

# Digital Technology Foundations

**6160 18 weeks**

**6161 36 weeks**

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## Course Description

**Suggested Grade Level:** 6 or 7 or 8

This foundation course introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and Internet-based tools to produce and integrate data in various formats. This course is designed for students wishing to progress through more advanced business and information technology coursework.

*Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration of touch keyboarding skills*

## Task Essentials Table

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (-) are omitted
- Tasks marked with an asterisk (\*) are sensitive.

Task Number	6161	6160	Tasks/Competencies
Exploring the Digital Input Technologies Mix			
31	+	+	Apply ergonomic guidelines for safe computer use.
32	+	+	Identify ergonomic hazards in the workplace.
33	+	+	Key alphabetic, numeric, and symbolic information, using a touch system.
34	+	+	Use keyboarding techniques to improve typing speed and accuracy.
35	+	+	Research developments in relevant and emerging technologies.
36	+	+	Identify technologies, tools, and applications and their uses for lifelong learning.
37	+	+	Explain the functions of computing systems.
38	+	+	Demonstrate booting, accessing, and exiting an OS and applications.
Practicing Digital Skills			
39	+	+	Manipulate data, software, and OS.

40	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Use file-management techniques to manipulate and organize folders and files.
41	<input checked="" type="radio"/>	<input type="radio"/>	Edit copy.
42	<input type="radio"/>	<input type="radio"/>	Collaborate using web-based resources.
43	<input checked="" type="radio"/>	<input type="radio"/>	Format documents.
44	<input checked="" type="radio"/>	<input type="radio"/>	Format tables, graphs, and charts.
45	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Create a spreadsheet.
46	<input checked="" type="radio"/>	<input type="radio"/>	Format addresses on labels and envelopes.
47	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Incorporate graphic elements in documents.
48	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Create a multimedia presentation.
49	<input checked="" type="radio"/>	<input type="radio"/>	Troubleshoot computer input/output problems.
50	<input type="radio"/>	<input type="radio"/>	Use verbal-input applications.
Using Digital Tools and Resources			
51	<input checked="" type="radio"/>	<input type="radio"/>	Digitize content.
52	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify the components and functions of a digital input device.
53	<input type="radio"/>	<input type="radio"/>	Create digital images.
54	<input type="radio"/>	<input type="radio"/>	Create digital art.
55	<input type="radio"/>	<input type="radio"/>	Create a video.
56	<input type="radio"/>	<input type="radio"/>	Insert video into an application.
57	<input checked="" type="radio"/>	<input type="radio"/>	Create audio narrations or voice-overs.
Exploring Mobile Devices, Cloud Computing, and the Internet of Things (IoT)			
58	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Use applications on standard mobile devices.
59	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Explain cloud computing.
60	<input type="radio"/>	<input type="radio"/>	Research developments in cloud computing.

61	<input checked="" type="radio"/>	<input type="radio"/>	Save data to the cloud, so it will be accessible from a personal computer (PC), file-hosting service, smartphone, and other devices.
62	<input type="radio"/>	<input type="radio"/>	Research developments in IoT.
Applying Digital Literacy Skills			
63	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Explain principles of digital citizenship.
64	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Use search strategies on the Internet.
65	<input type="radio"/>	<input type="radio"/>	Navigate the Internet.
66	<input type="radio"/>	<input type="radio"/>	Manage an online account.
Preparing for a Career			
67	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Research the use of digital technology in careers within the sixteen career clusters.
68	<input type="radio"/>	<input type="radio"/>	Identify personal interests, aptitudes, and attitudes found in successful students and professionals.
69	<input type="radio"/>	<input type="radio"/>	Develop a career plan.
70	<input type="radio"/>	<input type="radio"/>	Identify the importance of social media in the job-acquisition process.
71	<input type="radio"/>	<input type="radio"/>	Develop a digital portfolio.
72	<input type="radio"/>	<input type="radio"/>	Identify potential employment barriers for nontraditional groups and ways to overcome the barriers.

Legend:  Essential  Non-essential  Omitted

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## Curriculum Framework

### Exploring the Digital Input Technologies Mix

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#### Task Number 31

# Apply ergonomic guidelines for safe computer use.

## Definition

Application should include

- demonstrating the positioning of the body for the hardware being used
- positioning the body according to the type of desk being used, including standing desks and adjustable desks
- positioning the keyboard directly in front of a chair, even with the front edge of the desk and at elbow height so wrist movement is not restricted
- adjusting visual components (e.g., placing the monitor 18 to 24 inches from the eyes, with the top edge of the display screen at eye level)
- taking short breaks every hour to relax the neck, shoulders, arms, wrists, and fingers
- identifying ergonomic guidelines for other devices (e.g., gaming, smartphones, tablets).

## FBLA Competitive Events and Activities Areas

Introduction to Computer Science & Coding

Multimedia & Website Development

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## Task Number 32

# Identify ergonomic hazards in the workplace.

## Definition

Identification should include

- defining *workplace hazard*
- giving examples of hazards and the effects of failing to address them (e.g., repetitive strain injury [RSI])
- identifying ways to prevent ergonomic hazards
- explaining the importance of workplace safety.

## FBLA Competitive Events and Activities Areas

Introduction to Computer Science & Coding

Multimedia & Website Development

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## **Task Number 33**

### **Key alphabetic, numeric, and symbolic information, using a touch system.**

#### **Definition**

Keying should include

- placing keyboard at the front edge of the desk
- keeping eyes on the copy, not on the keyboard, even when reaching for another row or key location
- planting feet on the floor
- positioning wrists low but not touching the frame
- curving fingers and placing them upright on the home keys
- maintaining correct, comfortable posture
- holding arms parallel with the pitch of the keyboard.

#### **FBLA Competitive Events and Activities Areas**

**Community Service Project (Middle Level)**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 34**

### **Use keyboarding techniques to improve typing speed and accuracy.**

#### **Definition**

Use should include

- identifying techniques that may be problematic (i.e., bad habits)
- practicing technique drills to correct the problematic techniques
- practicing drills that encourage speed and accuracy
- achieving a controlled rate of speed that promotes accuracy

- self-assessing progress.

## **FBLA Competitive Events and Activities Areas**

### **Community Service Project (Middle Level)**

#### **Introduction to Computer Science & Coding**

#### **Multimedia & Website Development**

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## **Task Number 35**

### **Research developments in relevant and emerging technologies.**

#### **Definition**

Research should include the use of periodicals, the Internet, and other sources to describe relevant and emerging technologies.

## **FBLA Competitive Events and Activities Areas**

### **Career Exploration**

#### **Introduction to Computer Science & Coding**

#### **Multimedia & Website Development**

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## **Task Number 36**

### **Identify technologies, tools, and applications and their uses for lifelong learning.**

#### **Definition**

Identification of each should include its usefulness in electronic

- note-taking, writing, and text input
- scheduling and tracking of assignments

- maintaining calendars and task lists
- researching
- communicating and collaborating
- managing and organizing data.

## **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Community Service Project (Middle Level)**

**Critical Thinking**

**Digital Citizenship**

**Elevator Speech**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 37**

**Explain the functions of computing systems.**

### **Definition**

Explanation should include examples of computing devices (e.g., gaming systems, mobile devices) and operating systems (OS) and should include concepts such as

- input/output methods
- central processing unit (CPU)
- storage and retrieval of information (e.g., flash drives, internal and external hard drives, and cloud computing).

## **FBLA Competitive Events and Activities Areas**

**Career Exploration**

**Critical Thinking**

**Digital Citizenship**

**Elevator Speech**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 38**

**Demonstrate booting, accessing, and exiting an OS and applications.**

### **Definition**

Demonstration should include

- signing in and signing out of an OS and applications
- using hardware and application controls to boot, access, and exit an OS
- selecting an icon or searching the OS to access applications
- saving, sharing, and retrieving work
- minimizing random-access memory (RAM) usage
- exiting applications.

### **FBLA Competitive Events and Activities Areas**

**Career Exploration**

**Critical Thinking**

**Digital Citizenship**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Practicing Digital Skills**

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## **Task Number 39**

### **Manipulate data, software, and OS.**

#### **Definition**

Manipulation should include using function keys; keyboard, program, or desktop shortcuts; and menu/tool bars for

- cutting/pasting and copying/pasting
- saving data
- opening and closing programs
- using a pointing device to pull down menus
- hovering to determine functionality.

#### **FBLA Competitive Events and Activities Areas**

##### **Career Exploration**

##### **Critical Thinking**

##### **Digital Citizenship**

##### **Introduction to Computer Science & Coding**

##### **Multimedia & Website Development**

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## **Task Number 40**

### **Use file-management techniques to manipulate and organize folders and files.**

#### **Definition**

Use should include

- creating or deleting
- naming or renaming
- opening or closing

- uploading or downloading
- moving
- copying
- sharing (including setting permissions and protecting privacy)
- saving
- using passwords to protect documents and files
- closing

folders and files as well as addressing formats and compatibilities (e.g., XLS vs. XLSX).

## **FBLA Competitive Events and Activities Areas**

### **Career Exploration**

### **Critical Thinking**

### **Digital Citizenship**

### **Elevator Speech**

### **Introduction to Computer Science & Coding**

### **Multimedia & Website Development**

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## **Task Number 41**

### **Edit copy.**

#### **Definition**

Editing should include

- using correct spelling, punctuation, grammar, and sentence structure
- using reference materials and tools as appropriate
- determining whether collaboration is necessary (i.e., if content area expertise is required)
- tracking changes and reviewing comments
- evaluating the justification for a change
- making changes
- proofreading.

## **FBLA Competitive Events and Activities Areas**

### **Business Etiquette**

**Career Exploration**

**Community Service Project (Middle Level)**

**Critical Thinking**

**Digital Citizenship**

**Elevator Speech**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 42**

### **Collaborate using web-based resources.**

#### **Definition**

Collaboration should include using resources that allow teams to share, edit, and publish files.

#### **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Community Service Project (Middle Level)**

**Critical Thinking**

**Digital Citizenship**

**Elevator Speech**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 43**

### **Format documents.**

#### **Definition**

Formatting should include using application-based templates or

- setting tabs
- setting margins
- setting alignment
- setting spacing
- using styles (e.g., block, modified block)
- changing fonts and font sizes
- setting borders and shading
- inserting page numbers, headers, and footers
- inserting bulleted and numbered lists.

Formatting should also include using basic business (e.g., American Psychological Association [APA], Chicago Manual of Style) and Modern Language Association (MLA) style guides.

### **FBLA Competitive Events and Activities Areas**

#### **Community Service Project (Middle Level)**

#### **Elevator Speech**

#### **Introduction to Computer Science & Coding**

#### **Multimedia & Website Development**

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## **Task Number 44**

### **Format tables, graphs, and charts.**

#### **Definition**

Formatting should include

- defining the characteristics of tables, graphs, and charts
- specifying the number and width of table rows and columns
- specifying table borders, headers, and styles.

## **FBLA Competitive Events and Activities Areas**

### **Introduction to Computer Science & Coding**

### **Multimedia & Website Development**

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## **Task Number 45**

### **Create a spreadsheet.**

#### **Definition**

Creation should include

- selecting a spreadsheet application
- entering data
- creating formulas
- saving the spreadsheet.

## **FBLA Competitive Events and Activities Areas**

### **Introduction to Computer Science & Coding**

### **Multimedia & Website Development**

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## **Task Number 46**

### **Format addresses on labels and envelopes.**

#### **Definition**

Formatting should include

- following U.S. Postal Service (USPS) requirements for addresses
  - using software to prepare and print addresses on labels and envelopes according to USPS requirements
  - arranging the return address and recipient address on an envelope.
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## **Task Number 47**

### **Incorporate graphic elements in documents.**

#### **Definition**

Incorporation should include

- using Insert functions to place clip art, symbols, pictures, or other graphics in various types of documents
- selecting charts and graphs to enhance documents
- locating and retrieving public domain images from the Internet
- manipulating (e.g., sizing, cropping, moving, layering, wrapping text) the graphics after they are inserted in documents
- changing the file size of documents with graphics.

#### **FBLA Competitive Events and Activities Areas**

**Community Service Project (Middle Level)**

**Critical Thinking**

**Multimedia & Website Development**

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## **Task Number 48**

### **Create a multimedia presentation.**

#### **Definition**

Creation includes

- choosing a theme and layout
- inserting slides and content (e.g., embedded video, sound, images, charts)
- formatting transitions and animations.

#### **FBLA Competitive Events and Activities Areas**

**Community Service Project (Middle Level)**

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## **Task Number 49**

### **Troubleshoot computer input/output problems.**

#### **Definition**

Troubleshooting should include cable hookups, power sources, peripheral devices and

- saving work and rebooting
- identifying the problem and potential causes (i.e., what has changed) using online resources
- checking port connections and power sources
- notifying the instructor when a problem persists.

#### **FBLA Competitive Events and Activities Areas**

##### **Community Service Project (Middle Level)**

##### **Digital Citizenship**

##### **Introduction to Computer Science & Coding**

##### **Multimedia & Website Development**

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## **Task Number 50**

### **Use verbal-input applications.**

#### **Definition**

Use includes employing speech-to-text or voice-recognition tools to understand and carry out spoken commands and to

- dictate/create
- receive and interpret dictation
- navigate
- edit and proofread
- translate
- delete
- save.

# Using Digital Tools and Resources

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## Task Number 51

### Digitize content.

#### Definition

Digitization may include using available technology such as

- scanners/copiers
- cameras
- applications
- scannable images (e.g., QR codes, Instagram Nametag).

Digitization may also include

- capturing images
- editing images (e.g., manipulating image size and resolution)
- saving in various file formats (e.g., PDF, PNG, JPG, GIF)
- inserting images into other applications.

## FBLA Competitive Events and Activities Areas

### Digital Citizenship

### Elevator Speech

### Introduction to Computer Science & Coding

### Multimedia & Website Development

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## Task Number 52

### Identify the components and functions of a digital input device.

## **Definition**

Identification should include components such as

- cables
- ports
- power supply
- memory card
- viewer/liquid crystal display (LCD) screen
- touch screen
- keyboard
- mouse
- microphone
- scanner
- digital camera
- joystick
- flash drive
- audio components (e.g., speaker cables).

## **FBLA Competitive Events and Activities Areas**

### **Community Service Project (Middle Level)**

#### **Critical Thinking**

#### **Digital Citizenship**

#### **Introduction to Computer Science & Coding**

#### **Multimedia & Website Development**

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## **Task Number 53**

### **Create digital images.**

#### **Definition**

Creation could include demonstration of the principles of photography and use of the digital device's features and tools, including

- setting the exposure
- framing the subject(s)
- focusing

- editing
- importing
- saving
- sharing
- printing
- inserting images into other applications.

## **FBLA Competitive Events and Activities Areas**

### **Community Service Project (Middle Level)**

#### **Digital Citizenship**

#### **Introduction to Computer Science & Coding**

#### **Multimedia & Website Development**

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## **Task Number 54**

### **Create digital art.**

#### **Definition**

Creation should include digital drawing tools and apps for

- drawing
- editing
- formatting
- importing
- saving
- sharing
- printing
- inserting images into other applications.

## **FBLA Competitive Events and Activities Areas**

### **Community Service Project (Middle Level)**

#### **Digital Citizenship**

#### **Introduction to Computer Science & Coding**

#### **Multimedia & Website Development**

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## **Task Number 55**

### **Create a video.**

#### **Definition**

Creation could include

- identifying the video device's components and feature functions
- capturing footage and shots (e.g., extreme close-ups, close-ups, medium shots, wide shots)
- editing videos using the digital device, camera, and/or video-editing software
- creating a video from digital media
- saving videos in a variety of formats.

#### **FBLA Competitive Events and Activities Areas**

**Community Service Project (Middle Level)**

**Digital Citizenship**

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## **Task Number 56**

### **Insert video into an application.**

#### **Definition**

Insertion should include importing an edited video to a variety of applications and exporting video to a variety of distribution or storage formats (e.g., presentation software).

#### **FBLA Competitive Events and Activities Areas**

**Community Service Project (Middle Level)**

**Multimedia & Website Development**

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## **Task Number 57**

### **Create audio narrations or voice-overs.**

#### **Definition**

Creation should include

- using grammatically correct language, including vocabulary appropriate for the topic, audience, and purpose
- using on-screen or off-screen supporting visuals
- recording and saving sound as a digital file.

#### **FBLA Competitive Events and Activities Areas**

##### **Community Service Project (Middle Level)**

##### **Multimedia & Website Development**

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## **Exploring Mobile Devices, Cloud Computing, and the Internet of Things (IoT)**

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## **Task Number 58**

### **Use applications on standard mobile devices.**

#### **Definition**

Use includes

- notes/tasks (e.g., Google Keep, OneNote)
  - create
  - edit
  - prioritize
  - manage reminders
  - search

- delete
- calendars/notifications/alarms
  - create
  - edit
  - prioritize and label
  - manage reminders
  - organize events
  - search
  - delete
- email/messaging
  - customize settings
  - compose, reply, forward
  - use copy (cc) and blind copy (bcc)
  - attach files
  - save/retrieve
  - search
  - manage
  - prioritize and label
  - delete
- contacts
  - create
  - edit
  - manage
  - label
  - search
  - delete.

## **FBLA Competitive Events and Activities Areas**

### **Critical Thinking**

### **Digital Citizenship**

### **Introduction to Computer Science & Coding**

### **Multimedia & Website Development**

## **Task Number 59**

### **Explain cloud computing.**

#### **Definition**

Explanation includes

- defining *cloud computing*
- discussing advantages of cloud computing
- discussing safe use of cloud computing
- identifying various cloud-computing platforms.

## **FBLA Competitive Events and Activities Areas**

### **Community Service Project (Middle Level)**

#### **Critical Thinking**

#### **Digital Citizenship**

#### **Elevator Speech**

#### **Introduction to Computer Science & Coding**

#### **Multimedia & Website Development**

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## **Task Number 60**

### **Research developments in cloud computing.**

#### **Definition**

Research should include using periodicals, the Internet, and other resources to examine and explain the following:

- What is cloud computing?
- What is the purpose of cloud computing?
- Who is using cloud computing?
- What are the advantages and disadvantages of using cloud computing?
- What are some applications that use cloud computing?
- What are some privacy concerns when using cloud computing?

## **FBLA Competitive Events and Activities Areas**

### **Community Service Project (Middle Level)**

#### **Critical Thinking**

**Digital Citizenship**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 61**

**Save data to the cloud, so it will be accessible from a personal computer (PC), file-hosting service, smartphone, and other devices.**

### **Definition**

Saving should include

- uploading data from a device to the cloud (e.g., Google Drive, Dropbox)
- sharing and changing privacy settings
- identifying privacy setting concerns and consequences
- explaining the permanence of data published on the web
- converting file formats
- accessing and downloading files from the cloud.

## **FBLA Competitive Events and Activities Areas**

**Community Service Project (Middle Level)**

**Digital Citizenship**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 62**

**Research developments in IoT.**

### **Definition**

Research should include

- definition of *IoT*
- uses of industrial and consumer IoT (e.g., automation, transportation, health care)
- discussion of privacy and security issues.

Research should incorporate resources, including industry publications, that examine and explain the following questions:

- What is IoT?
- What is the purpose of IoT?
- Who is using IoT?
- What are the advantages and disadvantages of IoT?
- What are applications that use IoT?
- What are security and privacy concerns related to IoT?

## **FBLA Competitive Events and Activities Areas**

### **Critical Thinking**

### **Digital Citizenship**

### **Introduction to Computer Science & Coding**

### **Multimedia & Website Development**

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# **Applying Digital Literacy Skills**

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## **Task Number 63**

### **Explain principles of digital citizenship.**

#### **Definition**

Explanation of principles of digital citizenship should include

- Internet etiquette (or netiquette)
- email etiquette

- social media guidelines
- text and messaging etiquette
- resource citation
- digital footprint.

## **FBLA Competitive Events and Activities Areas**

### **Critical Thinking**

### **Digital Citizenship**

### **Elevator Speech**

### **Introduction to Computer Science & Coding**

### **Multimedia & Website Development**

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## **Task Number 64**

### **Use search strategies on the Internet.**

#### **Definition**

Use should include

- defining terms
  - *plagiarism*
  - *citation*
  - *acceptable use*
  - *copyright*
  - *digital footprint*
  - *bias*
- searching for and evaluating information
- searching safely
- identifying the origin of information
- determining the veracity of sources
- identifying bias
- citing resources.

## **FBLA Competitive Events and Activities Areas**

### **Community Service Project (Middle Level)**

**Critical Thinking**

**Digital Citizenship**

**Elevator Speech**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 65**

### **Navigate the Internet.**

#### **Definition**

Navigation should include

- entering URLs
- locating websites
- finding a news story
- checking the weather
- conducting searches
- accessing information (e.g., research material, news)
- opening, closing, and managing multiple windows or tabs
- adding bookmarks or shortcuts.

#### **FBLA Competitive Events and Activities Areas**

##### **Community Service Project (Middle Level)**

**Critical Thinking**

**Digital Citizenship**

**Elevator Speech**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 66**

### **Manage an online account.**

#### **Definition**

Management includes controlling

- settings
- privacy
- passwords
- preferences (e.g., notifications).

#### **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Community Service Project (Middle Level)**

**Critical Thinking**

**Digital Citizenship**

**Elevator Speech**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Preparing for a Career**

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### **Task Number 67**

**Research the use of digital technology in careers within the sixteen career clusters.**

## **Definition**

Research should identify careers in the following clusters:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio-visual (A/V) Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

## **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Critical Thinking**

**Digital Citizenship**

**Introduction to Computer Science & Coding**

**Multimedia & Website Development**

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## **Task Number 68**

**Identify personal interests, aptitudes, and attitudes found in successful students and professionals.**

**Definition**

Identification could include

- making a self-inventory of interests, aptitudes, and attitudes, using a personality sorter
- using a credible personality model, such as the Myers-Briggs typological approach
- identifying characteristics of a successful employee.

## **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Critical Thinking**

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## **Task Number 69**

### **Develop a career plan.**

#### **Definition**

Development of a plan should include identifying a specific job and researching

- job opportunities and stability
- labor market data
- knowledge and skill requirements.

## **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Critical Thinking**

**Elevator Speech**

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## **Task Number 70**

## **Identify the importance of social media in the job-acquisition process.**

### **Definition**

Identification should include the use of social media to identify job availability and to screen individuals for colleges, businesses, and scholarships. Identification should include privacy concerns and the permanence of data when using social media and the Internet.

### **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Critical Thinking**

**Digital Citizenship**

**Multimedia & Website Development**

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## **Task Number 71**

### **Develop a digital portfolio.**

#### **Definition**

Development may include the compilation of electronic files representative of a student's work and activities.

### **FBLA Competitive Events and Activities Areas**

**Business Etiquette**

**Career Exploration**

**Critical Thinking**

**Digital Citizenship**

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## Task Number 72

### Identify potential employment barriers for nontraditional groups and ways to overcome the barriers.

#### Process/Skill Questions

Identification of barriers should include discrimination in hiring or promoting practices due to

- gender
- ethnicity
- age.

Identification of ways to overcome barriers should include

- scholarships
- job-training programs
- mentorships
- minority-assistance programs.

#### FBLA Competitive Events and Activities Areas

Business Etiquette

Career Exploration

Critical Thinking

Digital Citizenship

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## SOL Correlation by Task

31	Apply ergonomic guidelines for safe computer use.	
32	Identify ergonomic hazards in the workplace.	English: 6.4, 7.4, 8.4
33	Key alphabetic, numeric, and symbolic information, using a touch system.	
34	Use keyboarding techniques to improve typing speed and accuracy.	
35	Research developments in relevant and emerging technologies.	English: 6.9, 7.9, 8.9

		History and Social Science: WG.17
36	Identify technologies, tools, and applications and their uses for lifelong learning.	
37	Explain the functions of computing systems.	English: 6.6, 7.6, 8.6
38	Demonstrate booting, accessing, and exiting an OS and applications.	
39	Manipulate data, software, and OS.	
40	Use file-management techniques to manipulate and organize folders and files.	
41	Edit copy.	English: 6.8, 7.8, 8.8
42	Collaborate using web-based resources.	English: 6.1, 6.2, 6.3, 6.8, 7.1, 7.2, 7.3, 7.8, 8.2, 8.3, 8.8
43	Format documents.	
44	Format tables, graphs, and charts.	English: 6.4, 7.4, 8.4
45	Create a spreadsheet.	Mathematics: 7.11, 8.14
46	Format addresses on labels and envelopes.	
47	Incorporate graphic elements in documents.	English: 6.3, 7.3, 8.3
48	Create a multimedia presentation.	
49	Troubleshoot computer input/output problems.	
50	Use verbal-input applications.	English: 6.3, 7.3, 8.3
51	Digitize content.	
52	Identify the components and functions of a digital input device.	
53	Create digital images.	English: 6.8, 7.8, 8.8
54	Create digital art.	
55	Create a video.	English: 6.6, 6.8, 7.6, 7.8, 8.6, 8.8
56	Insert video into an application.	English: 6.8, 7.8, 8.8
57	Create audio narrations or voice-overs.	English: 6.8, 7.8, 8.8
58	Use applications on standard mobile devices.	English: 6.7, 6.8, 7.7, 7.8, 8.7, 8.8
59	Explain cloud computing.	English: 6.1, 6.4, 6.6, 7.1, 7.4, 7.6, 8.1, 8.4, 8.6
60	Research developments in cloud computing.	English: 6.9, 7.9, 8.9
61	Save data to the cloud, so it will be accessible from a personal computer (PC), file-hosting service, smartphone, and other devices.	English: 6.6, 7.6, 8.6  History and Social Science: WG.17
62	Research developments in IoT.	English: 6.4, 6.9, 7.4, 7.9, 8.4, 8.9
63	Explain principles of digital citizenship.	English: 6.6, 7.6, 8.6  History and Social Science: WG.17

64	Use search strategies on the Internet.	English: 6.4, 6.6, 6.9, 7.4, 7.6, 7.9, 8.4, 8.6, 8.9  History and Social Science: WG.17
65	Navigate the Internet.	History and Social Science: WG.17
66	Manage an online account.	
67	Research the use of digital technology in careers within the sixteen career clusters.	English: 6.9, 7.9, 8.9  History and Social Science: WG.17
68	Identify personal interests, aptitudes, and attitudes found in successful students and professionals.	English: 6.6, 7.6, 8.6
69	Develop a career plan.	English: 6.6, 6.9, 7.6, 7.9, 8.6, 8.9
70	Identify the importance of social media in the job-acquisition process.	English: 6.3, 6.6, 7.3, 7.6, 8.3, 8.6
71	Develop a digital portfolio.	English: 6.1, 7.1, 8.2
72	Identify potential employment barriers for nontraditional groups and ways to overcome the barriers.	English: 6.6, 7.6, 8.6

## Teacher Resources

### Instructional Scenarios

The following instructional scenarios provide classroom activities to support the major concepts included in Digital Technology Foundations.

- [Cloud Computing](#)  
Duty/Concept Area: Exploring Mobile Devices, Cloud Computing, and the Internet of Things (IoT)  
Students are tasked with organizing a work conference to discuss a company’s recent successes and future plans.
- [What is Your Digital Footprint?](#)  
Duty/Concept Area: Applying Digital Literacy Skills  
Students will make a record of their online activities using their own digital footprint, calculate their media usage, and reflect on their findings.
- [Internet Etiquette](#)  
Duty/Concept Area: Applying Digital Literacy Skills  
Students are tasked with creating Internet etiquette guidelines for a family.

- [Work Smarter Not Harder with Internet of Things \(IoT\)](#)  
Duty/Concept Area: Exploring the Digital Technologies Mix  
Students help local businesses understand the importance of IoT by presenting ways a business and/or customers can benefit from using smart technologies.
- [Managing Files for Organization and Productivity](#)  
Duty/Concept Area: Practicing Digital Skills  
Students are tasked with organizing and creating a file management system.
- [Creating a Menu Using Digital Art](#)  
Duty/Concept Area: Exploring Mobile Devices, Cloud Computing, and the Internet of Things (IoT)  
Students are tasked with creating a menu that will be published online and printed for distribution throughout the school.
- [Minute to Sell It](#)  
Duty/Concept Area: Using Digital Tools and Resources  
Students are tasked with creating a video for the hottest new technology of the year and advertise it.
- [Multimedia Presentation: Workplace Readiness Skills](#)  
Duty/Concept Area: Practicing Digital Skills  
Students are tasked with creating a multimedia presentation displaying the Workplace Readiness Skills, including images, definitions, and an example to show comprehension.
- [Develop and Organize a Digital Portfolio](#)  
Duty/Concept Areas: Using Digital Tools and Resources  
Practicing Digital Skills  
Preparing for a Career  
Students are tasked with creating a digital portfolio providing examples of work to post online and share with a future employer (teacher).
- [Create a Video](#)  
Duty/Concept Areas: Using Digital Tools and Resources  
Practicing Digital Skills  
Preparing for a Career  
Students are tasked with introducing your new department head to the rest of the employees in this business scenario. The introduction will be recorded and placed on the department website for all employees to access.
- [Who Wants to Start a YouTube Channel?](#)  
Duty/Concept Areas: Preparing for a Career  
Students are tasked with creating a digital portfolio with a résumé, a LinkedIn profile, school transcripts, teacher or employer recommendations, at least two samples of video work, and a letter of interest.

# **Cyber Security and Cyber Forensics Infusion Units**

Cyber Security and Cyber Forensics Infusion Units (CYBR) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in personal and professional cyber security skills. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion.

# **Entrepreneurship Infusion Units**

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

# Appendix: Credentials and Career Cluster Information

**Industry Credentials: Only apply to 36-week courses**

- College and Work Readiness Assessment (CWRA+)
- Workplace Readiness Skills for the Commonwealth Examination

<b>Career Cluster: Arts, Audio/Video Technology and Communications</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Printing Technology</b>	<b>Desktop Publisher Job Printer Prepress Technician Press Operator Production, Planning, Expediting Clerk</b>

<b>Career Cluster: Business Management and Administration</b>	
<b>Pathway</b>	<b>sOccupation</b>
<b>Administrative Support</b>	<b>Administrative Assistant Computer Operator Court Reporter Data Entry Specialist Medical Transcriptionist Receptionist</b>
<b>Business Information Management</b>	<b>Administrative Assistant</b>
<b>General Management</b>	<b>Administrative Assistant</b>
<b>Human Resources Management</b>	<b>Administrative Assistant</b>

<b>Career Cluster: Information Technology</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Information Support and Services</b>	<b>Administrative Assistant Computer Support Specialist Customer Service Representative Maintenance Technician Technical Writer</b>

<b>Career Cluster: Science, Technology, Engineering and Mathematics</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Engineering and Technology</b>	<b>Computer Hardware Engineer</b> <b>Computer Programmer</b> <b>Computer Software Engineer</b> <b>Network and Computer Systems Administrator</b> <b>Network Systems and Data Communication Analyst</b> <b>Production, Planning, Expediting Clerk</b> <b>Project Manager</b> <b>Stockroom, Warehouse, or Storage Yard Stock Clerk</b> <b>Technical Writer</b> <b>Telecommunications Specialist</b> <b>Transportation Manager</b>