Year 9 – Digital Technologies

2024 PROGRAM

NARROGIN SENIOR HIGH SCHOOL

Term 1

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| **Week** | **Lesson 1** | | |
|  | **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. |
| **2** | **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.  Email signature.  Email etiquette  Setting up files  Opening an attachment and saving documents.  Attaching documents | **LI**  Explore the variety of uses that connect has at NSHS.  **SC**  Identify the different uses of connect, compass and emails. |
| **3** | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints |  | **National Coding Challenge**  **Week 1**  **Blokly or Python** |
| **4** | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints |  | **National Coding Challenge**  **Week 2**  **Blokly or Python** |
| **5** | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints |  | **National Coding Challenge**  **Week 3**  **Blokly or Python** |
| **6** | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints |  | **National Coding Challenge**  **Week 4**  **Blokly or Python** |
| **7** | **Investigating and defining**  Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints |  | **National Coding Challenge**  **Week 5**  **Blokly or Python** |
| **8** | **Collecting, Managing and Analysing Data**  Apply techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036) | **Topic:**  Cyber Safety | **LI**  Explore and understand how to stay safe online  **SC**  Outline two ways to stay safe online. |
| **9** | **Assessment 1** |  | **Test** |

Term 2

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| **1** | **Digital Implementation**  Create and communicate information collaboratively online, taking into account social contexts | **Topic**  Review from Term 1  Set up a One Drive account.  Saving to One Drive  Sharing with One Drive | **LI**  Review the topics covered in term 1.  Explore how to create a One Drive account  **SC**  Identify two things’ students learned in Term 1  Identify two uses for a One Drive account |
| **2** | **Collecting Managing and Analysing Data** Explore techniques for acquiring, storing and validating quantitative and qualitative data | **Topic:**  Securing and controlling data (encryption, firewalls, passwords, Mac filtering) | **LI:** Understand how methods like encryption, firewalls, passwords and MAC filtering can secure and control data.  **SC:** Define the terms: encryption, firewall, passwords, and MAC Filtering. Outline the difference between the terms  Explain the functions of encryption, passwords, firewalls and MAC filtering. |  |  |  |
| **3** | **Collecting Managing and Analysing Data** Explore techniques for acquiring, storing and validating quantitative and qualitative data | **Topic:** Securing and controlling data (encryption, firewalls, passwords, Mac filtering) | **LI:** Understand how methods like encryption, firewalls, passwords and MAC filtering can secure and control data.  **SC:** Define the terms: encryption, firewall, passwords, and MAC Filtering. Outline the difference between the terms  Explain the functions of encryption, passwords, firewalls and MAC filtering. |  |  |  |
| **4** | **Collecting Managing and Analysing Data** Explore techniques for acquiring, storing and validating quantitative and qualitative data | Topic: Common Security Threats & Cyber Safety | **LI:** Students explore common security threats such as DDOS, intrusion and back door attacks, as well as solutions to these cyber threats.  **SC:** Identify, define and outline common security threats. Describe different solutions to and ways to prevent these cyber attacks |  |  |  |
| **5** |  | **Assessment 2** | **Online Topic Test** |  |  |  |
| **6** | **Digital Implementation** Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing (ACTDIP040) | **Topic:**  HTML and WebSites | **LI:** Understand HTML and its functions  **SC**: Explain the function of HTML and provide an example where HTML may have been seen. |  |  |  |
| **7** | **Digital Implementation** Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing (ACTDIP040) | **Assessment 3** | **Web Design Task** |  |  |  |
| **8** | **Digital Implementation** Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing (ACTDIP040) | **Assessment 3** | **Web Design Task** |  |  |  |
| **9** | **Digital Implementation** Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing (ACTDIP040) | **Assessment 3** | **Web Design Task** |  |  |  |
| **10** | **Digital Implementation** Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing (ACTDIP040) | **Assessment 3** | **Web Design Task** |  |  |  |
| **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 | **Week 11 activities**  **Coding to create a virtual pet etc.** |  |  |  |