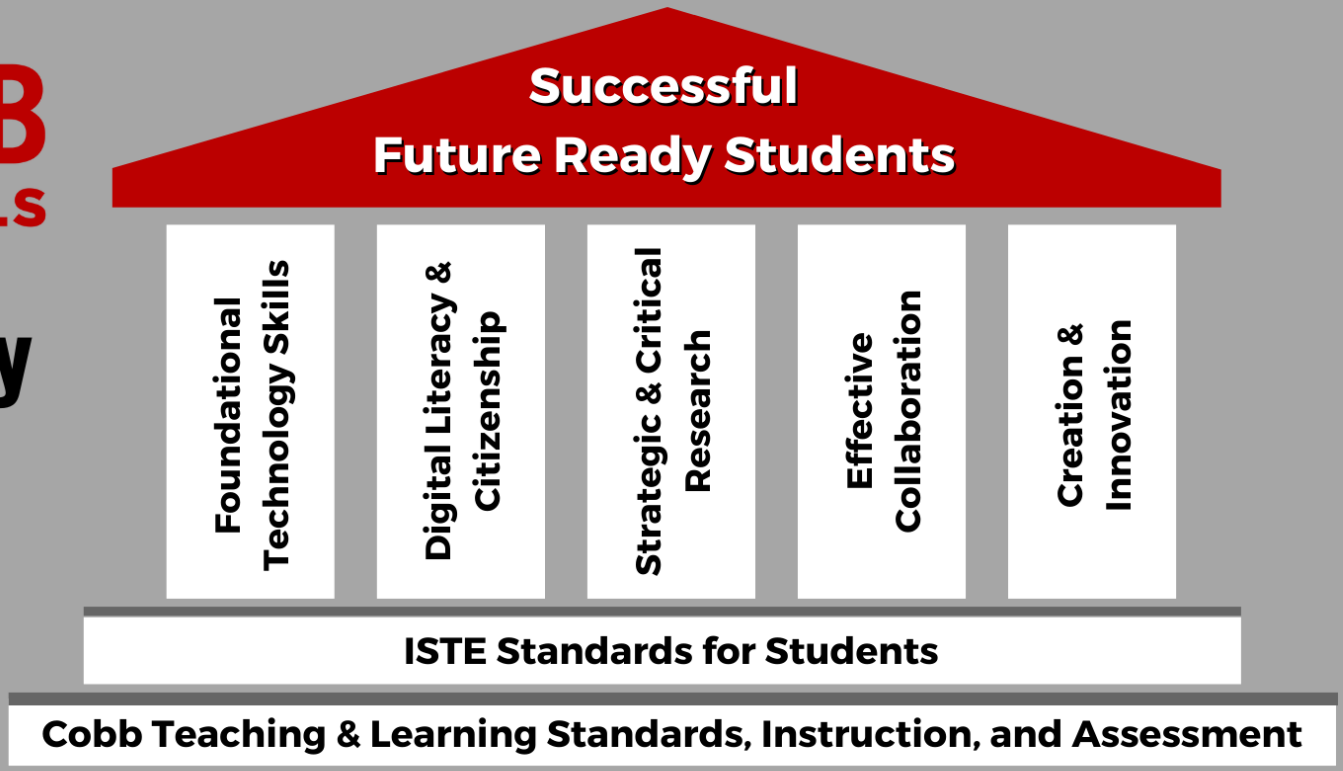
COBB SCHOOLS

Future Ready Framework

6th to 12th



Cobb Future Ready Skills Scope and Sequence

This framework is designed to support the meaningful integration of technology in classrooms from pre-kindergarten to twelfth grade. The scope and sequence outlines the progression of skills necessary to prepare and empower Cobb students for college and career readiness. Scaffolded in nature, the grade-level technology standards gradually progress in technical complexity.

LIBRARY MEDIA EDUCATION

TechnologyServices
INSTRUCTIONAL TECHNOLOGY

	Skills List **I = Introduce.** Teachers model the skill; students will practice. **D = Developing.** Students continue to practice the skill. **M = Mastery**. Students perform the skill unassisted and demonstrate content learning.	6	7	8	9	10	11	12
Foundational Technology Skills	Exercise safe and respectful use of electronic equipment.	M	M	M	M	M	M	M
	Type at a rate of 5 words per minute per grade level (ex. 6th grade = 30 wpm). Use proper posture and technique with 90% or greater accuracy. Students at this level should have the keyboard memorized.	30	40	45	M	M	M	M
	Show proficiency using all keyboard input options, such as the keyboard or touch screen, to type short and extended work	I	D	D	M	M	M	M
	Demonstrate cloud-based computing and storage proficiency, such as OneDrive: • Save, retrieve, and delete files • Organize files using a folder system • Share files applying levels of permissions • Identify file extensions (.pptx, .docx, .xlsx) • Use more than one program at a time	I	D	D	M	M	M	M
	Maintain an organized folder system when saving digital work in programs such as OneDrive. Students should use the "Save as" function to be purposeful about where a file is stored as well as capably copy, paste, move, and delete files as needed.	I	D	D	M	M	M	M
	Utilize spell and grammar check.	M	M	M	M	M	M	M
	Show proficiency when using computational tools (manipulate columns/rows, formulas, conditional formatting, basic calculations, insert graphs/charts, add sheets, etc.)	I	D	D	D	M	M	M
	Use correct formatting when drafting text. Show proficiency in editing the spacing, indents, bullets/numbering, header/footer, page alignment, page numbers, page breaks, tables, columns, hyperlinks, etc.	I	D	D	M	M	M	M
	Use online help and in-program guides to fix common tech problems with issues such as login errors, sound, Wi-Fi connectivity, keyboard/mouse, printing, camera, and URL navigation.	I	D	D	M	M	M	M

Creation & Innovation	Select an application to create documents, presentations, and/or multimedia projects using tools in Microsoft 365, Cobb Digital Library, and online. Show a clear understanding of their purpose as well as which is most suitable for the assignment and audience.	D	D	D	D	M	M	M
	Integrate various media (text, audio, images, tables, graphs, animations, hyperlinks, video, voiceover, design ideas, morph, etc.) in a multimedia presentation with applications such as PowerPoint, Video Editor, and Adobe Spark.	D	D	M	M	M	M	M
	Incorporate live filmed productions into digital media presentations utilizing video editing skills. Students should be able to go from a raw shot to a fully edited video using skills such as splice, cutting, voiceover, subtitles, motion, and more.	I	I	D	D	D	M	M
	Create and format essays and other written work of higher academic quality utilizing MLA/APA formatting, parenthetical citations, works cited, footnotes, automatic pagination, etc.	I	D	D	D	D	M	M
	Compose professional emails for teacher and business correspondence. Aptly use an address book, To/CC/BCC fields, attachments, and signatures. Eliminate use of text messenger speak in email messages.	D	D	D	D	M	M	M
	Manipulate templates to create professional or academic resumes, cover letters, and other formatted documents.			I	D	D	D	M
	Learn basic coding language using programs such as Code.org, Scratch, or Co-Spaces to create a project demonstrating critical and creative problem solving with computer science principles.	D	D	D	D	D	M	M

Strategic and Critical Research	Identify reliable types of websites by examining their domain names (.edu, .gov, .org, .com, .net)	D	D	D	M	M	M	M
	Use academic databases, such as those in Cobb Digital Library, to search for information in diverse media formats.	D	D	D	M	M	M	M
	Select and utilize appropriate electronic reference materials, such as online databases to gather information.	D	D	M	M	M	M	M
	Formulate and use focused research questions to guide inquiry and narrow or broaden a search as necessary.	I	D	D	M	M	M	M
	Use search terms effectively (specificity, keywords, phrases, Boolean terms)	I	D	D	D	M	M	M
	Implement advanced search protocols such as subject terms, DOI cross-searching, time-period limits, or publication searches to gain more specific results.				I	D	D	M
	Evaluate digital resources for accuracy, authority, reliability, currency, usefulness, timeliness, and relevance.	D	D	D	M	M	M	M
	Use NoodleTools to organize research sources, add annotations, create notecards and outlines, connect written papers, and collaborate with teachers and students.	D	D	D	D	D	M	M
	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and integrate information into text selectively to maintain the flow of ideas.	D	D	D	M	M	M	M
	Synthesize information from multiple sources to demonstrate understanding of a subject.		I	I	D	D	M	M
	Organize and manipulate data using tools such as spreadsheets, graphic organizers, and slideshows.	I	I	D	D	D	M	M
	Use interactive technology environments, such as virtual field trips or online interactive lessons, to extend learning.	I	I	D	D	D	M	M
	Utilize proofing and editing tools to evaluate a finished product. Students should show capable use of revision history, tracking changes, and review tools such as comments and accepting changes.	I	I	D	D	D	M	M
	Confer on copyright laws and model ethical practices when citing sources through established procedures.	I	I	D	D	M	M	M

Digital Literacy and Citizenship	Follow classroom, school, and county's Acceptable Use Policy regarding responsible use of computers and networks.	D	D	M	M	M	M	M
	Understand how technology is changing society and career options in areas such as communications, transportation, computer science, and the economy.				I	D	D	M
	Understand the advantages of using technology to work, learn, and communicate while maintaining a positive digital footprint.	I	D	D	M	M	M	M
	Identify phishing emails/text messages, unsecure websites, and unsafe links/advertisements.	I	D	D	D	D	M	M
	Practice internet safety procedures involving sharing personal information and passwords. Utilize unique and strong passwords for virus protection to prevent tampering.	D	D	D	M	M	M	M
	Adhere to software licensing agreements and respect the electronic work of other individuals.	D	D	D	D	D	M	M
	Always cite sources properly when using text, music, images, video or any other copyrighted material.	I	D	D	D	M	M	M
	Demonstrate comprehension about the inherent risks social networking, web comments, and personal pages can have on a student's digital footprint.	I	I	I	D	D	M	M
Effective Collaboration	Recognize and demonstrate how to share information electronically.	D	D	D	M	M	M	M
	Use communication tools to participate in an online discussion using appropriate academic language.	D	D	D	M	M	M	M
	Use collaboration tools to communicate with students and teachers during research.	D	D	D	D	D	M	M
	Use software, such as Teams or OneNote, to organize information and delegate workload.	D	D	D	D	D	M	M
	Engage in productive discussions and/or debates using an online message board, blog, or chat.	D	D	D	M	M	M	M
	Participate in and lead productive virtual meetings in Teams or Zoom. Engage with participants using screen share, communication buttons, chat, hyperlinks, mute, and camera options.	D	D	D	D	D	M	M
	Utilize proper email correspondence for academic, professional and personal business.	D	D	D	D	M	M	M
	Include and share multimedia components in a collaborative project.	D	D	D	M	M	M	M