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**English**

**Text conventions**

Learners know and understand that all aspects of a text are connected and contribute to the intended meaning of the text (e.g. symbols, icons, images, language features, web addresses and web design features in online texts e.g. pop ups, security icons).

Learners are able to identify some of the characteristic features of posters, letters, advertisements, emails, webpages including security clues.

**Health & Physical Education**

**Individual and community health and safety**

HP 2.1 - Demonstrate ways in which health and well-being can be enhanced and maintained including investigating products, services and information (e.g. Discussing how to be a safe and responsible citizen online).

Respond appropriately to potentially dangerous situations (e.g. tell an adult, walk away, assertive response ; be aware of and identify potentially unsafe online situations).

**Learning Technology**

(S1) Learners uphold ICT protocols and demonstrate practices that protect one’s safety and respect the privacy and safety of others at various levels ranging from school to global contexts.

Advocate for and apply an appropriate code of conduct for safety and security when using the Internet for a specific purpose.

Discuss safe and secure conduct relating to security and privacy when using ICT for a specific purpose.

Identify and apply an appropriate code of conduct for responsible ICT use when using ICT for a specific purpose.
Curriculum Map (NT)
Band 2 - Year 3

(S2) Learners identify and value the intellectual property associated with learning technologies and demonstrate ethical principles.

Examine intellectual honesty and plagiarism associated with learning technologies and use strategies to avoid plagiarism; examine intellectual property, copyright and fair dealing provisions associated with learning technologies; comply with copyright laws and fair dealing provisions associated with learning technologies.

(S3) Learners critically analyse the place and potential impact ICT has on society

Examine how ICT affects the individual and societies in the past and present.

(R2) Learners critically evaluate, scan and select relevant information from electronic sources.

Evaluate credibility through simple checklists; participate in teacher-led discussion on the purpose of various web sites, eg personal, educational, propaganda, persuasion.

(O2) Learners efficiently use programs and systems.

Use correct terminology for computer programs and systems, eg application names.

(O3) Learners identify limitations and opportunities associated with using information communication technology in relation to needs.

Discuss limitations and opportunities associated with computer usage, with guidance; e.g. begin to recognise issues related to use of programs and downloading.

Studies of Society and the Environment

Soc 2.4 Values, beliefs and cultural diversity

Identify the processes used to pass on cultural customs and other value-based information within familiar social groups.

Identify some ways in which the media/ICT is part of our daily lives, (eg advertising, email [LT], social networking).