**Term 1: Stage 3: Year 5**

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| **NSW Syllabus for the Australian Curriculum-Stage 3** | **Objective** | **ICT Capability Learning Continuum-Level 4** |
| Recognise and discuss issues related to the responsible use of digital communication | Writing & representing | **Ethics & Cybersafety**  **Recognise intellectual property:**  identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions  **Apply digital information security** **practices:**  independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments  **Apply personal security protocols:**  identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted protocols when sharing information in online environments, taking into account different social and cultural contexts |
| Use a range of software, including word processing programs, learning new functions as required to create texts *(ACELY1707, ACELY1717)* | Writing & representing | Creating  Managing & Operating |
| Explain & justify responsible use of digital technologies | Reading & viewing | Ethics & Cybersafety |
| Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience *(ACELY1704, ACELY1714)* | Writing & representing | Creating  **Managing & Operating**  **Select and use hardware and software**  select from and safely operate a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions  **Manage digital data**  manage and maintain data on different storage mediums-locally & on networks |
| Record numerical data in a simple spreadsheet | Number & Algebra  (Addition & subtraction 1) | Communicating |
| Tabulate collected data, including numerical data, with and without the use of digital technologies such as spreadsheets | Statistics & Probability  (Data 1) | **Communicating**  **Collaborate, share & exchange**  select & use appropriate ICT tools safely to share and exchange information & to safely collaborate with others  **Investigating**  **Locate, generate & access data & information**  locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways  **Creating**  **Generate ideas, plans & processes**  use ICT effectively to record ideas, represent thinking and plan solutions  **Generate solutions to challenges and learning area tasks**  independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences or purposes |
| Explore how information and communication systems can be used to exchange ideas, collaborate with others, organise and present [data](http://syllabus.bos.nsw.edu.au/glossary/sci/data/?ajax), eg: a database, spreadsheet and multimedia designs | Knowledge and Understanding – Made Environment  Information | Communicating  Investigating  Creating |
| Explore a range of emerging information technologies and the ways that communicating with others has changed, eg: the use of video-conferencing, blogs and wikis | Knowledge and Understanding – Made Environment  Information | Communicating  Investigating  Creating |

**Super Digital Citizen**

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| **Learning Intentions** | **ICT Skills** |
| **Overview:**  Students explore what it means to be responsible and respectful to their offline and online communities as a step toward how to be good digital citizens. They create a digital storyboard to exhibit the qualities a good digital citizen will possess & use to solve a digital dilemma.  **Key Question:**  How can people help others to be good digital citizens?  **Learning Objectives:**  Students will be able to:   * compare & contrast their responsibilities to their offline and online communities * reflect on the characteristics that make someone an upstanding citizen * devise resolution to digital dilemmas (StoryboardThat)   **Key Vocabulary:**  citizen: a member of a community  digital citizen: someone who acts safely, responsibly and respectfully online  responsibility: a duty or obligation | 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  Internet Power: page 3:  \*as for page 2  \*insert and format text box for heading  \*insert table 2 columns x 4 rows  \*format design of table  \*change alignment of text for table headings  Create a Comic Strip: page 4:  \*as for page 2  \*highlight chosen scenario  \*correctly insert StoryboardThat URL as a link  Whole document:  \*add animations to text &/or images  \*add page transitions  **ASSESSMENT:**  **Content:**  Students will:  \*access StoryboardThat website  \*sign up as a member (free)  \*create their comic strip  \*save their completed comic strip  \*access the portal  \*navigate to email  \*open and compose a new message  \*add link of their comic strip in the email message and send to me  **Skills:**  Each PowerPoint will be scored against a skills checklist |
| **Introduction:**  \*Ask-**What kind of power does the Internet have?**  \*Guide discussion so that students recognise that the things we read, see and hear online can lead people to have all sorts of feelings (eg: happy, hurt, excited, angry, curious). So what we do and say online can be powerful. The Internet also allows us to learn about anything, talk to people at any time (no matter where they are in the world) and share our knowledge and creative projects with other people.  \*Define the key vocabulary term ‘digital citizen’  \*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?**  \*Create a three-column chart with the terms ‘Safe’, ‘Responsible’ and ‘Respectful’. Invite students to contribute words or phrases that describe how people can act safely, responsibly and respectfully online and then type in the appropriate column \*Display responses on screen for discussion and for recording in PowerPoint presentation |
| **Create a ‘Save the Day’ Hero Comic Strip:**  \*Explain to students that they are going to create a digital citizen character in StoryboardThat  \*Remind students of the qualities of a good digital citizen recorded in the table  \*Students will illustrate a problem in the digital world and how their ‘Save the Day’ hero helps to resolve that digital dilemma  \*Student choose one of the following scenarios to illustrate:   * someone cheats on an assignment for school by copying information from a website and saying they wrote it * someone uses someone else’s password to pretend to be that person online * someone says mean things online |
| **Closure:**  \*Ask   * What does it mean to be a digital citizen? * What kind of qualities did your ‘Save the Day’ hero possess? * What responsibilities to you have as a user of the Internet? |