**Term 1: Stage 2: Year 3**

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| **NSW Syllabus for the Australian Curriculum-Stage 2** | **Objective** | **ICT Capability Learning Continuum-Level 3** |
| Discuss issues related to the responsible use of digital communication | Writing & representing 1 | **Ethics & Cybersafety**  **Recognise intellectual property:**  acknowledge when they use digital products created by someone else & start to indicate the source  **Apply digital information security** **practices:**  independently apply standard guidelines & techniques for particular digital systems to secure digital information  **Apply personal security protocols:**  apply standard guidelines & take action to avoid the common dangers to personal security when using ICT & apply appropriate basic social protocols when using ICT to communicate with unknown audiences |
| Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements *(ACELY1685, ACELY1697)* | Handwriting & using digital technologies | **Managing/Operating**  **Select & use software & hardware:**  identify & independently operate a range of devices, software functions & commands, taking into consideration ergonomics when operating appropriate ICT systems & seek solutions when encountering a problem  **Manage digital data:**  manage & maintain digital data using common methods  **Communicating**  **Collaborate, share & exchange:**  use appropriate ICT tools safely to share & exchange information with appropriate known audiences  **Creating**  **Generate solutions to challenges & learning area tasks:**  create & modifysimple digital solutions, creative outputs or data representation/transformation for particular purposes |
| Identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images | Reading & viewing 2 | Managing/Operating  Communicating  Creating |
| Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences | Thinking imaginatively, creatively & interpretively | Communicating  Creating |
| Use digital technologies to create designs by copying, pasting, reflecting, translating and rotating common shapes (Communicating, Problem Solving) | Measurement & Geometry  (2 Dimensional Space 2) | Communicating  Creating |
| Use digital technologies involving maps, position and paths (Communicating) | Measurement & Geometry  (Position 1) | Communicating  Creating |

**Rings of Responsibility**

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| **Learning Intentions** | **ICT Skills** |
| **Overview:**  Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens.  **Key Question:**  What kinds of responsibilities does a good digital citizen have?  **Learning Objectives:**  Students will be able to:   * reflect upon their offline responsibilities * examine their online responsibilities * learn that good digital citizens are responsible and respectful   **Key Vocabulary:**  responsibility: an obligation or duty you have to yourself or others  community: a group of people with a common background or shared interests  digital citizen: a member of a worldwide community linked by the Internet | Students will:  \*open and save a PowerPoint document to their computer class folder  \*use a variety of skills to record their learning and activities  Title page: page 1:  \*design the heading-Digital Citizenship-using WordArt  \*import 3 images from the Internet of digital hardware/software/icons using Search Tools͢͢-Usage Rights-Labelled for Reuse pathway to ensure legal use  \*cite source of images-copy/paste URL  \*insert name & class  Digital Citizen-Key Vocabulary: page 2:  \*insert text boxes  \*format text box-shape outline, shape fill, shape effects  \*word process text-change font size, colour, style-use bold  Rings of Responsibility-Offline: page 3:  \*as for page 2  \*insert shapes-position concentric circles-change size, colour and outline of each  \*insert text boxes in circles without outline  Rings of Responsibility-Online: page 4:  \*insert and format text box for heading  \*insert table 2 columns x 11 rows  \*format design of table  \*change alignment of text for table headings  Summary: page 5:  \*as for page 2  \*import 3 images to represent-1 x self, 1 x friends/family, 1 x larger community  \*follow legal use pathway  \*cite source of images  Whole document:  \*add animations to text &/or images  \*add page transitions  **ASSESSMENT:**  **Content:**  Students will:  \*access the portal  \*open a message  \*click a link in the message  \*complete and submit an online test (google docs) to gauge understanding of content presented  **Skills:**  Each PowerPoint will be scored against a skills checklist |
| **Introduction:**  \*Discuss what happens when you drop a pebble into a bowl of water (concentric circles)  \*Ask ‘What do these circles remind you of?’ (a bull’s eye, Target logo, tree rings, dart board)  \*Explain that the circles remind me of the ‘Rings of Responsibility’  \*Project a ‘Rings of Responsibility’ graphic on the screen  \*Define the key vocabulary term ‘responsibility’  \*Explain that these rings show how one’s sense of responsibility grows, from the self to the larger community. Each ring represents a different person or group to which they have responsibilities |
| **Identify Offline Responsibilities:**  \*Introduce the ‘Rings of Responsibility’ by telling the students that they are going to explore some of the everyday responsibilities they have to themselves, their friends and family and to the larger community.   * **Self:** The centre ring has to do with the responsibilities students have to themselves, such as keeping themselves safe and healthy and protecting their reputations. * **Friends and Family:** The middle ring stands for responsibilities students have to their friends and family, such as helping with chores, attending their performances or just listening to them when they are having problems. * **Larger Community:** The outer ring stands for responsibilities to the larger community, from following rules at school to playing safely in the playground.   **\***Define the key vocabulary term ‘community’  \*Invite 3 students to form the centre of the Rings of Responsibility and provide an example for the question: **What responsibilities do you have to yourself?**  \*Invite 8 students to form a circle around the centre students and ask 3 to provide an example to the question: **What responsibilities do you have to your good friends and to your family?**  \*Invite the remainder of the class to form a circle around the already assembled students and ask 3 to provide an example to the question: **What responsibilities do you have to the larger community?**  \*Engage in further discussion about the responsibilities any student may wish to add to any of the ‘Rings of Responsibility’ |
| **Identify Online Responsibilities:**  \*Define the key vocabulary term ‘digital citizen’  \*Discuss that as digital citizens, students have responsibilities to themselves, their friends and family and the larger community in the online world  \*Explain that the students are going to listen to a series of statements regarding online responsibilities and they will identify whether the responsibility is to self, friends and family or the larger community  \*Review with the students that they are responsible for their own behaviour, whether it is in the offline world or in the digital (online) world. Reiterate that it is essential to take their responsibilities-online and offline- seriously because being responsible is crucial to being good members of the community and to becoming good digital citizens |
| **Closure:**  \*Ask   * What are the three Rings of Responsibility? Explain * What is one important responsibility you have in the online world? Why is this important? * Is there a responsibility that you have to others both online and offline? |