

Time frame	Unit title	Key and Related Concepts	Global context and exploration	Statement of inquiry	Objective/Objective strands	ATL skills	Content
30 hours	Unit 1 - Living in a Digital World	Communication Perspective Resources	Personal and cultural expression: Products	Effective communication uses perspectives and resources to create appropriate products.	A, B, C, D: all strands	<p>*Self-management Organization skills Plan strategies and take action to achieve personal and academic goals</p> <p>*Research information literacy Understand and use technology systems</p>	<ul style="list-style-type: none"> • Create documents with different page layouts • Understand page breaks • View headers and footers • Insert page numbers in a document • Insert and format different types of graphics • Edit graphics by changing their brightness, colour and contrast • Set page margins and change orientation of a page • Creating and editing Newsletters, Brochures and Flyers • Creating and editing titles, title boxes and backgrounds in title boxes • Creating and editing text boxes, images, captions and photographs • Working with mailing addresses from Microsoft Publisher, and Access database • Working with colour schemes, styles and other features • Editing text in Microsoft Word and inserting into publications • Working with text overflow and text boxes in multiple pages • Publishing your publications • Prepare a storyboard • Design a slide using presentation software • Create a presentation / create slides using themes • Insert images in a slide • Insert sound and video clips in a slide • Understand slide transition effects • Create slides with transition effects • Understand the principles of animation • Add animation to text /images

30 hours	Unit 2 - Are you a good scratcher?	Development Ergonomics Function	Scientific and technical innovation: Processes and Solutions	Ergonomics requires function and development using processes and solutions.	A, B, C, D: all strands	<p>VIII. Critical thinking skills Analysing and evaluating issues and ideas</p> <ul style="list-style-type: none"> Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding Troubleshoot systems and applications <ul style="list-style-type: none"> *Self-Management Reflective skills Consider ATL skills development <ul style="list-style-type: none"> – What can I already do? – How can I share my skills to help peers who need more practice? – What will I work on next? 	<ul style="list-style-type: none"> Students are introduced to creative computing and Scratch, through sample projects and hands-on experiences. Students explore the arts by creating projects that include elements of music, design, drawing, and dance. The computational concepts of sequence and loops, and the computational practices of being iterative and incremental are highlighted. Students explore storytelling by creating projects that include characters, scenes, and narrative. The computational concepts of parallelism and events and the computational practices of reusing and remixing are highlighted. Students explore games by creating projects that define goals and rules. The computational concepts of conditionals, operators, and data, and the computational practices of testing and debugging are highlighted. Students develop independent projects by defining a project to work on, collaborating with others to improve the project, and presenting the project and its development process. The students are expected to research, design and create a game using a simple programming language. They will be guided towards the Scratch website to view existing projects. This should inspire them to create their own game. They will have to assess their final product in relation to the set objectives and design specifications as well as in terms of functionality.
30 hours	Unit 3 - Web Design and Digital media	Development Adaptation Resourcces	Personal and cultural expression: systems and institution	Proper adaptation and resources drive the development of systems and instittution	A, B, C, D: all strands	<p>Communication</p> <p>I. Communication skills Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> Use a variety of media to communicate with a range of audiences Share ideas with multiple audiences 	<ul style="list-style-type: none"> Students are introduced to problem solving and programming concepts. Students are introduced to “What Makes a good Website?”—concepts of web design. Students are introduced to www.w3schools.com website to learn about basic HTML tags. Students are asked to create simple webpages using the text editor Notepad. Students are introduced to Cascading Style Sheets. Students are asked to apply formatting in their already created HTML pages using CSS.

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