Implementing the Digital Technologies curriculum is easy

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Digital Citizenship

Managing Files

Email

Word Processing

Printing

Typing

Locate Information

Graphic Design
Digital literacy requires that students can efficiently and securely manage digital data, as set out in the managing and operating element.

Digital citizenship is an acceptance and upholding of responsible behaviour online and falls under practising digital safety and wellbeing.

Word processing is a means of creating and exchanging content, as well as evidence of students being able to select and operate tools for authoring purposes.

Students are expected to use appropriate tools to create, communicate and collaborate, which includes the use of email to exchange information with appropriate audiences.

Typing is a skill that is fundamental to engaging with digital technologies. It is necessary to select and operate tools, and is a part of the National literacy progression.

Printing is a skill that enables the creating and exchanging of information, while also demonstrating evidence of being able to select and operate tools for an appropriate purpose.

Graphic design is a means of creating and exchanging information and thus a skill used across the curriculum.

Students are expected to locate information using search engine and other tools to demonstrate their research strategies.
Presentation tools are a means of creating and exchanging content, as well as evidence of students being able to select and operate tools for authoring purposes.

Multimedia is primarily a means of creating and exchanging content, and evidence of students being able to select and operate tools for authoring purposes.

Being able to visualise data is a key skill in data interpretation, one of the core concepts in Digital Technologies. It is a skill students should demonstrate in all learning areas and is represented in Digital Literacy in the interpret data sub element.

Students analyse information as a step in data interpretation, which is a core concept in Digital Technologies. It is represented in Digital Literacy in the interpret data sub element, and something students do in all learning areas.

Students need to learn the rules around ownership and use and demonstrate the application of these skills all the time in school. This is reflected in the respect intellectual property sub element in Digital Literacy.

Writing code, or computer programming, to create digital solutions is the main idea captured in the implementation core concept in Digital Technologies.

Students investigate how data is transmitted, secured and managed in networks in the Digital Technologies core concept of digital systems.

The breadth of cyber safety is expressed in practising digital safety and wellbeing in Digital Literacy.

The technical aspects of managing privacy and security are a core concept in Digital Technologies.
Computational Thinking
User Interface Design
Understanding Data
Cyber Security
Robotics
Algorithms
Data Acquisition
Abstraction
Evaluate Systems
An aspect of human-computer interaction (HCI) - a subset of the interactions core concept - that explores how we design interfaces for facilitating the effective and efficient use of digital systems by humans.

Robots provide students with a platform to practise their algorithm design skills (e.g. making a robot respond to its environment in a predictable way) and implement them in code to solve problems.

Problem-solving methods involving techniques and strategies that can be implemented by digital systems e.g. decomposing problems, identifying patterns in data, and designing and using algorithms to automate solutions.

Students trace, modify, design and represent algorithms in increasing complexity as they progress through the Digital Technologies curriculum. Algorithms are a core concept.

Robots provide students with a platform to practise their algorithm design skills (e.g. making a robot respond to its environment in a predictable way) and implement them in code to solve problems.

Students build their technical knowledge and skills in developing secure systems and practices in Digital Technologies through both the digital systems and security and privacy core concepts.

Students trace, modify, design and represent algorithms in increasing complexity as they progress through the Digital Technologies curriculum. Algorithms are a core concept.

Data acquisition is a core concept in Digital Technologies. Students acquire, store and validate data in Mathematics and Digital Technologies, with an emphasis on its modelling and representation in spreadsheets and databases in the later years of high school.

Abstraction underpins everything in Digital Technologies. It involves reducing complexity by hiding details so that the main idea, problem or solution to focus on a manageable number of aspects.

Data is a major thread of Digital Technologies. Students develop a deeper understanding of its representation, acquisition and interpretation at a more technical level than typically occurs in other learning areas.

Students evaluate their own and existing information systems with increasing complexity as they move through Digital Technologies. This is captured in the impact core concept.
Data representation is a core concept in Digital Technologies. It is concerned with how data is represented and structured symbolically for storage, use and communication, by people and in digital systems.