Year 7 – Digital Technologies/Citizenship

2024 PROGRAM

NARROGIN SENIOR HIGH SCHOOL

Term 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Lesson 1** | | | **Lesson 2** | | | |
|  | **SCSA** Curriculum descriptors | **Topic** | **Objectives** | **SCSA** Curriculum descriptors | **Topic** | | **Objectives** |
| **1** | **Investigating and Defining**  Define and break down a given task, identifying the purpose | **Topic**  Get to know the teacher.  Expectations of class and computers.  Assessment outline | **LI:**  Understand the expectation of digital technologies in 2024.  **SC:**  Identify 2 assessments that will be conducted in 2024 DT. | **Investigating and Defining**  Define and break down a given task, identifying the purpose | | **Topic:**  Logging in and signing out correctly.  Treatment of devices.  Connect navigation.  Logging into compass.  Logging into emails. | **LI**  Explore the variety of uses that connect has at NSHS.  **SC**  Identify the different uses of connect, compass and emails. |
| **2** | **Investigating and defining**  Define and break down a given task, identifying the purpose | **Topic**  Email signature.  Email etiquette  Setting up files  Opening an attachment and saving documents.  Attaching documents | **LI**  Explore the capabilities of emails.  **SC:**  Identify how to attach a document to an email.  Create an email signature | *Catch up lesson?*  **Investigating and defining**  Define and break down a given task, identifying the purpose | | **Topic:**  All about me PowerPoint. | **LI:**  Explore the different functions of Microsoft PowerPoint.  **SC:**  Create a PowerPoint about myself. |
| **3** | **Representations of Data**  Define and break down a given task, identifying the purpose | **Topic**  Typing skills | **LI:**  Practice typing skills.  **SC**  Identify practices in typing to improve | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints | | GROK | **National Coding Challenge** |
| **4** | **Investigating and Defining**  Define and break down a given task, identifying the purpose | **Topic:**  Cyber Safety | **LI**  Explore and understand how to stay safe online  **SC**  Outline two ways to stay safe online. | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints | | **GROk** | **National Coding Challenge** |
| **5** | **Digital Systems**  Different types of networks, including wired, wireless and mobile networks Hardware components of a network | **Topic**  Digital systems  (wired, wireless and mobile) | **LI**  Explore the different types of networks and digital systems  **SC**  Identify the difference between the three main types of digital systems | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints | | **GROK** | **National Coding Challenge** |
| **6** | **Digital systems** represent text, image and audio data | **Topic**  Binary Code | **LI**  Explore the concept of Binary Codes  **SC**  Identify that ones and zeros form the basic code in computers | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints | | **GROK** | National Coding Challenge |
| **7** | **Collecting, managing and analysing data**  Explore how to acquire data from a range of digital sources Create information using relevant software, and create data to model objects and/or events **Evaluating**  Independently apply given contextual criteria to evaluate design processes and solutions | **Topic**  Using Microsoft Forms and Microsoft Excel | **LI**  Understand the purpose of a survey and how to conduct one on Microsoft forms.  **SC**  Identify two survey questions to ask. | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints | | GROK | National Coding Challenge |
| **8** | **Revision** | | | **Assessment 1 Online Test** | | | |
| **9** | **Assessment 2 (Survey and Graph)** | | | **Assessment 2 (Survey and Graph)** | | | |

Term 2

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weeks** | **Lesson 1** | | | | **Lesson 2** | | | |
| **1** | **Assessment 2**  **Survey and Graph** | | | | **Assessment 2 – Survey and Graph (Due)**  **Survey and Graph (Due)**  **Students who have finished can create and practice using One Drive** | | | |
| **2** | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Producing and Implementing**  Safely make solutions using a range of components, equipment and techniques | **Topic**  Choice Selection ie. If-then etc. | **LI**  Explore the role of choices in computing.  **SC**  Identify what choices can be made in computing, and the programs | | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Producing and Implementing**  Safely make solutions using a range of components, equipment and techniques | **Topic**  Choice Selection ie. If-then etc. | **LI**  Explore the role of choices in computing.  **SC**  Identify what choices can be made in computing, and the programs | |
| **3** | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Evaluating**  Independently apply given contextual criteria to evaluate design process and solutions | | Assessment 3  Interactive Kiosk | | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Evaluating**  Independently apply given contextual criteria to evaluate design process and solutions | | Assessment 3  Interactive Kiosk | |
| **4** | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Evaluating**  Independently apply given contextual criteria to evaluate design process and solutions | | Assessment 3  Interactive Kiosk | | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Evaluating**  Independently apply given contextual criteria to evaluate design process and solutions | | Assessment 3  Interactive Kiosk | |
| **5** | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Evaluating**  Independently apply given contextual criteria to evaluate design process and solutions | | Assessment 3  Interactive Kiosk | | **Digital Implementation**  Create digital solutions that include a user interface where choices can be made  **Evaluating**  Independently apply given contextual criteria to evaluate design process and solutions | | Assessment 3  Interactive Kiosk | |
| **6** | **Collecting managing and analysing data**  Explore how to acquire data from a range of digital sources | **Topic**  Different types of Audio and Visual files. | **LI**  Explore the different types of Audio Visual files.  **SC**  Identify the difference between an audio and visual file | | **Collecting managing and analysing data**  Explore how to acquire data from a range of digital sources | **Topic**  Downloading different file types and converting files | **LI**  Explore how to download and convert different Audio and Visual files  **SC**  Download an audio and a visual file.  Convert an MP3 to an MP4 file. | |
| **7** | **Representation of Data**  Digital systems represent text, image and audio data | **Topic**  Folly Artist case study | **LI**  Explore the role of folly artists  **SC**  Identify one industry where a folly artist would be used and outline their role. | | **Representation of Data**  Digital systems represent text, image and audio data | **Topic**  Folly Artist case study | **LI**  Explore the role of folly artists  **SC**  Identify one industry where a folly artist would be used and outline their role. | |
| **8** | **Collecting managing and analysing data**  Create information using relevant software, and create data to model objects and/or events  **Evaluating**  Independently apply given contextual criteria to evaluate design processes and solutions  **Designing**  Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology | | **Non Assessed Task**  Folly Artists and adding sound effects to clips. | | **Collecting managing and analysing data**  Create information using relevant software, and create data to model objects and/or events  **Evaluating**  Independently apply given contextual criteria to evaluate design processes and solutions  **Designing**  Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology | | **Non Assessed Task**  Folly Artists and adding sound effects to clips. | |
| **9** | **Collecting managing and analysing data**  Create information using relevant software, and create data to model objects and/or events  **Evaluating**  Independently apply given contextual criteria to evaluate design processes and solutions  **Designing**  Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology | | **Non Assessed Task**  Folly Artists and adding sound effects to clips. | | **Collecting managing and analysing data**  Create information using relevant software, and create data to model objects and/or events  **Evaluating**  Independently apply given contextual criteria to evaluate design processes and solutions  **Designing**  Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology | | **Non Assessed Task** Folly Artists and adding sound effects to clips. | |
| **10** | **Collecting managing and analysing data**  Create information using relevant software, and create data to model objects and/or events  **Evaluating**  Independently apply given contextual criteria to evaluate design processes and solutions  **Designing**  Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology | | | **Non Assessed Task**  Folly Artists and adding sound effects to clips. | **Collecting managing and analysing data**  Create information using relevant software, and create data to model objects and/or events  **Evaluating**  Independently apply given contextual criteria to evaluate design processes and solutions  **Designing**  Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology | | | **Non Assessed Task** Folly Artists and adding sound effects to clips. |
| **11** | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints | | | **Topic**  Scratch - Coding | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints | | **Topic**  Scratch - Coding | |