**Term 1: Stage 2: Year 4**

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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/OperatingCommunicatingCreating |
| Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences | Thinking imaginatively, creatively & interpretively | CommunicatingCreating |
| Use digital technologies to create designs by copying, pasting, reflecting, translating and rotating common shapes (Communicating, Problem Solving) | Measurement & Geometry(2 Dimensional Space 2) | CommunicatingCreating |
| Use digital technologies involving maps, position and paths (Communicating) | Measurement & Geometry(Position 1) | CommunicatingCreating |

**Digital Citizenship Pledge**

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| **Learning Intentions** | **ICT Skills** |
| **Overview:**Students will establish group norms to create a positive online community that promotes responsible and respectful digital behaviour. **Key Question:**How do you create a positive online community?**Learning Objectives:**Students will be able to:* establish expectations and norms related to appropriate online behaviour
* participate responsibly and respectfully in an online community (Smore)
* create a motto about digital citizenship to illustrate their commitment

**Key Vocabulary:**community: a group of people with a common background or shared interestsexpectation: something one looks forward to or assumes will occurdigital citizen: a member of a worldwide community linked by the Internetpledge: a promise, an oath, or a commitmentmotto: a phrase that summarises an organisations purpose or guiding principles | Students will:\*open and save a PowerPoint document to their computer class folder\*use a variety of skills to record their learning and activitiesTitle 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 & classDigital 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 boldHow to create a positive online pledge: page 3:\*as for page 2\*insert shapes-rectangles (or choice)-position to form a mindmap (key idea-centre; contributing factors branching off)\*insert arrows to show flow of information-change colour, thickness, length\*record motto and own idea of how to create a positive online communitySummary: page 5:\*as for page 2\*import 1 image to represent an online community\*follow legal use pathway\*cite source of imageWhole 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:**\*Define the key vocabulary term ‘community’\*Ask-**What are some communities that you are a part of?**\*Discuss how your class also constitutes a community\*Invite students to explain the key vocabulary term ‘expectation’, discuss then share the definition\*Ask-**What expectations do we have for being a part of a classroom community?** **Why do we want our communities to have these kinds of expectations?**\*Discuss how participants in a community (eg: your class) ought to agree on what’s appropriate and what’s expected to create a safe space (a shared set of norms and expectations) related to digital citizenship. In doing so, they will help build and maintain a culture of digital citizenship for online communities. |
| **Expectations Brainstorm:**\*Ask-**Are you part of any online communities? What kinds are you a part of?** **How are online communities different than offline communities? How are they similar?** **What are some examples of how you can be a good member of one of these communities?**\*Define the key vocabulary term ‘digital citizen’\*Explain that as members of online communities, your class is going to outline the kinds of expectations you all have for being a good digital citizen\*Divide the class into small groups of two or three students\*Instruct students to brainstorm for five minutes in their small groups about additional expectations that they feel are important for an online community. Have each individual student fill in the empty box on their mind map in their PowerPoint. |
| **Classroom Collaboration:**\*Define the key vocabulary word ‘motto’\*Instruct the students to break into their small groups again to spend five minutes brainstorming a motto for each student in the group.\*Share examples of popular mottos/slogans, such as Nike’s ‘Just do it’, Subway’s ‘Eat fresh’ and Apple’s ‘Think different’\*Reassemble and share the ideas brainstormed\*Return to individual PowerPoint and word process a preferred motto  |
| **Closure:**\*Ask* What is a pledge?
* What are you agreeing to when promise to follow your chosen motto?
* Why is your motto meaningful to you?
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