Curriculum Map (NT)
Band 4 - Grade 7

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English

Comprehension processes and strategies

Learners know and understand that thorough analysis and synthesis is the key to quality research, to understanding and responding to texts including electronic texts and media.

Learners are able to use more than one source of information when reading and viewing to gain information and develop an opinion on a topic (e.g. online media experiences, e-mail scams, online youth culture).

Learners are able to evaluate the reliability of one source of information by the quality of its evidence and its consistency with other trusted sources.

Health & Physical Education

HP 4.1 Individual and Community Health and Safety

Evaluate behaviours, situations and programs that recognise community health needs, including substance use and lifestyle choices, and explain their influence on personal and community safety and well-beings.

Assess the degree of risk associated with an activity or situation (e.g. poor diet, drink driving, smoking, nurturing online friendships) and propose a suitable response (e.g. participate in education or awareness programs).

Explain how taking risks can have future consequences and affect future judgments (e.g. disabilities, social stigma).

Discuss threatening situations that could occur at home, school, work, outdoors, online and compare responses.

Devise action plans to respond to peer group influence. (e.g. alcohol and other drugs, eating fast food, sharing images and thoughts online).

Identify positive and negative aspects of risk-taking and devise strategies to minimise harm. (e.g. online interactions).
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.

- Explain and apply appropriate codes of practice when using the Internet and ICT in local and global contexts.
- Analyse a variety of security and privacy risks associated with ICT and explain and apply safeguards for limiting exposure to these risks.
- Evaluate own and others’ codes of practice and advocate safe, secure and responsible ICT and Internet use.

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

- Explore the relationship between intellectual honesty, plagiarism, copyright laws, fair dealing provisions and the public domain and apply effective strategies for ethical use of intellectual property and copyright material associated with learning technologies in local and global contexts.
- Explain moral rights associated with learning technologies and comply with the Copyright Act pertaining to moral rights when using ICT in local and global contexts.
- Evaluate own and others’ ethical use of intellectual property and compliance with copyright laws and fair dealing provisions associated with learning technologies and advocate for standards.

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

- Analyse how ICT affects the individual and society in local and global contexts.

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

- Evaluate the authority and reliability of electronic sources; analyse multiple sets of information and reject low quality or unverifiable data.
- Recognise that not all websites are credible and that Universal Resource Locators (URL’s) can help determine validity of source based on the suffix or file extensions (eg ‘.gov’ means government resources, ‘.edu’ means educational or research sites, ‘.com’ means commercial sites).

(01) Learners independently operate computer equipment and associated peripherals.

- Practise acceptable network etiquette (e.g. log on and off procedures, file saving).

(03) Learners identify limitations and opportunities associated with using Information Communication Technology in relation to needs.

- Discuss and research potential damage associated with viruses.
- Decide and explain when it is appropriate to download files from the Internet, taking appropriate precautions.
- Take appropriate precautions when downloading and checking email.
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]).
- Compare and contrast ways of satisfying needs/wants of social groups and the role played by technology.

Soc 4.4 Values, Beliefs and Cultural Diversity

- Research and describe the diverse interpretations and reactions of individuals/groups to the impact of major events in Australia and how this cultural diversity contributes to the identity of a society.
- Examine and identify the role of media/ICT in representing or omitting a range of viewpoints.