - a. _____
 - b. _____

Project Details

Project file

N/A

Estimated completion time

5 minutes

Video reference

Domain 7

Topic: Physical Impact of Digital Tools/Technologies

Subtopic: Environmental Impact of Digital Technologies

Objectives covered

7 Safety and Security

7.2 Identify the physical and environmental impact of digital tools and technologies

7.2.2 Identify the environmental impact of digital tools and technologies

IC3 GS6 Level 3

Appendix

Glossary

Term	Definition
Alt Text	A tool used to describe images, graphs, and charts textually.
AI	AI (artificial intelligence) is simulated human intelligence processed by a computer system that performs cognitive functions like learning and problem-solving.
Asynchronous Editing	Editing that does not happen in real-time.
Attribution	Giving credit to the author or owner for their work.
AutoFill	A feature used to fill cells with a series of data that follows the provided pattern.
Binary-Coded Machine Language	A digital language made up of binary digits, which are ones and zeros that allow the hardware and software to communicate and work together.
Boolean Search	A way of searching a database using search terms and operators.
Browser	An application used to access websites on the internet.
Chart	A tool used to communicate data visually.
Citation	A means of giving credit to a source when their information is used.
Cloud Computing	A network of servers that store, manage, and process data on the internet.
Coauthoring	Multiple people editing a shared document.
Copyright	Protection for intellectual property.
Creative Commons License	A free license used by creators to permit others to use their content free of charge as long as they follow the license rules.
Cyberbullying	The deliberate use of harmful words or pictures to cause embarrassment, hopelessness, or intimidate another person online repeatedly.
Deepfake	Artificial intelligence used to generate fake media that portrays a person's likeness and voice.
Email	A method of communication used to send electronic messages using the internet.
Encryption	A protection process that converts information or data into an unreadable code so that unauthorized individuals cannot access the content.
Free and Open Source Software	A license that gives customers the right to modify and reuse the software.
Grammarly	A software add-on that checks for grammar, spelling, and punctuation errors.
Hardware	Physical components of a computer system such as a keyboard, mouse, or modem.
Instant Messaging	A means of text transmission sent in real-time over the internet.
Intellectual Property	A creation derived from one's mind.
Internet	A network of computers that provides access to information on the web.
Malware	A virus or Trojan horse designed to cause harm to a computer or device.
Computer Model Number	An individualized number given to a computer by the hardware manufacturer.
Operating System	Software that manages all of the installed applications and hardware on a computer or device.
Page Orientation	How a document is displayed on a screen or in printed form.
Password	A secret set of characters that are used to access a computer system or service.
Patent	An exclusive right to create, use, or sell a specific invention for a determined period of time.

Term	Definition
Personally Identifiable Information	Information that can be used to distinguish or track a person's identity.
Plagiarism	Using another person's work as your own.
Photoshop	An Adobe software program used to make edits and alterations to photos.
Proprietary Software	Software that does not give the customer the right to modify or distribute it.
Public Domain	Creative material belonging to the public that is available for use.
Public Domain Software	Unlicensed software without copyright protection.
Search Engine	Software used to search a database using keywords or phrases entered by the user.
Search Operators	Commands and special characters used to refine search engine results.
SmartArt	A visual representation of data and information.
Start Button	A button on a Windows operating system desktop that allows users to access computer programs, files, and settings.
Synchronous Editing	Editing that happens in real-time.
Table	A tool used to display data using rows and columns.
Tracked Changes	An editing command offered in Microsoft Word that is used to review documents.
Trademark	An exclusive right to use a symbol, word, or words connected to goods or services in commerce.
Video Conference	A means of communication using video and audio to speak in real-time with others over the internet.

Keyboard Shortcuts for Windows

Action	Shortcut
Copy	Ctrl+C
Cut	Ctrl+X
Paste	Ctrl+V
Undo	Ctrl+Z
Switch between open apps	Alt+Tab
Find	Ctrl+F
Select All	Ctrl+A
New folder	Ctrl+Shift+N
Save	Ctrl+S
New file or window	Ctrl+N
Print	Ctrl+P

Objectives

IC3 GS6 Level 1 Objectives			
Domain 1 Technology Basics	Domain 2 Digital Citizenship	Domain 3 Information Management	Domain 4 Content Creation
1.1 Evaluate software and hardware devices 1.1.2 Identify digital devices that meet specific requirements 1.1.3 Identify software programs that meet specific needs	2.1 Understand how to protect others' personally identifiable information 2.1.1 Explain the need for and how to achieve online privacy 2.1.2 Explain the need for and how to achieve online privacy 2.1.3 Explain the responsibility that comes with knowing another's password and account information	3.1 Construct an effective information search 3.1.1 Design an effective search request 3.1.2 Determine when a Boolean search is appropriate	4.1 Create, edit, and publish or present original digital media content 4.1.1 Capture and edit video and audio content and images 4.1.2 Finalize and distribute video and audio content and images 4.1.3 Consider the audience and purpose when determining what to distribute
1.2 Identify, troubleshoot, and resolve technical problems with assistance 1.2.1 Identify basic troubleshooting steps 1.2.2 Obtain system information to support troubleshooting	2.2 Explain best practices for digital citizenship 2.2.1 Keep your digital knowledge current 2.2.2 Responsibly report dangerous, illegal, or harmful behavior	3.2 Evaluate digital information sources and multiple search results 3.2.1 Assess the accuracy, bias, credibility, or relevance of search results 3.2.2 Assess the perspective through which information is filtered and presented on a given site	4.2 Represent data visually 4.2.1 Identify the appropriate visual formats to express various data sets 4.2.2 Produce business graphics by using productivity software 4.2.3 Build tables, charts, and visual representations of raw data 4.2.4 Compose procedural flowcharts and instructions
1.3 Understand selected software concepts 1.3.1 Understand software licensing concepts 1.3.2 Understand software versioning concepts			4.3 Manage digital information and files 4.3.1 Identify the principles of cloud versioning 4.3.2 Consider variables when delivering digital content
			4.4 Be aware of challenges and solutions for accessibility 4.4.1 Explain the effects of color contrast on the visually impaired 4.4.2 Explain the importance of font size and selection 4.4.3 Explain what readability is and how it is achieved 4.4.4 Explain what alt text is and how it is used
			4.5 Apply intellectual property standards 4.5.1 Implement intellectual property guidelines for reusing another's work 4.5.2 Explain how to protect individual and corporate intellectual property
			4.6 Plan and manage a cyclical design process for digital projects 4.6.1 Identify requirements, consider design restraints, generate ideas, test theories 4.6.2 Develop, test, and refine prototypes
Domain 5 Communication	Domain 6 Collaboration	Domain 7 Safety and Security	
5.1 Manage interpersonal digital communications 5.1.1 Identify strategies to clarify ambiguity in digital communications 5.1.2 Customize the message and medium for a specific audience 5.1.3 Engage with people in ways that broaden mutual understanding and learning	6.1 Collaborate with others to resolve issues 6.1.1 Work with internal team members to resolve issues 6.1.2 Interact appropriately with external clients to resolve issues	7.1 Manage device security 7.1.1 Explain multifactor authentication concepts 7.1.2 Explain virus-scanning concepts 7.1.3 Manage the transfer of hardware to others	
5.2 Communicate with others to identify and understand issues 5.2.1 Work with internal team members to identify and understand issues 5.2.2 Interact appropriately with external clients to identify and understand issues	6.2 Contribute constructively to project teams	7.2 Identify the physical and environmental impact of digital tools and technologies 7.2.1 Identify the physical impact of digital tools and technologies 7.2.2 Identify the environmental impact of digital tools and technologies	

IC3 GS6 Level 3 Lesson Plans

Approximately 22 hours of videos, labs, and projects.

Domain 1 Lesson Plan

Domain 1 - Technology Basics [approximately 3.5 hours of videos, labs, and projects]				
Lesson	Lesson Topic and Subtopics	Objectives	Exercise Labs	Workbook Projects and Files
Pre-Assessment Assessment time - 00:30:00	Technology Basics: Pre-Assessment			
Lesson 1 Video time - 00:09:15 Exercise Lab time - 00:15:00 Workbook time - 00:30:00	Evaluate Devices and Identify and Resolve Technical Problems Introduction How to Study Hardware and Software Requirements Software Programs That Meet Specific Needs Identify Basic Troubleshooting Steps Select the Appropriate Software and Tools	1 Technology Basics 1.1 Evaluate software and hardware devices 1.1.1 Assess hardware and software requirements 1.1.2 Identify digital devices that meet specific requirements 1.1.3 Identify software programs that meet specific needs 1.2 Identify, troubleshoot, and resolve technical problems with assistance 1.2.1 Identify basic troubleshooting steps 1.2.2 Obtain system information to support troubleshooting	Using Grammarly Check for Updates Uninstall an App	Locate System Requirements – pg. 9 N/A Software Programs – pg. 10 N/A Basic Troubleshooting – pg. 11 N/A Locate Model Number, Operating System, and Version – pg. 12 N/A
Lesson 2 Video time - 00:13:04 Exercise Lab time - 00:30:00 Workbook time - 00:24:00	Understand Selected Software Concepts Understand Software Licensing Understand How to Set Software Defaults Understand How to Set Software Defaults	1.3 Understand selected software concepts 1.3.1 Understand software licensing concepts 1.3.2 Understand software versioning concepts 1.3.3 Identify processes for setting software defaults 1.3.4 Explain how to use common features across similar	Word Version Online Word Version Customize Software Defaults Set Default Preferences Set Layout Defaults Google Chrome Defaults	Software Licenses – pg. 13 N/A Software Versioning – pg. 14 N/A Software Defaults – pg. 15 N/A Common Software Features – pg. 16 N/A
Post-Assessment Assessment time - 01:00:00	Technology Basics: Post-Assessment			

Domain 2 Lesson Plan

Domain 2 - Digital Citizenship [approximately 2.5 hours of videos, labs, and projects]				
Lesson	Lesson Topic and Subtopics	Objectives	Exercise Labs	Workbook Projects and Files
Pre-Assessment Assessment time - 00:30:00	Digital Citizenship: Pre-Assessment			
Lesson 1 Video time - 00:12:11 Exercise Lab time - 00:15:00 Workbook time - 00:25:00	Protect Identifiable Information and Best Practices for Digital Citizenship Digital Citizenship Achieving Online Privacy Privacy at Work and with Others' Information Being Responsible with Others' Account Information Keep Your Digital Knowledge Current Report Dangerous, Illegal, or Harmful Behavior	2 Digital Citizenship 2.1 Understand how to protect others' personally identifiable information 2.1.1 Explain the need for and how to achieve online privacy 2.1.2 Explain the need for and how to achieve privacy at the workplace 2.1.3 Explain the responsibility that comes with knowing another's password and account information 2.1.4 Avoid broadcasting other people's information without	Facebook Privacy Settings Lock a Computer Maintain Security	Online Privacy – pg. 19 N/A Keep Account Information Confidential – pg. 20 N/A Privacy at the Workplace – pg. 21 N/A Current Digital Knowledge – pg. 22 N/A Report Dangerous, Illegal, or Harmful Behavior – pg. 23 N/A
Post-Assessment Assessment time - 01:00:00	Digital Citizenship: Post-Assessment			

Domain 3 Lesson Plan

Domain 3 - Information Management [approximately 2.5 hours of videos, labs, and projects]				
Lesson	Lesson Topic and Subtopics	Objectives	Exercise Labs	Workbook Projects and Files
Pre-Assessment Assessment time - 00:30:00	Information Management: Pre-Assessment			
Lesson 1 Video time - 00:09:53 Exercise Lab time - 00:10:00 Workbook time - 00:35:00	Evaluate Digital Information Sources Design an Effective Search Request Assess Search Results Assess the Perspective on a Given Site	3 Information Management 3.1 Construct an effective information search 3.1.1 Design an effective search request 3.1.2 Determine when a Boolean search is appropriate 3.2 Evaluate digital information sources and multiple search results 3.2.1 Assess the accuracy, bias, credibility, or relevance of search results 3.2.2 Assess the perspective through which information is filtered and presented on a given site	Database Search Bias Chart	Search Requests – pg. 26 N/A Assessing Search Results – pg. 27 N/A
Post-Assessment Assessment time - 01:00:00	Information Management: Post-Assessment			

Domain 4 Lesson Plan

Domain 4 - Content Creation [approximately 6.5 hours of videos, labs, and projects]				
Lesson	Lesson Topic and Subtopics	Objectives	Exercise Labs	Workbook Projects and Files
Pre-Assessment Assessment time - 00:30:00	Content Creation: Pre-Assessment			
Lesson 1 Video time - 00:12:42 Exercise Lab time - 00:20:00 Workbook time - 00:13:00	Create, Edit, and Publish Digital Content Content Creation Capture and Edit Video, Audio, and Images Audience Considerations for Distribution	4 Content Creation 4.1 Create, edit, and publish or present original digital media content 4.1.1 Capture and edit video and audio content and images 4.1.2 Finalize and distribute video and audio content and images 4.1.3 Consider the audience and purpose when determining what to distribute	Use Camtasia Recorder Edit with Camtasia Upload a Video Save an Image	Screencasting – pg. 30 N/A File Formats for Distribution – pg. 31 N/A Target Audience – pg. 32 N/A
Lesson 2 Video time - 00:15:55 Exercise Lab time - 00:55:00 Workbook time - 00:45:00	Represent Data Visually Visual Formats to Express Various Data Sets Produce Business Graphics Build Tables and Charts Build Tables and Charts	4.2 Represent data visually 4.2.1 Identify the appropriate visual formats to express various data sets 4.2.2 Produce business graphics by using productivity software 4.2.3 Build tables, charts, and visual representations of raw data 4.2.4 Compose procedural flowcharts and instructions	SmartArt Options Insert a SmartArt Graphic Resize a SmartArt Graphic Font Effects Graphic Formatting Navigating Excel Merge & Center Title Style Create a Table Create a Chart Use the Text Pane	SmartArt Graphics – pg. 33 422.docx Tables and Charts – pg. 34 423.xlsx 423a.xlsx Flowchart – pg. 35 N/A
Lesson 3 Video time - 00:11:14 Exercise Lab time - 00:25:00 Workbook time - 00:37:00	Manage Digital Information and Files; Accessibility Challenges and Solutions Understand the Principles of Cloud Versioning Variables When Delivering Digital Content Color Contrast Effects on the Visually Impaired Font Size, Selection, and Readability Explain What Alt Text Is and How It Is Used	4.3 Manage digital information and files 4.3.1 Identify the principles of cloud versioning 4.3.2 Consider variables when delivering digital content 4.4 Be aware of challenges and solutions for accessibility 4.4.1 Explain the effects of color contrast on the visually impaired 4.4.2 Explain the importance of font size and selection 4.4.3 Explain what readability is and how it is achieved 4.4.4 Explain what alt text is and how it is used	Creating Versions File Sizes Export a Video Font Type Add Alt Text	Cloud Versioning – pg. 36 431.docx Screen Resolution and File Size – pg. 37 N/A Color Contrast – pg. 38 N/A Font Readability – pg. 39 N/A Alt Text – pg. 40 444.xlsx N/A
Lesson 4 Video time - 00:14:47 Exercise Lab time - 00:20:00 Workbook time - 00:23:00	Apply Intellectual Property Standards; Plan and Manage a Cyclical Design Process Implement Intellectual Property Guidelines Protect Intellectual Property Plan, Develop, Test, and Refine Prototypes	4.5 Apply intellectual property standards 4.5.1 Implement intellectual property guidelines for reusing another's work 4.5.2 Explain how to protect individual and corporate intellectual property 4.6 Plan and manage a cyclical design process for digital projects 4.6.1 Identify requirements, consider design restraints, generate ideas, test theories 4.6.2 Develop, test, and refine prototypes	Creative Commons Verify Licensing Creative Commons Rules Creating a Website	Creative Commons Licensing – pg. 41 N/A Protect Intellectual Property – pg. 42 N/A Website Creation – pg. 43 N/A
Post-Assessment Assessment time - 01:00:00	Content Creation: Post-Assessment			

Domain 5 Lesson Plan

Domain 5 - Communication [approximately 2 hours of videos, labs, and projects]				
Lesson	Lesson Topic and Subtopics	Objectives	Exercise Labs	Workbook Projects and Files
Pre-Assessment Assessment time - 00:30:00	Communication: Pre-Assessment			
Lesson 1 Video time - 00:12:59 Exercise Lab time - 00:00:00 Workbook time - 00:25:00	Clarify Ambiguity in Digital Communication and Identify and Understand Issues Communication Strategies to Clarify Ambiguity Customize the Message/Medium for an Audience Broaden Mutual Understanding and Learning Internal Teams Working to Identify Issues Interact with Clients to Understand Issues	5 Communication 5.1 Manage interpersonal digital communications 5.1.1 Manage interpersonal digital communications 5.2 Communicate with others to identify and understand issues 5.2.1 Work with internal team members to identify and understand issues 5.2.2 Interact appropriately with external clients to identify and understand issues	N/A	Avoiding Ambiguity – pg. 46 N/A Audience Customizations – pg. 47 N/A Broadening Mutual Understanding and Learning – pg. 48 N/A Internally Identify and Understand Issues – pg. 49 N/A Appropriately Communicating Issues with Clients – pg. 50 N/A
Post-Assessment Assessment time - 01:00:00	Communication: Post-Assessment			

Domain 6 Lesson Plan

Domain 6 - Collaboration [approximately 2 hours of videos, labs, and projects]				
Lesson	Lesson Topic and Subtopics	Objectives	Exercise Labs	Workbook Projects and Files
Pre-Assessment Assessment time - 00:				
Lesson 1 Video time - 00:09:07 Exercise Lab time - 00:10:00 Workbook time - 00:15:00	Collaborate to Resolve Issues and Contribute Constructively to Project Teams Collaboration Internal Teams Working to Resolve Issues Resolve Issues with External Clients Project Management	6 Collaboration 6.1 Collaboration 6.1.1 Work with internal team members to resolve issues 6.1.2 Interact appropriately with external clients to resolve issues 6.2 Contribute constructively to project teams	Locate Contact Information Screen Sharing	Collaborate with Internal Team – pg. 53 N/A Interacting with Clients – pg. 54 N/A Five-Step Cycle – pg. 55 N/A
Post-Assessment Assessment time - 01:00:00				

Domain 7 Lesson Plan

Domain 7 - Safety and Security [approximately 2.5 hours of videos, labs, and projects]				
Lesson	Lesson Topic and Subtopics	Objectives	Exercise Labs	Workbook Projects and Files
Pre-Assessment Assessment time - 00:30:00				
Lesson 1 Video time - 00:14:51 Exercise Lab time - 00:20:00 Workbook time - 00:28:00	Manage Device Security and Physical Impact of Digital Tools/Technologies Safety and Security Multifactor Authentication Concepts Virus Scanning Concepts Manage the Transfer of Hardware to Others Physical Effects of Technology Environmental Impact of Digital Technologies Conclusion	7 Safety and Security 7.1 Manage device security 7.1.1 Explain multifactor authentication concepts 7.1.2 Explain virus-scanning concepts 7.1.3 Manage the transfer of hardware to others 7.2 Identify the physical and environmental impact of digital tools and technologies 7.2.1 Identify the physical impact of digital tools and technologies 7.2.2 Identify the environmental impact of digital tools and technologies	Verification Code Set Up Information Check for Updates Windows 10 Reset	Multifactor Authentication – pg. 58 N/A Virus Scanning – pg. 59 N/A Factory Reset – pg. 60 N/A The Impact of Digital Tools and Technologies – pg. 61 N/A Environmental Impacts – pg. 62 N/A
Post-Assessment Assessment time - 01:00:00				