

# Digital Technology Foundations (6160, 6161)

## 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.”