The student uses a range of strategies to think and learn

1.EA.4 Students have opportunities to use ICT as a tool for thinking and learning.

The student understands and applies the inquiry process

Assemble and evaluate information

2.EA.9 Students have opportunities to evaluate the accuracy, relevance, completeness and credibility of data and information and their sources (e.g. recognise evidence, opinion, bias and perspective; identify credentials of authors or websites).

2.EA.12 Students have opportunities to review their understanding in light of new information.
The student makes considered decisions

3.EA.3 Students have opportunities to identify and evaluate the influences of media and peers in relation to a recent decision.

3.EA.4 Students have opportunities to identify sources of information for making decisions about key aspects of their lives (e.g. school pathways, health behaviours).

3.EA.5 Students have opportunities to assess the impact and consequences of decisions they have already made to identify whether they will impact on their future choices.

3.EA.6 Students have opportunities to develop criteria to judge future decisions.

3.EA.8 Students have opportunities to predict possible benefits, consequences and risks relating to different decisions.

The student acts with integrity and regard for others

4.EA.1 Examine concepts such as ‘ethical’, ‘just’, ‘moral’ and ‘equal’.

4.EA.2 Students have opportunities to consider the ways in which character and reputation are developed.

4.EA.4 Students have opportunities to investigate real-life situations that require integrity and/or regard for others.

4.EA.6 Students have opportunities to consider a range of moral situations and ethical dilemmas in which there are several different positions to be considered.

The student uses Information and Communication Technologies effectively

Communicate and collaborate with ICT

6.EA.6 Communicate and interact using ICT with a range of local and global audiences.

11.LC.6 Students have opportunities to understand and learn about how particular perspectives may be heightened by including or excluding information.

6.EA.7 Students have opportunities to understand how ICT can be used to exchange ideas, collaborate, develop new learning and enhance relationships with individuals, groups or wider audiences.

6.EA.8 Students have opportunities to select different digital media, apply suitable or agreed communication conventions and protocols and develop their own image and identity or that of a group.

6.EA.9 Students have opportunities to acknowledge feedback and reflect on their use of ICT to communicate.

Operate ICT

6.EA.11 Students have opportunities to understand the main uses and processes of some input, output, processing and storage devices, and use the correct terminology to describe them.

6.EA.12 Students have opportunities to understand the advantages of managing personal ICT resources, customising interfaces and applying agreed processes for personal management of digital content.

6.EA.13 Students have opportunities to apply operational conventions and develop strategies for learning new ICT operations, recognising that there is often more than one way to perform tasks.
Use ICT ethically and safely

6.EA.14 Students have opportunities to apply codes of practice that respect individual rights and cultural difference when accessing and delivering information.

6.EA.15 Students have opportunities to recognise situations when ICT are used to bully or harass and know the actions to take if this occurs.

6.EA.16 Students have opportunities to acknowledge ownership of digital information and develop awareness of legislation surrounding digital theft and plagiarism.

6.EA.17 Students have opportunities to apply preventative strategies to secure and protect personal and digital information and to address health and safety issues when using ICT.

6.EA.18 Students have opportunities to evaluate how their use of ICT meets ethical and legal criteria.

6.EA.19 Students have opportunities to discuss the impact of ICT on the workplace and on society.

The student reads effectively

9.EA.4 Students have opportunities to understand and learn about how information texts can be constructed for more than one purpose (e.g. to report, present a point of view, create a market for more readers), how layout influences meaning and how aspects of subject matter may be selected to appeal to, and influence, different groups of readers.

9.EA.7 Students have opportunities to understand and learn about, read and interpret information and argument texts in printed and electronic formats that explore significant ideas and issues and may contain specialised language relating to different disciplines.

9.EA.10 Students have opportunities to compare information and ideas in different texts to identify different emphases and the influence of these on their own perceptions.

9.EA.13 Students have opportunities to scan printed and electronic resources to locate and synthesise information, including using hyperlinks to locate relevant parts of a non-linear electronic text.

9.EA.14 Use refined searches to locate printed and electronic texts for particular purposes, and evaluate the reliability of information sources found and their suitability for intended use.

The student critically interprets and creates texts

11.EA.1 Students have opportunities to understand and learn about the modes and purposes of different types of appropriate texts (e.g. books, newspapers, magazines, advertisements, films, television programs, CD-ROMS and websites).

11.EA.4 Students have opportunities to understand and learn about how the layout of print and web-based texts influences meaning.

11.EA.5 Students have opportunities to understand and learn about how visual (e.g. camera angles and shot types), non-verbal (e.g. gestures and facial expressions), spoken (e.g. voice qualities) and auditory techniques (e.g. music and sound effects) can be used to add meaning, interest, immediacy and authority to texts.

11.EA.9 Students have opportunities to understand and learn about the ways that media and ICT can influence public opinion.

11.EA.13 Students have opportunities to understand and learn about analyse how creators of texts include and omit ideas and information to portray characters, people, places and events in particular ways.
Curriculum Map (ACT)
Band of Development - Early Adolescence (Years 6-8)

The student takes action to promote health

Safety

12.EA.10 Students have opportunities to understand and learn about factors influencing risk-taking and possible consequences of risk behaviour.

12.EA.11 Students have opportunities to understand and learn about strategies to minimise harm (e.g. acquiring knowledge, safe attitudes, developing personal skills, identifying support networks).

12.EA.18 Students have opportunities to learn to identify risk factors and behaviours in real-life situations and identify and assess strategies to minimise harm (e.g. on the road, at a party, in water environments, as a passenger, being offered drugs).

12.EA.19 Students have opportunities to learn to recognise unsafe situations and make judgements about when it is necessary to seek help from others.

The student manages self and relationships

Personal identity

14.EA.4 Different forms of connectedness (e.g. with a place, personal, cultural, spiritual).

14.EA.9 The qualities of positive and respectful relationships.

14.EA.10 Students have opportunities to understand and learn about the dynamic nature of relationships.

14.EA.11 Students have opportunities to understand and learn about forms of abuse, bullying and harassment and their impact on relationships.

14.EA.16 Students have opportunities to learn to identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings.

14.EA.18 Students have opportunities to learn to recognise forms of bullying and harassment (including sexual harassment and homophobic bullying) and identify strategies for seeking help and support.