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| --- | --- | --- | --- |
| **Lesson content focus** | **Teaching and learning sequence week by week overview**  **60-minute lessons approximately** | **Resources** | **Differentiation**  **This will differ for unique student’s needs.**  **Some suggestions are listed to adopt within the 5 week teaching duration.** |
| **Lesson 1**  -Introduce unit and assessment.  -Gauge prior knowledge of the content focus and Introduce Internet safety and digital systems. | -Explain, display maintain classroom school rules and behaviour expectations. Ask learners to share them.  -Engage learners by Introducing the Digital Technology 5-week unit through explicit explanations and guided discussions of the **learning focus, aims, purposes** and the **assessment task.**  **-Explain unit content learning focus aims**- to develop knowledge and understandings of common digital systems and how they connect to transmit data. Understand, develop and apply digital practices to design, create and commence a personal blog about their school gardens.    -**Explain learning unit purpose-** To develop and enhance learners Digital Technologies knowledge and understandings and processes and production skills. This aims to future-proof learners with crucial digital technological knowledge and skills to prosper in society. Encourage and support application of this knowledge to successfully complete the assessment task. This will occur through real-world content related learning experiences and tasks.  -Articulate task **assessment** aims, purpose and task requirements by reading aloud and displaying on the interactive white-board (IWB) the culminating unit assessment task.  Gauge student’s understandings, answer questions and clarify misconceptions.  -Provide all leaners an assessment task sheet to glue in and ensure all parents/caregivers receive this task sheet by email.  -Ascertain, question and expand upon prior knowledge of content words ‘digital’, ‘system’ ‘data’.  -Encourage researching these words and sharing of definitions and uses. Use own/class i-pads if applicable or with a dictionary.  -Explicitly explain how digital systems work together to achieve a desired outcome.  - Describe IWB and classroom resources as examples.  -Introduce clip as a visual/auditory mulit-modal learning clip about digital systems and their how they transmit data.  -Play learning clip [Understanding Operating Systems](https://www.youtube.com/watch?v=pTdSs8kQqSA)  - Peer-mediated learning through a Think, pair, share collaborative peer activity to then share with whole class highlighting understandings developed from the digital systems clip.    -Encourage (HOT) by questioning students discuss with whole class discussion understandings of types of digital systems that work together to achieve a solution.  -Encourage -Encourage higher order thinking (HOT) to consider and share with whole class ways people use digital systems in society.  -Introduce second learning clip that aims to deepen knowledge of how society utilises digital systems to achieve desired outcomes.  -Prompt students to consider what digital systems would be advantageous to aid development of their assessment task blog.  -Play learning clip  -Encourage reflective and critical thinking by instructing students to list or write sentences to describe some digital systems that may be useful to them when planning, creating and developing their own digital blog.    -Homework task encourage students to interview a caregiver if they have ever read or created a digital blog?  - Use your digital system if you have access to any to search what is a blog?    **General Capabilities**  Literacy  Information and Communication Technology (ICT) Capability  Critical and Creative Thinking  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  **Cross-Curriculum Priorities**  -Sustainability | -Class school rules behaviour visual poster. This should be displayed in your classroom; each school will have a different behaviour framework. If not available ask learners to verbalise them to you.  -Year 5 culminating assessment task for Digital Technology.  -Class set of I-pads, students own or a class set of dictionaries. (Depending of available resources).  -Laptop, internet connection,  Interactive white-board (IWB)  -Learning clip  [Understanding Operating Systems](https://www.youtube.com/watch?v=pTdSs8kQqSA) (2mins 10 secs)  -Learning clip  [Top 10 Reasons to Use Technology in Education](https://www.youtube.com/watch?v=mzi2RIt8_nk&index=23&list=PLgPgJ9N_j2WC-jZNQpkFsosDdlbnphS56) | **Content-**  -Modelling learning/ reading behaviours  -Conferencing learners  - Clear explicit content discussion through simplistic articulation of learning aims and purpose.  -Direct and organised content relevant teaching approaches, to avoid overwhelming learners. This also helps maintain and maximise on-task learning time and behaviours.  -Multi-levelled questioning  -Peer/small group learning    -Content has variety and depth to assist diverse learning levels.  -Partitioning learning into small manageable tasks for lower level or anxious learners.  -Multi-modal learning to support on-task behaviour, visual, auditory, learners.  -Researching options through digital or kinaesthetic modes.  **-Process**  -Independent and peer-mediated learning and tasks to support differing levels of needs and requirements.  -Monitor students continually and support those students who you observe need extra guidance through open-ended questioning.  -Promoting autonomy through independent thinking activities to consider own learning needs. Eg highlight assessment sheet to suit their own pertinent needs.  -Collaborative peer/paired discussions  -Multiple learning level groups to promote peer-mentored learning.  -Utilise teacher aides’ and/or parent/caregiver if available to support learners who display needs for extra assistance throughout the learning tasks.  -Use of schools’ laptops with braille or larger keys for disabled learners.  -Utilise a voice to text dictation application for those students who have additional needs or who are English as a second language learners).  [Using-the-Speak-text-to-speech-feature](https://support.office.com/en-us/article/Using-the-Speak-text-to-speech-feature-459e7704-a76d-4fe2-ab48-189d6b83333c) (Microsoft, 2016)  [How to set up voice to text](https://www.youtube.com/watch?v=5abApZ9_mLI)  **Environment-**  -Quite learning spaces for those who require personal space  -Ample and bright learning spaces  -Temperature monitored rooms providing learning comfort.  -Maintain class noises are kept to a minimal and low volume to not overwhelm learners and to enable better thinking opportunities.  -Ensure all teachers /aides focus and reward good behaviour and develop a positive encouraging environment.  **Resources-**  -Laptops with braille or larger keys for disabled learners.  -Speech to text programs for learners with special needs.  **Assessment-**  -Students should be assesses in ongoing multiple ways throughout the learning unit, as well as culminating at the end of the unit.  -Moderation and modifications to the assessment rubric may need to occur to be responsive to unique learners. |
| **Lesson 2**  Re-visit prior knowledge on internet safety.  Introduce learners to digital blogging.  What is a digital blog?  What is a blogs purpose? | -Set and maintain behaviour expectations.  -Introduce lesson 2 content focus.  -Whole class discussion revisit previous lessons’ learning on digital systems.  -Ask students to volunteer their investigations from the homework task.  -Revisit, reread the assessment task sheet to familiarise task. Encourage highlighting important details pertinent to them individually.  - Revisit internet safety.  - Play multi-modal learning clip  follow the digital trail.  - Introduce blogging explicit instruction. Question students to check for understanding.  - Show students top 10 brilliant kid bloggers website.  -Encourage students to go back to this site at any time to assist them with their assessment task.  - Introduce a what I know, what I want to know? how does it help people? and what I’ve learnt (KWHL) table work-sheet titled What is a blog? This ascertains prior knowledge and promotes thinking for independent learning needs.  -Encourage students to complete the K and W sections of the table. This will stimulate thinking of their assessment task needs.  **General Capabilities :**  Literacy  Information and Communication Technology (ICT) Capability  Critical and Creative Thinking  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  **Cross-Curriculum Priorities**  - Sustainability | -Homework books  -Internet, (IWB)  [follow the digital trail](https://www.commonsensemedia.org/videos/follow-the-digital-trail)  [top 10 brilliant kid bloggers](http://kidsblogclub.com/top-10-brilliant-kid-bloggers/)  -(KWHL) Table |  |
| **Lesson 3**  Introduce and plan how to set up a personal blog? | -Reaffirm and maintain class/school behaviour and introduce lesson 3 focus.  -Question students to recap with learning and tasks occurred previous lesson to gauge understanding and to reinforce as a class where the task learning and production is at.  -Model and lead reading of blogging rules hand out and IWB display for whole class to follow and read and learn the  [Blogging Rules](http://teacher.scholastic.com/scholasticnews/teachers_guide/SNOnline.BloggingRules.pdf).  -Explain consistent use of whole class blogging program and set-up processes.  and procedures.  -Use IWB to visually demonstrate the entire step-by step procedures of how to set up WordPress website for a digital blog.  -Visually and verbally demonstrate the functions they can utilise in their own blogs. Question students to gauge their understandings.  -Take students around their school gardens for a 10- 15 minute walk to observe and take photos with I pads or class camera to include into their blog.  -Encourage students to write a list or brainstorm draft for blog set-up ideas in their technology book or digitally on their own i-pads in applicable using popplet app.  -Monitor student ideas, question to deepen understandings or clarify misconceptions and provide feedback to students.    -As a synthesising conclusion activity encourage students to continue to complete their (KWHL) table.  -Encourage some learners to volunteer what they recorded in their table.  **General Capabilities:**  Literacy  Information and Communication Technology (ICT) Capability  Critical and Creative Thinking  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  **Cross-Curriculum Priorities**  - Sustainability | [Blogging Rules](http://teacher.scholastic.com/scholasticnews/teachers_guide/SNOnline.BloggingRules.pdf)  <https://wordpress.com/>  <http://popplet.com/> |  |
| **Lesson 4**  Set up personal blog page | -Reaffirm behaviour management requirements.  -Recap learning from last lesson and communicate where the students are positioned within the unit of learning and task requirements.  -Introduce lesson 4 focus.  - Question student’s prior learning on creating a blog.  - remind students to ask for help unsure how to perform a set up task.  - Complete blog plans if needed.  -Commence assessment task to create personal digital blogs.  -Students will work independently on assessment task. Setting up blog page.  -Conclude learning by adding any extra learning to their (KWHL) table.  **General Capabilities**  Literacy  Numeracy  Information and Communication Technology (ICT) Capability  Critical and Creative Thinking  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  **Cross-Curriculum Priorities**  - Sustainability |  |  |
| **Lesson 5**  Assessment completed blog page and first entry on blog page. | - Reaffirm behaviour management requirements.  -Recap and revisit learning from the previous lesson.  -Introduce lesson focus and reaffirm what tasks are required for the final lesson with the unit.  -Students will finalise blog posts to be checked by a teacher or teacher aide before publishing final post.  -synthesise learning by completing final feedback into students (KWHL) table.  **General Capabilities**  Literacy  Numeracy  Information and Communication Technology (ICT) Capability  Critical and Creative Thinking  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  **Cross-Curriculum Priorities**  **-** Sustainability |  |  |

Quick link to inform and support differentiation of special needs of English as a second language learners who are challenged with utilising a laptop

[Using-the-Speak-text-to-speech-feature](https://support.office.com/en-us/article/Using-the-Speak-text-to-speech-feature-459e7704-a76d-4fe2-ab48-189d6b83333c)

[How to set up voice to text](https://www.youtube.com/watch?v=5abApZ9_mLI)

Quick links to inform and support teachers

[Australian Curriculum Technology](http://www.australiancurriculum.edu.au/technologies/introduction)

[Blogging Rules](http://teacher.scholastic.com/scholasticnews/teachers_guide/SNOnline.BloggingRules.pdf)

[follow the digital trail](https://www.commonsensemedia.org/videos/follow-the-digital-trail)

[top 10 brilliant kid bloggers](http://kidsblogclub.com/top-10-brilliant-kid-bloggers/)

[Understanding Operating Systems](https://www.youtube.com/watch?v=pTdSs8kQqSA)

<https://wordpress.com/>

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Scholastic. (2016, May 8th). Blogging Rules. Retrieved from Scholastic news: http://teacher.scholastic.com/scholasticnews/teachers\_guide/SNOnline.BloggingRules.pdf