



## Year 9 Digital Technology – Responsive Programme for Learning 2024

*Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.*

*Don't paddle out of unison; our canoe will never reach the shore.*



Rangi Values	How will ākonga demonstrate these values in Yr 9 Digitech?	Rangi Graduate Dispositions	How will ākonga demonstrate these values in Yr 9 Digitech?	Culturally Empowering Pedagogy	Priority Learners	Literacy Foci/Numeracy Foci
<b>Respect/Whakaute</b>	By giving other students a fair opportunity to learn at their own speed and in a space that suits them. By listening, being compassionate and understanding other people's viewpoints and experiences.	<b>Be You</b>	By building their confidence through understanding and practice, and then stamping their own take on their learning.	<p><b>Intercultural Understanding:</b> Learners will develop an understanding of the cultures of their peers and how those cultures can inform and enrich their use of digital technology. They will learn to appreciate the diversity of cultural perspectives and practices and how they can contribute to the development of innovative solutions.</p> <p><b>Multicultural Collaboration:</b> Learners will work collaboratively with peers from different cultures to develop digital technology solutions that reflect their shared values and aspirations. They will learn to communicate effectively and respectfully across cultures and to adapt their approaches to meet the needs of diverse audiences.</p> <p><b>Cross-Cultural Creativity:</b> Learners will develop their creativity by drawing on diverse cultural influences to develop innovative solutions that reflect the cultural diversity of their peers. They will learn to integrate cultural themes, motifs, and designs into their digital technology projects.</p>	<p><b>Throughout the Yr 9 learning programme, the differentiated needs of learners will be met by:</b></p> <p>Providing multiple ways of accessing information, using a variety of instructional strategies.</p> <p>Scaffolding initial tasks to establish pathways to be followed.</p> <p>Providing ongoing feedback, encouragement and support to help learners stay on track and achieve their goals.</p>	<p><b>Our literacy learning goals throughout the Yr9 learning programme are:</b> To understand the vocabulary being used, both communicative and technical as appropriate for the area of learning.</p> <p><b>We will achieve this progress by:</b> Verbal checks of understanding with the teacher, and with classmates.</p>
<b>Aroha</b>	By encouraging other students, being kind, developing empathy By helping other students when and if the opportunity arises.	<b>Belong</b>	By communicating with other students and sharing their learning.			
<b>Enthusiasm &amp; Endeavour Rikarika &amp; Ngana</b>	By applying themselves fully throughout each task. By seeking advice, effective communication, managing themselves and their devices, and being a being resilient and flexible learner. By being positive, curious about the world and its people, being open-minded to new ideas and activities.	<b>Be The Change</b>	By having the courage (built through confidence), to try new skills and ways of learning.			
<b>Generosity of Spirit Manaakitanga</b>	By sharing their learned knowledge with other students, and helping them when asked. By responding positively to challenges and new situations.	<b>Be Your Best</b>	By pushing themselves beyond their expectations and those of the teacher.			
<b>Integrity/Tika</b>	By working to the best of their ability, at a speed suitable for their effective learning, and being honest about any challenges they might be having. By always presenting your own work, showing resilience, and persevering when things get tough, standing strong to your values and beliefs.					

Understand/ Kia Mārama	Know/ kia mōhio	Do/kia mahi
Students will <b>understand WHY</b> they are undertaking the learning in any unit of work.	Students will <b>know WHAT</b> skills/thinking will be required in any unit of work.	Students will apply themselves to putting into practice the skills and thinking being introduced.

Learning Focus/Whainga	Learning Activities / Mahi
<b>Systems and device operation</b>	<ul style="list-style-type: none"> <li>• Setup OneDrive and folders for subjects</li> <li>• Good practice of file naming conventions and saving procedure</li> <li>• Download software and create accounts for digital learning tools needed for later learning</li> <li>• Setup the digital portfolio in the Adobe Express</li> </ul>
<b>3D modelling and printing</b>	<ul style="list-style-type: none"> <li>• Understanding of geometry: using a block-based program to create 3D models, understanding the geometric concepts including angles, lines, shapes and dimensions. This knowledge will enable learners to create accurate and complex 3D models.</li> <li>• Proficiency in BlocksCAD software: students will develop proficiency in creating 3D models using BlocksCAD, manipulating shapes and using programming logic to create designs.</li> <li>• Problem-solving skills: this process includes analysing the problem, breaking it down into manageable steps, and using trial and error to find solutions.</li> </ul>
<b>Images manipulation</b>	<ul style="list-style-type: none"> <li>• Understanding of image editing tools: learning how to use a wide range of image editing tools. Students will develop proficiency in using tools such as selection, cropping, and layers to enhance or modify digital images.</li> <li>• Proficiency in Adobe Photoshop: students will develop proficiency in using the software interface, menu commands, and keyboard shortcuts to work efficiently and effectively.</li> <li>• Creative thinking: Using creative thinking and problem-solving skills to achieve the desired results. This process includes analyzing the image, identifying areas for modification, and experimenting with different editing techniques to achieve the desired outcome.</li> </ul>
<b>Programming with Python Turtle</b>	<ul style="list-style-type: none"> <li>• Understanding of programming concepts: using programming concepts such as sequence, variables, and loops. Students will develop proficiency in using these concepts to create algorithms that draw shapes and patterns.</li> <li>• Proficiency in Python Turtle library: using the library's functions to control the turtle's movement, change its direction, and draw shapes and patterns on the screen.</li> <li>• Problem-solving skills: This process includes analyzing a problem, breaking it down into manageable steps and using trial and error to find solutions. These skills can be applied to a wide range of programming tasks beyond Python Turtle.</li> </ul>
<b>Digital portfolio</b>	<ul style="list-style-type: none"> <li>• Students will develop proficiency in using Adobe Express to create visually appealing and professional-looking portfolios.</li> <li>• Students will develop proficiency in selecting and arranging portfolios to present their skills, achievements, and experiences in a term's learning.</li> </ul>