

YEAR 7 Human Technologies: Unit 3 - Technologies for Digital Citizenship

Achievement Standard:

In Year 7, students are introduced to the notion of human technologies as all aspects of their lives. Students become aware of technologies as material, physical, social, cognitive tools used to develop self – identity and foster personal growth in independent and collaborative endeavours. The concept of a growth mindset is the vehicle for helping students develop personal goals and to see thinking as a learnt technology that helps them to thrive. Students are explicitly taught collaborative behaviours linked to 21st Century Skills. **They learn the processes and skills required to approach challenges with others in effective and productive ways by maximising personal and group strengths. They are tasked to think critically by generating and defending claims when exploring community and global issues.** During the first year of the course, students are challenged to view themselves as collaborative and self-aware Global Citizens who are well equipped to force positive change.

Unit Specific Information

We are learning to develop the skills and knowledge required to consume, evaluate and use digital technologies effectively.

Students will learn to participate in digital and global communities in positive and productive ways. Students will explore issues relevant to privacy and access, and some of the social issues that stem from ineffective use of digital technologies. They will delve into how technologies can have long lasting social impacts. Through a focus on the ethical use of technologies, students will ensure their interactions advantage themselves and others.

Guiding Questions:

- Who is a Digital Citizen?
- What are the advantages and disadvantages of digital environments?
- What technologies can we use to engage in ethical and critical thinking when we are online and offline?
- How can we effectively consume, evaluate and use digital technologies to advantage and influence others [individuals, groups and communities]?

Assessment Details:

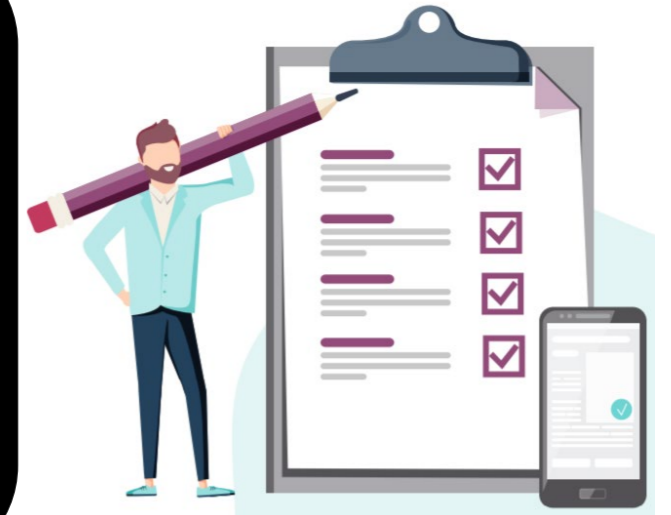
Skills: Designing, creating, problem solving

Students develop a prototype for an application that encourages Digital Citizenship by promoting awareness, effective online communication and prompts users to think critically and ethically. Ideas for the application should acknowledge and address potential problems that may disadvantage users.

Exemplar based around something that is helpful, or big picture, real life bullying. Conflict resolution, keep my friends.

Conditions:

Individual, 4 weeks, App design and Reflective Evaluation (250-300 words)

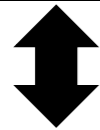


READING / VIEWING/ LISTENING:

Core Text 1: _____
Core text 2: _____

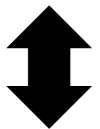
COMPREHENSION SKILL FOCUS:

Determining Importance
Concept Map/Power Note



THINKING:

Explain
Create
Interpret



WRITTEN TEXT

Design Brief Evaluation:
spelling and grammar disabled

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Elaborating clauses.

Priority Standards			
	Thinking Routines - Cognitive	Thinking Routines - Creative	Communication
3	I can use thinking routines to analyse and evaluate information from a range of sources to create solutions [application prototype].	I can use thinking routines to analyse and evaluate information from a range of sources to create solutions [application prototype].	I can communicate meaning effectively, influence audiences and provide an ideal user experience.
2	Application of known thinking routines in demonstrating Cognitive Strategies to: <ul style="list-style-type: none"> • analyse • evaluate. 	Application of known thinking routines to demonstrate Creative Thinking strategies by using design principles of: <ul style="list-style-type: none"> • Contrast • Alignment • Repetition • Proximity 	Use of appropriate protocols Application of appropriate verbal and written communication to communicate meaning. Application of spelling, grammar and sentence structure that conveys the intended meaning.

