**Term 1: Stage 3: Year 6**

|  |  |  |
| --- | --- | --- |
| **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 | CreatingManaging & 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 |
| Use comprehension strategies to interpret & analyse information and ideas, comparing content from a variety of textual sources including media and digital texts *(ACELY1703, ACELY1713)* | Reading & viewing | InvestigatingManaging & Operating |
| 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 | CommunicatingInvestigatingCreating |
| 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 | CommunicatingInvestigatingCreating |

**Digital Life 101**

|  |  |
| --- | --- |
| **Learning Intentions** | **ICT Skills** |
| **Overview:**Students are introduced to the 24/7 social nature of digital media and technologies and gain basic vocabulary and knowledge for discussing the media arena.Students watch the video ‘Digital Life 101’ which shows the 24/7 social nature of digital media – **a change from the media consumption culture of the past to the media interaction of today**. They then make similes about their digital lives and learn that because media connects us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly. This lesson also serves as an assessment baseline to gain a better understanding of students’ familiarity with digital media and vocabulary associated with digital life. **Key Question:**What is the place of digital media in our lives?**Learning Objectives:**Students will be able to:* learn about the 24/7 social nature of digital media
* explore their digital lives
* learn that it is important to act responsibly when carrying out relationships over digital media

**Key Vocabulary:**media: communication, including television, radio and newspapers, that often reaches and impacts a large audiencedigital media: electronic devices and media platforms such as computers, cell phones, the Internet, digital video, social networking sites, video games and virtual worlds that allow users to create, communicate and interact with one another or with the device or application itselfsimile: a literary device for comparing two unlike things | 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 & classContents: page 2:\*insert text boxes\*format text box-shape outline, shape fill, shape effects\*hyperlink each page of PowerPoint to the Contents pageDigital Citizen-Key Vocabulary: page 3:\*insert text boxes\*format text box-shape outline, shape fill, shape effects\*word process text-change font size, colour, style-use bold\*import 1 image from the Internet that represents the individual student’s digital life following the legal pathway & cite source\*hyperlink this image to <http://www.commonsensemedia.org/video/modal/2078096>\*record personal response to question posedComparison between Traditional & Digital Media: page 4:\*as for page 2\*insert and format text box for heading\*insert table 2 columns x 5 rows\*format design of table\*change alignment of text for table headings\*access website <http://www.animatedgif.net/barslines/barslines.shtml>\*navigate, choose and save animated barline gif\*upload gif to PowerPointConcept Map: page 5:\*as for page 2\*insert shapes-rectangles (or choice)-position to form a concept map (key topic for each shape)\*format each shape-shape fill, shape outline, shape effect, size\*insert text boxes inside shape with outline\*record simile\*import relevant image using legal pathway & cite sourceSummary: page 6:\*as for page 2\*import 1 image to represent your digital life\*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 terms ‘media’ and ‘digital media’\*Discuss the differences between digital media and traditional media, such as TV and radio and how digital media generally allows people opportunities for interactive communication-for creation and self-expression. Instant Messaging. for instance, is more ‘two way’ because people are talking with one another. Media such as TV and radio are more ‘one way’ because people generally do not interact with one another through these technologies. Innovations in digital media enable us to create, share and communicate in addition to consuming media.\*Ask-**What are examples of things you do with one-way media, such as, TV’s or radios?** **What are some of the ways that people communicate with or share with others over digital media?**  |
| **Watch Video:**\*Explain to students that they are going to watch a video about how digital media are a 24/7 part of our culture – that video game consoles and portable devices, such as, cell phones, seem to surround us. Remind students that the media lives of all kids and families are not the same. Some kids are allowed to use more digital media than others and some kids like these tools more than others.\*Show the video ‘Digital Life 101’ (The video touches on the different types of media and digital media that exist, the actions that people take with these technologies and even specific programs and applications)\*Ask-**What are some things you learned from the video?** |
| **Make a Concept Map:**\*Create a concept map (display on screen) that contains the following headings: ‘Types’ of digital media, ‘Actions’ students take with digital media, ‘Your Feelings’ about digital media and ‘Your Parents’ Feelings’ about digital media.\*Invite students to self-reflect and brainstorm about all four parts of the concept map.Encourage them to list items that are both general (eg: cell phones) and specific (eg: playing World of Warcraft) |
| **Create Similes:**\*Define the vocabulary term ‘simile’.\*Share the following examples to illustrate the difference there can be in students’ digital lives and how the simile reflects this:* someone who does not use much media at all might say that ‘My digital life is like a desert’ because there is little life there
* someone who uses a substantial amount of media might say that ‘My digital life is like a Little Athletics meet’ because he is exhausted at the end.

\*Display my example; ask students whether they can determine whether I do/do not use digital media extensively from reading my simile; elicit examples from students to gauge their understanding |
| **Closure:**\*Ask* What are digital media?
* What are two important characteristics of digital media?
* Why might people feel differently about their digital lives?
 |  |