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| **Unit Topic: Hello World, this is Me!**  | **Length of Unit: 6 Weeks** | **Year Level: 2** |
| **CONTEXT****School:** This unit has been designed with consideration to suit the demographic, economic situation and locations of most schools. Throughout the implementation of this unit, classrooms will be required to have internet access, computers available for student uses and a projector screen or smart board. However, this unit is entirely adaptable to suit the needs and requirements of each school and students within the classroom, upon the teacher’s discretion. **Students:** This unit plan has been designed using the Australian Curriculum: Digital Technologies. Content descriptions are intended for the Foundation to Year Two age ranges, however this unit will place a direct focus on **Year Two** students. It is essential that students attain and grasp this knowledge within these early stages of schooling as the technological environment is forever-evolving. **Staff:** Staff teaching this unit are strongly advised to read the ‘background readings’ section of the website. This has been compiled to ensure educators understanding of each topic is sufficient to teach their students. It also minimises the chance for miscommunications or misconceptions that students may be exposed to. The integrated websites within the ‘background readings’ have been chosen as they contain resources, fact sheets and pre-made lesson plans available for teachers.  |
| **Stage 1 – Desired results**  |
| At the beginning of the unit, students will learn about and investigate various digital systems. Students will be using digital systems for transferring and capturing data. They will then be shown how to use a digital system to download and store information. Students will have opportunities to use digital cameras, school-supplied laptops/computers, a class blog and other technological devices. By the end of the unit, students should be able to use a digital device, such as a digital camera to take pictures of themselves and store this data to make a digital timeline. Furthermore, students will be storing information on their own class blog which will be facilitated throughout the entirety of the unit.  |
|  **Students will know that… (Constructing Knowledge objectives/SELECTED content descriptors from the syllabus)** * **Knowledge and Understanding (Assigned Content Description):** Recognise and explore digital systems (hardware and software components) for a purpose [**(ACTDIK001)**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIK001)
 | **Students will be able to… (Transforming objectives / SELECTED content descriptors from the syllabus)*** **Process and Production Skills:** Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments [**(ACTDIP006)**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP006)
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| **The aspects of the curriculum that has been integrated into this unit plan are as follows:** **The Cross-Curriculum Priorities integrated include:*** Aboriginal and Torres Strait Islander Histories and Cultures

**The General Capabilities integrated include:** * Ethical Understanding
* Literacy
* Critical and Creative Thinking
* Information and Communication Technology (ICT)

​**The Key Ideas integrated include:*** Safety
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| **Stage 2 – Assessment evidence**  |
| **Assessment Tasks** | **Criteria (from the syllabus)** |
| **Formative: Blog Like You Have Never Blogged Before!** *Task Name: This is my space!*Students are to use a digital class blog throughout the entirety of the unit. After each learning experience, students will be expected to independently upload their experience of each lesson, what they accomplished within the lesson, what they would like to know more about and how this learning can help them in their everyday life. Teachers will have full access of class blogs which will be displayed in one online environment for all students to see.   | **Year 2 Technologies standard elaborations: Applying, Making Connection, Working With, Exploring, Becoming Aware.** **Task Name: This is my Space!*** **Knowledge and Understanding: Digital Systems**
* **Process and Production Skills Dimension: Collaborating and Communicating**

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|  **Summative: Students Digital Timelines** *Task Name: Hello World! This is Me.* Students are to use combine their knowledge of using a digital system to download and store information (saving and retrieving data) and use a digital camera to take photos of their lives from birth to the current day. Students will create a digital timeline using Microsoft Word which displays a clear sequence of steps to share on the class blog. They will also identify ways in which digital systems are used to meet specific purposes within their post – for example, ‘we used a digital camera to take and store photos on a digital system’.  | **Year 2 Technologies standard elaborations: Applying, Making Connection, Working With, Exploring, Becoming Aware.** **Task Name: Hello World! This is Me.** * **Knowledge and Understanding: Digital Systems**
* **Process and Production Skills Dimension: Collecting, Managing and Analysing Data**
* **Process and Production Skills Dimension: Defining and Designing**
* **Process and Production Skills Dimension: Collaborating and Managing**
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| **Stage 3 – Learning plan** |
| **Learning Experience 1** | **Length: 2 Weeks**  | **Topic: Blog like you have never blogged before!** |
| **ACTIVITY (S):** **What will the students learn?** | **TEACHING STRATEGIES aligned to activities:****What will the teachers do?** | **General Capabilities Focus: Written in terms of what teachers will do** | Resources |
| **ICT** | **Optional Other** |
| **1 Lesson**Students will learn how to use their class blog and the process which must be undertaken to successfully post within the online environment.  | Teachers will introduce students to the interface of the class blog. Teachers will provide students with their log in details and will generate practice blog posts to ensure all students are aware of the processes and steps to successfully post in an online environment. Teachers will explain to students their **ethical responsibilities (General Capability)** while interacting in an online environment. **\*Differentiation\* - Students with lower abilities may sit with a teacher aide to ensure each step is followed and their blogs are functional\*.**  | Teachers will use the projector and interactive white board (IWB) to introduce the concept of class blogging.  | Ethical Understanding (ACARA, 2015) –The teacher will ensure students understand the values, rights and responsibilities that is expected of them while on the internet.  | * Interactive White Board
* Internet
* Pictures of various digital systems
* Class blog URL
* Students personal computers
* Student log-ins
* Projector Screen
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| **1 Lesson**Students will then start to investigate various digital systems and connect these with its intended uses. Students will consider the ways in which devices have evolved over time, thus altering its intended use – for example: smart watches. **Refer to background readings for the ‘What is Technology?’ Resource**  |  Teachers will then introduce students to various digital systems using an interactive game (refer to background readings section of website). Students will identify the intended uses of devices and ensure connections are made. Digital devices can be put into categories including communicating, recording information and recreational. Examples of devices include: mobile phones, televisions, computers and laptops, digital cameras, iPads and other tablets, iPods and music players, smart watches and consoles. Teachers will allow students time to complete their first blog post about their learning. **\*Differentiation\* - Students with high abilities may write a paragraph on their blog explaining the differences of each devices and include pictures from the Google Search function.**  | Teachers will use the project and interactive white board to display various digital systems. Teachers will allow students to use the touch interface and pen to categorise and write the intended uses of devices to reinforce understanding. Categories can include: communicating, record information and recreational.  |  Literacy (ACARA, 2015) – Students will use an online environment (class blog) to talk to peers and interact with others which explores and investigates learning area topics, students’ own thoughts while using specific terminology.  | * Interactive White Board
* Internet
* Class blog URL
* Students personal computers
* Student log-ins
* Projector Screen
* What is Technology? Video
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| **Learning Experience 2** | **Length: 2 Weeks**  | **Topic: Smile for the Camera!**  |
| **ACTIVITY (S):** **What will the students learn?** | **TEACHING STRATEGIES aligned to activities:****What will the teachers do?** | **General Capabilities Focus: Written in terms of what teachers will do** | Resources |
| **ICT** | **Optional Other** |
| **1 Lesson**Students will now start to use hands-on digital equipment for transferring and capturing data like cameras and other recording devices.  | Teachers will introduce students to the interface, functionality and aspects of digital cameras and other recording devices. The teacher will allow students to go into the playground and record student’s talents to celebrate success. Students will use laptops to upload their video to the class blog for the class to see.**\*Differentiation\* – Peer Learning Opportunity: Students with high abilities may be paired with lower ability students who can teach each other how to use the digital cameras.**  | Teachers will allow students to use digital cameras and other recording devices. Teachers will require students to use their class blog and upload the recorded data.  |   | * Internet
* Computer
* Camera
* Recording Devices
* Class Blog log in details
* Class blog URL
 |
| **1 Lesson**Students will complete a lesson on a component of safety and being safe online. Students will learn what is acceptable and unacceptable when on the internet and what websites should be viewed.**Refer to background readings section for the cyber safety resources.** **Safety – Key Idea** | The teacher will complete an aspect of online safety. Teachers will watch online YouTube clips (refer to background readings section of website) with students which expose students to the importance of being safe and having a positive online presence. Teachers will collaborate with students and identify strategies that can be used if an unknown person tries to contact students when online, either at home or at school. The teacher will discuss with students which websites should and should not be used. The teacher will allow students to write a post on their class blog about the importance of safety. **\*Differentiation\* - Lower ability may like to complete a role play of cyber safety principles, which can be recorded and uploaded to their class blogs. Higher ability students may like to create a cyber-safety poster including information they have learnt to promote awareness of its importance.**  | The teacher will use the projector screen and Interactive White Board (IWB) to play the YouTube clips. Students will then digitally write safety tips and ideas on the IWB. The teacher will also use this device to display websites that are child friendly and how to identify websites that are safe.  | Ethical Understanding (ACARA, 2015) –The teacher will ensure students understand the values, rights and responsibilities that is expected of them while on the internet. Key Idea: Safety (ACARA, 2015) – Students will identify and manage risks while online. They will also begin to understand cyber safety principles.  | * Internet
* Projector
* Interactive White Board
* YouTube clips
* Child friendly websites
* Class blog log-ins
* Class Blog URL
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| **Learning Experience 3** | **Length: 2 Weeks**  | **Topic: Now you see me!** |
| **ACTIVITY (S):** **What will the students learn?** | **TEACHING STRATEGIES aligned to activities:****What will the teachers do?** | **General Capabilities Focus: Written in terms of what teachers will do** | Resources |
| **ICT** | **Optional Other** |
| **2 Lessons**Students will bring in photographs of themselves from birth to the present day. Students will record this data and upload it to a digital system. An Aboriginal Elder will also be invited into the classroom to display their own family tree/timeline. **Cross-Curriculum Priority - Aboriginal and Torres Strait Islander Histories and Cultures**  | The teacher will ensure students have a large time frame to find suitable photographs for this task. The teacher will ask students to bring in photographs so in this lesson, they record this data and upload it to a digital system. Students will record on their class blog the processes in which they took to upload each photo and how they can use this function in their everyday lives. Students will be given the opportunity to listen to an Aboriginal Elder which will investigate their family tree with students. This will deepen students’ knowledge of Australia by engaging with the world’s oldest continuous living cultures (ACARA, 2015). By investigating these histories, students will understand that past and present Aboriginal cultures and communities are strong, resilient, rich and diverse (ACARA, 2015). Students will have the opportunity to ask questions and clarify information with the Aboriginal elder and will then blog about their learning.  | The teacher will use ICT with students to use recording devices and upload student’s photos. The timeline will be displayed using the classroom interactive whiteboard to ensure all students can see the information.  | Critical and Creative (ACARA, 2015) – Students will have the opportunity to “Pose questions, identify and clarify information and ideas, and then organise and process information” (ACARA, 2015). Posing questions for the Aboriginal Elder will help broaden students’ knowledge of what a completed timeline may look like and will also organise and process information within their blogs.  | * Computer
* Internet
* Student’s photos
* Digital camera
* Recording device
* Organised Aboriginal Elder
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| **2 Lessons**Students will now complete their final summative assessment task. They are to use their uploaded data from the last lesson and create a digital timeline of their lives using Microsoft Word. A correct sequence must be used. **Students will upload the final product to the class blog and describe ways in which digital systems are used to meet specific purposes within their post.**  | The teacher will go through students’ summative task step-by-step. They will also make students aware of the success criteria and what is expected of them within the task. The teacher will require students to use technology to find their uploaded data and create a digital timeline. The teacher will use a projector to explicitly show students how to create a digital timeline and supervise students within the assessment process. Students’ final products will be uploaded to the class blog and they must describe ways in which digital systems are used to meet specific purposes within their post. **\*Differentiation\* - Students with very low reading levels may have a teacher or teacher aide read the task sheet to them individually and check understanding of the task. They may also require more time to complete this task.**  | The teacher will allow students to use a personal laptop or computer to complete this summative assessment task. The teacher will use the interactive white board to show students how to create a timeline.  | Information and Communication Technology (ICT) (ACARA, 2015) -**Investigating with ICT** – Students will be locating, generating and accessing information for their assessment task**Creating with ICT** – Students will be generating ideas and plans to create their solutions  | * Student’s personal computer
* Assessment task sheet
* Timeline program
* Class blog URL
* Class blog log-ins
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