Digital Technologies Catalogue Term 1 2020

Year 11 : NZC Level 6 : NCEA Level 1

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All CETA Achievement Standard and Unit Standard resources have been checked by experienced subject experts. Please note that this is not an official NZQA moderation.

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Should you have any queries, please do not hesitate to contact us.

Digital Technologies Catalogue – Year 11

NB Resource Codes: DT = Digital Technologies; CC = Connected Curriculum

Curriculum & School Programmes Digital Technologies Resources

Title and Keywords	Code	Price	Description/Contents
NZCETA DIGITAL TECHNOLOGIES HANDBOOK A teacher's guide for programme design and implementation **Aligned to The New Zealand Technology Curriculum Levels 4 & 5** *Version 2 – updated from previous version in order to meet the new Digital Technologies Curriculum (December 2017)*	DTB 11v2	$90.00	*Published September 2018* This NZCETA Digital Technologies Teachers' Guide has been developed to accompany *The New Zealand Curriculum* (2007) and the new digital technologies curriculum content (December 2017). *The New Zealand Curriculum* vision includes the aspiration that our young people "will seize the opportunities offered by the new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country" (MoE.2007, page 8). The curriculum's future focus principle (page 9) recognises that young New Zealanders need the tools to understand and address a range of issues and concerns of global significance [1] . This guide is intended to assist NZCETA members to unpack the new digital technologies curriculum so that they are better placed to access the content and to develop digital technologies programmes of learning for Years 9 & 10. Whilst this resource will assist teachers to learn more about the new digital technologies content it will also allow teachers the freedom to develop learning activities or experiences to achieve their intended local curricula. For example, activities and experiences which address the diverse learning needs of the students within their school environment and the culture of the school. This resource will support teachers to integrate digital technologies ideas, outcomes, principles and technological thinking into the design and delivery of meaningful, authentic and relevant learning experiences for the students within their school. This booklet provides suggestions for programme planning at junior level to ensure students are being provided with a robust and comprehensive skill and knowledge base to enable them to follow appropriate pathways into digital technologies at senior level. It gives special emphasis to continuity and progression in delivery, identifies key competencies and values, and addresses a range of teaching strategies, possible assessment activities and evaluation suggestions. Contents: Introduction; What is Technology About; The New Technology Curriculum; What is Digital Technology; Digital Technologies Outcomes; Digital Technology Areas; What is a Digital Technology Program; Progress Outcomes; Recommendations for Consideration by Teachers; Pedagogical Strategies; Key Competencies; Resources; Assessment; Assessment Strategies; Teaching Strategies; Lesson Planning; Schemes of Work; Digital Technologies Scheme Development; Evaluation of the Programme; End of Unit Reflection Log : Teacher/Faculty; Key Competencies Checklist; Computer Science Glossary; Assessment Terminology; Technology Curriculum Strands
Year 11 Curriculum Level 6 NZCETA Digital Technologies Handbook for programme design and implementation appropriate for The New Zealand Technology Curriculum Levels 6 & NCEA Level One	DTB12	$90.00	*Revised 2012* The booklet has been developed to accompany the New Zealand Curriculum and is intended to support the development of a Digital Technologies programme of learning while allowing for freedom to address the diverse learning requirements of students and the culture of the school. It provides suggestions for programme planning to ensure students are being provided with a robust and comprehensive skill and knowledge base to enable them to follow an appropriate Digital Technology pathway at senior level. Also included are suggested strategies for embedding the key competencies and values within a programme of teaching and learning; a range of teaching strategies; possible teaching activities; software and suggested resources. Contents include: What is Technology; What is Digital Technologies; What is a Digital Technology Programme – it's structure

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			& Aims; Learning Objectives; An Approach to Planning; Schemes of Work – scheme development, programme planner, Planning a Technology Unit, Developing a Successful Programme; Planning Checklist; Key Competencies; Content Development; Resources; Assessment Mutually Exclusive Standards
Year 12 Curriculum Level 7 NZCETA Digital Technologies Handbook Version 2 for programme design and implementation appropriate for The New Zealand Technology Curriculum Levels 7 & NCEA Level Two	DTB13	$90.00	*Revised Term 4 2012* The booklet has been developed to accompany the New Zealand Curriculum and is intended to support the development of a Digital Technologies programme of learning while allowing for freedom to address the diverse learning requirements of students and the culture of the school. It provides suggestions for programme planning to ensure students are being provided with a robust and comprehensive skill and knowledge base to enable them to follow an appropriate Digital Technology pathway at senior level. Also included are suggested strategies for embedding the key competencies and values within a programme of teaching and learning; a range of teaching strategies; possible teaching activities; software and suggested resources. Contents include: What is Technology; What is Digital Technologies; What is a Digital Technology Programme – it's structure & Aims; Learning Objectives; An Approach to Planning; Schemes of Work – scheme development, programme planner, Planning a Technology Unit, Developing a Successful Programme; Planning Checklist; Key Competencies; Content Development; Resources; Assessment Mutually Exclusive Standards. The Version 2 edition of this resource includes a comprehensive and detailed section indicating the step-ups from NZC Level 6/NCEA Level 1 to NZC Level 7/NCEA Level 2
Year 13 Curriculum Level 8 NZCETA Digital Technologies Handbook for programme design and implementation appropriate for The New Zealand Technology Curriculum Levels 8 & NCEA Level Three	DTB14	$90.00	*Published Term 4 2012* The booklet has been developed to accompany the New Zealand Curriculum and is intended to support the development of a Digital Technologies programme of learning while allowing for freedom to address the diverse learning requirements of students and the culture of the school. It provides suggestions for programme planning to ensure students are being provided with a robust and comprehensive skill and knowledge base to enable them to follow an appropriate Digital Technology pathway at senior level. Also included are suggested strategies for embedding the key competencies and values within a programme of teaching and learning; a range of teaching strategies; possible teaching activities; software and suggested resources. Contents include: What is Technology; What is Digital Technologies; What is a Digital Technology Programme – it's structure & Aims; Learning Objectives; An Approach to Planning; Schemes of Work – scheme development, programme planner, Planning a Technology Unit, Developing a Successful Programme; Planning Checklist; Key Competencies; Content Development; Resources; Assessment Mutually Exclusive Standards, as well as including a comprehensive and detailed section indicating the step-ups from NZC Level 7/NCEA Level 2 to NZC Level 8/NCEA Level 3
NZC L6/NCEA L1 Using Relevant Implications to Underpin Digital Technologies Teaching and Learning Programmes	DT 18/4/1	$60.00	This resource is designed to provide teacher guidance on the relevant implications that are part of all the updated NCEA Digital Technologies Internal Achievement Standards. Suggested activities that be can be integrated into a programme of teaching and learning are included. These should activities should provide scaffolding to support students on how to both **describe** and **address** the relevant implications in their outcomes. Relevant implications link to iterative improvement, testing and development of a high-quality outcome. The resource links with the New Zealand Curriculum and in particular embodies the Principals of High Expectations and Future Focus. High expectations are addressed as a student learns how to appropriately test and improve the quality of digital outcomes with regard to the relevant implications. The focus is on producing an outcome that is of a high standard that meets end-user requirements. Future focus is addressed through the relevant implications as students are learning to develop outcomes that are

socially and ethically acceptable as well as sustainable and future-proofed. It provides support for students to meet *Designing and Developing Digital Outcomes Progress Outcome 4*: In authentic contexts, students investigate and consider possible solutions for a given context or issue. With support, they use an iterative process to design, develop, store and test digital outcomes, identifying and evaluating relevant social, ethical and end-user considerations. They use information from testing and apply appropriate tools, techniques, procedures and protocols to improve the quality of the outcomes and to ensure they are fit-for-purpose and meet end-user requirements

Specific Content

At the conclusion of this topic, teachers should be able to provide guidance for students regarding:

- How to describe relevant implications that are important to their context for the development of a digital outcome.
- How to test their outcomes to determine if they have addressed the relevant implications.
- How to use the results of research, testing and feedback to inform and refine their digital outcomes.

All Levels

Mixed Resources and Software Related Activities

Title and Keywords	Code	Price	Description/Contents
A beginners guide to Visual Basic in PowerPoint *Basic VB Coding* *A good starting point*	DT 11/3/1	$60.00	This easy to follow, 25-page user friendly teaching resource will guide you through a step by step tutorial teaching you how to create simple, fun and funky interactive quiz slides within Microsoft PowerPoint. You will quickly learn how to link PowerPoint with Visual Basic Editor tools to design pop-up message boxes, feedback statements and easy navigation structures within your slideshows. The resource includes a quick revision test and examples of cross curricular, student designed learning activities. Students can work through these tasks individually and also choose to extend themselves and try different challenges along the way.
Weighing Up Assessment *What teachers should think about when writing assessment*	DT 05/3/28	$25.00	This resource discusses assessment terminology and what teachers need to think about when designing and assessment activity for the classroom. It examines the notion of 'holistic assessment' and what this means in relation to a standards based system. The resource also discusses how to use the New Zealand Curriculum Exemplars. *Contents: Teacher Notes; Terminology; Exemplars; Guide to Assessment Schedules; Summary*
What's the Score! *Produces quiz's in excel* *Programming* *Graphic Design*	DT 09/2/2	$40.00	In this unit students are asked to produce a simple quiz using excel. The focus is on using planning tools around an authentic opportunity linked to key competencies and values. It is also an introduction to the application of the skills of programming and graphic design. *NZC Links* This unit is suitable for Years 9 Level 4 although it could be used and/or adapted for other year levels (eg Year 10). There is opportunity within the unit for students to work at their own pace. Embedded in the learning activities design are the key competencies of Thinking and Participating and Contributing*. The time frame approximately 20 one hour lessons.* *Contents: The resource contains Teacher Guidelines including strategies to promote the key competencies: Thinking and Participating and Contributing; step by step instructions; and how to write the quiz in excel. To assist with brain storming a "y" chart template is included, as well as a student planning log and a flow chart for planning quiz questions.*
Junior Rescue Package *Student Worksheets on a range of topics*	DTB 8	$35.00	*Revised 2012* This package of a comprehensive range of pick-up-and-go junior activities are invaluable for emergency lessons, extension tasks or individualised learning programmes. The worksheets are for students to use to develop skills/knowledge in the following areas: Alpha-Numeric keyboard, Computer Keyboard, Parts of the Computer, Ergonomics, Systems, Editing, Paragraphs, Display, Spacing & White Space, Tables, Fonts, Desktop Publishing, Spreadsheets and Internet. Included are solutions and two assignments. *Contents: Suggestions on how to use this workbook; Worksheet Quizzes; Alpha-Numeric Keyboard; Computer Keyboard; Parts of the Computer; Ergonomics; Systems; General; Editing; Paragraphs; Display; Spacing and White Space; Tables;Fonts; Desktop Publishing; Spreadsheets; Internet; Suggested Solutions; Assignments – Magazine Draft; Assignment – Tuckshop Survey; Summary Assignment*
SCRATCHING the surface Creatively *Introduction to Programming*	DT 09/3/1	$40.00	SCRATCH is a new programming language that makes it easy for students to create their own interactive stories, animations, games, music, and art, and share their creations on the web. Incorporating SCRATCH into your teaching and learning program will help your students to develop 21st century learning skills. Your students will learn how to become critical thinkers, problem solvers and decision makers and will work in a creative, innovative and collaborative environment. As they create SCRATCH projects, students learn important mathematical and computational ideas, while also gaining a

deeper understanding of the process of design. This unit of work includes a series of tutorials plus a Scratch project and assessment template. Please note: The tutorials have been downloaded from a range of websites and are free. The links are supplied.

Spreadsheet Pack *Teacher and student notes covering a range of skills and tasks.* *Skills Development* *Decision Making* *Posters* *Teaching Cards*	DT 10/2/1	$60.00	*Revised 2012* This pack contains Spreadsheet tasks to use as part of your teaching. It develops skills and gives students the chance to think for themselves and make decisions about the work they complete. Formatting and Graph Posters with reminders for students Thinking and making decisions about tools to use Formulaes – IF, PMT, and a variety of functions Conditional Formatting, Macros, Templates
Bag it *Be the latest logotype designer - Translate verbal ideas into visual images* *Creativity and Imagination* *Fireworks or MS Word* *Meeting the needs of a client*	DT 09/4/1	$50.00	This is project is an introduction to graphic design with a focus on the fundamentals of logo design. Students will become familiar with the objectives and needs of a client and given the task to develop a logo design based on these goals. They will be set the task of designing and creating an innovative, aesthetically pleasing, and exciting logo which is appropriate for the purpose and target audience. Students will be given the challenge of personalising their logo so that it makes a personal statement about who they are. This activity pack contains: An "how to guide" for using Adobe Fireworks CS4 (the skills covered in this guide can also be applied to earlier versions of Fireworks For those who do not have the Adobe software there are links to tutorials for using the draw tools within MSWord to create images Student notes on Logo Design Tips An activity on critical analysis of existing solutions Student templates Plus an assessment schedule This is an authentic yet challenging project which will enable your students to express who they are in an imaginative and creative way. *This 10-12 hour activity pack is overflowing with support material, tips, and tricks. No prior knowledge of design is necessary and can be implemented using a range of software. This resource could easily be modified to suit a context more appropriate to your students, for example, design a logo for a T Shirt.*
Respecting Others Innovations and Creations *Intellectual Property Copyright*	DT 10/1/4	$45.00	Intellectual Property covering copyright, plagiarism, piracy and the dangers of Peer to Peer networking. Class discussion is used to raise the awareness of the issues involved. Students research the Internet using supplied websites to gather information. Students then create a presentation in a format of choice for use as an explanation of the issues involved for the teaching staff of your school. The teaching notes cover terminology and definitions, suggested starter questions, some suggested responses to the issues and attitudes. The Prior Knowledge and Reflections student worksheet allows the teacher to assess any changes in attitudes over the unit. This unit will take approximately 3-4 hours. New Zealand Curriculum Values *Innovations, inquiring & curiosity -* Explore and discuss values of others *Thinking critically creatively & reflectively -* Thinking about their own practices and attitudes in relation to the Copyright Law and effects on the creators of works; Reflecting on what has been learnt and how this has changed their attitudes *Equity-* Fairness and social justice; Reflection on the effects on

creators and the possible effects on Research and Development

Integrity- Being accountable for own actions and acting ethically

Respecting others- Allowing all students to voice opinions and values without challenge

Key Competencies *Thinking* - Developing understanding of concept of copyright and challenging their own values; Reflecting where they started, and where they have finished in terms of attitudes

Using of language, symbols, and texts - Use of symbols: copyright, trade mark and patent

Relating to others - Listen, recognize different points of view, negotiate values and share ideas

Learning Area *Technology:* Level 5 *Strand:* Nature of Technology; Characteristics of Technology – understand how people's perceptions and acceptance of technology impact on technological development;

Understand how the illegal copying of others work impacts on those people

Digital Technologies Context, Knowledge and Skills Strand Digital Information

MovieMaker	DT 10/1/8	$45.00	*Revised 2012*
Designing a Movie Storyboards Using Digital Cameras			Within this resource students will use a digital camera and MovieMaker (or Photostory). Designing a movie incorporating storyboards, digital camera use, movie creation, movie formats and respecting the rights of others when taking photos. The students have the opportunity to discover how to use these resources independently. This can be completed with a limited amount of cameras and computers if necessary. Approximately 8 hours in length.
			New Zealand Curriculum Values *Innovation, inquiry and curiosity* - Encourage students to think independently; Encourage students to gather resources to assist their learning; Encourage students to be creative *Equity* - Encourage students to work with others and resources fairly
			Integrity - Act responsibly when taking and using images of others and their property
			Respect- Encourage students to accept others and their opinions; Encourage students to take responsibility for equipment
			Key Competences Managing self; Relating to others; Thinking; Participating and contributing; Using language, symbols, and texts
			Learning Area Technology: Level 4 - Technological Products
A Beginners Guide to Visual Basic in PowerPoint	DT 11/3/1	$60.00	*Revised 2012*
			This easy to follow, comprehensive user friendly teaching resource will guide you through a step by step tutorial teaching you how to create simple, fun and funky interactive quiz slides within Microsoft PowerPoint.
			You will quickly learn how to link PowerPoint with Visual Basic Editor tools to design pop-up message boxes, feedback statements and easy navigation structures within your slideshows.
Create an interactive Quiz Visual Basic			The resource includes a quick revision test and examples of cross curricular, student designed learning activities.
			Students can work through these tasks individually and also choose to extend themselves and try different challenges along the way.
			Contents: Using VBA; Creative Techniques; Glossary of Terms; Creating a Quiz; Task 1 – 5 steps on How To with screen shot assistance; Task 2 extra project with new tricks – 8 steps on How To with screen shot assistance; Review Activity; PowerPoint Review Quiz with Answers.

Getting Animated with Adobe Flash CS5	DT 12/3/2	$60.00	*Achievement Objectives to teach students (and teachers) the essentials of using Adobe Flash CS5* which could be used in conjunction with
			Level 3 Computing Unit Standard 25661 v6 3 credits *design and assemble an interactive media product without scripting*
			Level 3 Computing Unit Standard 5947 v6 3 credits *use computer technology to solve a specified problem*
			Level 1 Computing Unit Standard 5946 v6 3 credits *use computer technology to create and deliver a presentation from given content*
			Or any NCEA Level 1-3 Digital Technology Achievement Standards Internal assessments)
			The purpose of this resource is to provide a 38 page student resource with a step by step guide on how to use the basic elements of Adobe Flash CS5 including a student checklist. Also included is a 38 slide powerpoint on How to Use Adobe Flash CS5. Any resources needed for the tutorial are provided. Students will learn how to produce an animated, interactive Flash application that can be either inserted into a web page or published as a standalone application on a CD or DVD
			This resource could be also be used across the curriculum to assist in creating interactive, exciting teaching resources. *This resource replaces DT 08/2/1 which is now out-of-date*
			Contents: Teacher Notes; Beginners Task Folder; Bouncing Balls v1 Folder; Movie Clip Folder Text Folder; Sound Folder containing 3 x sound file resources to go with the tutorial; how to beginning guide; a powerpoint presentation on the skills used in Adobe Flash CS5
Meet the Director *Getting to grips with the Movie Logo*	DT 14/2/1	$60.00	Knowing the terminology used on a movie or video production set helps everyone involved understand the production and Director's needs. This resource introduces students to the skills and knowledge required to write a movie proposal, create a storyboard and plan a video production. This teaching and learning guide will help students and teachers gain a better understanding of what is required to produce a fit for purpose, captivating, high quality video outcome. Topics covered are:
			Understanding Film Genre and the conventions within Genre
			Different cinematography techniques such as camera angles and movement, their use and purpose
			Pre-production procedures and techniques such understanding narrative and storyboarding
			Production procedures such as production schedules, permission and the practicalities of shooting
			Post-production procedures
			The resource includes: Introductory terminology, activity sheets, word finds and planning templates are included with this resource.
			This resource is suitable for students at Levels 6, 7 & 8 of the curriculum and can be used to support the teaching and learning within Digital Technologies/Media, Generic Technology and Media Studies. Please note: The procedures, skills and techniques to edit and create a video using video editing software IS NOT covered
What is Your Aura *Creating augmented reality using Aurasma*	DT 14/2/2	$60.00	*Achievement Objective: Implement procedures to produce a digital media outcome*
			In the form of an augmented reality image integrating video and static image.
			A resource designed to be used to teach Digital Media and could be used in year 11 to 13 – NZC Level 6, 7, 8/ NCEA Level 1, 2, 3 depending on the complexity of skills used to develop the outcome. It does link with internal Achievement Standard 91073 (1.43*) Implement basic procedures to produce a specified digital media outcome*

This resource package covers the skills needed to create an augmented reality or 'aura' using the free app, Aurasma.

With Aurasma, every image, object and even place can have its own Aura. Auras can be as simple as a video and a link to a web page or as complex as a lifelike 3D animation. Use the Aurasma app to unlock Auras and share the experience with friends. This resource uses Aurasma to integrate two different types of media products, static image and video, to create an augmented reality "aura".

The resource covers the skills required to create Auras using online tools provided by Aurasma. It does not however cover the skills required to create a static or moving image.

Curriculum Links - This resource links to the Technology Curriculum, Achievement Objective: Level 5 – Students will:

Analyse their own and others' outcomes to inform the development of ideas for feasible outcomes.

Undertake ongoing functional modelling and evaluation that takes account of key stakeholder feedback and trialling in the physical and social environments.

Use the information gained to select and develop the outcome that best addresses the specifications.

Evaluate the final outcome's fitness for purpose against the brief.

What's your Rapper Name? - An introduction to javascript	DT 15/1/3	$60.00	Designed to be suitable for Year 9 & 10 students but could be used as an introductory exercise at NCEA Level 1 or Level 2 for students who have never written code before.

Students will be introduced to javascript variables, collecting basic input from an html form, performing simple string methods (such as extracting the first letter of a name), conditional statements (if and if/else). The resource contains an activity to introduce javascript to students with no prior coding experience.

Students will be introduced to javascript variables, collecting basic input from an html form, performing simple string methods (such as extracting the first letter of a name), conditional statements (if and if/else). Assessment ideas are included.

It links with the New Zealand Curriculum and in particular embodies the values *of innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively*, and the principles of High Expectations and Learning to Learn. It supports working towards TCKS objectives for Programming and Computer Science given in the DTG (Digital Technologies Guidelines).

Students may study this topic further at Level 6 or Level 7. For NCEA Level 1 assessments, students would need to progress to an activity which includes iterative loops and different types of variables. For NCEA Level 2, students would need to progress further to activities which include parameters and scope.

Notepad++ is available for download FREE from http://notepad-plus-plus.org/download/v6.6.9.html. Make sure this software is downloaded onto your computers before you start. If you are using Chromebooks or Android devices you will need to choose a suitable coding app that runs javascript and HTML.

The tutorial teaches the following aspects of HTML

HTML tags, head and body tags, basic text paragraphs

Text box, Radio Button and Button inputs

The tutorial teaches the following aspects of javascript

Functions (without parameters)

Variables and introduction to arrays

getElementById to extract information from HTML

Conditionals: if and else if statements

This tutorial does **not** include the following aspects that are needed at Level 1 and 2

Scopes of variables (local and global)

Parameters of functions

Iterative loops

Specific content in the resource

At conclusion of this topic students should be able to:

- Follow instructions to create a simple javascript program.
- Be familiar with javascript functions, variables and conditionals
- Be familiar with introductory html

Who we are - A culturally diverse project to support Maori or Pasifika Junior Students (year 7 to 10) *Technology using Digital Technology* *NZC Levels 3-5*	DT 15/1/2	$60.00	Who we are" is a culturally diverse project to support Maori or Pasifika Junior Students (year 7 to 10). This resource contains five activities and summative assessment notes to assist in teaching the topic of Digital Technology within the context of cultural awareness and diversity as part of the New Zealand Curriculum for Technology levels 2 – 5 and is adaptable to meet the requirements of year 7 – 10 Maori or Pasifika students.The resource pack supports cultural values and the importance of the ways of thinking and relating to each other both as a teacher of Maori or Pasifika students as well as a student. Some of these values are: Manaakitanga – the care for students as culturally located human beings. Mana motuhake – the care by teacher for the academic success and performance of the students Whakawhanaungatanga, the nurturing of mutually respectful and collaborative relationships between all parties around the student learning. Ako, the promotion of effective and effective and reciprocal teaching and learning relationships, where everyone is a learner and a teacher. One of the aims of this resource pack is to build trust and create mutual respect by having positives relationships within the classroom, between student to student and teacher. It is strongly recommended that teachers involve students so that they feel a part of the learning process, for example:- Communicating the objective of each lesson Determining prior knowledge Negotiating content and time Setting expectations Giving feed forward Ka Hikitia, the Ministry's Māori education strategy, emphasises the importance of Māori students' presence, engagement and achievement. Examples of this could include some or all of the following and each activity has been designed around the following: co-operative learning strategies co-constructing the learning contexts and inquiry questions problem-solving together integrating local knowledge and context Each activity has been designed without being too prescriptive so that the locus of power is given to the students by allowing them to choose the context for learning with an inquiry process. These activities create opportunities for Maori or Pasifika students to build on their knowledge and previous experiences showing them their culture counts. *Specific Content* At conclusion of this topic students should be able to:

Confidently use range of ICT tools

Understand how their culture and others interact in society

Be confident and realise their importance and values and those of others in society

21 Century learner embracing independence, research, self-motivation and organisation within a context

Be proud of their work and accomplishment

Have succeed at a high level

Self-directed

Getting to Grips with the Technology Terminology – Lesson Starters/Do now's NZC Levels 4-6 Years 9-11	DT 16/3/1	$30.00	This resource contains a range of Do Now activities to assist in teaching the technology terminology for NZC Levels 4-6, Years 9 &11 Students will be introduced to the technology terms via a range of letter patterns The activity will be followed by a discussion about the meaning of the technology term with some Big Questions which encourage critical and deep thinking. Students will be exposed to common assessment terms such as: • Identify • Discuss • Explain • Justify Technology education in New Zealand explores how, beginning with a need or opportunity, new products and systems are developed, and how technological developments impact on our world. Students should be provided with opportunities to develop the technological literacy within a range of technology contexts. This resource is designed to support students to develop their understanding and application of the technological terms used within the three technology strands. The activities are designed to be very quick starter activities and should take approximately 10 minutes to complete. Contents: Do Now Student Activities; Deep thinking Questions; Suggested answers; Cryptograms with suggested guidelines as to how to make your own.
Cracking the Code – a quick glimpse at C# *Computer Science and Programing* *C# coding using Visual Studio Express 2015 for Windows Desktop* *NZ Curriculum Level: 3-53 - 5* *Assessment Links:* *Year 9 or 10 Project based learning – working in teams to create a simple computer program to solve a problem* *Level 1 Digital Technologies 91076 [1.46] - Construct a basic computer program for a specified task (3 Credits)* *91075 [1.45] - Construct a plan for a basic computer program for a specified task*	DT 16/3/3	$60.00	*Achievement Objective: Computational thinking* *Work in groups to plan and construct a basic computer program using C# and Windows Form Applicator* This comprehensive 50 page resource is a 'Pick-Up and Go' how to guide is designed to guide the teacher and students through the process of constructing a basic computer program for a specified task. The approach used will be through the use of Visual Studio Express 2015 and the Windows Form Application option. It contains full student instructions with extension activities. It is expected that students could complete this step by step guide in approximately 8 lessons. The key focus of the assessment at the end of the *How to* guide is to encourage students to work in groups to apply computational thinking to solve a specified problem. Students will work in small teams or pairs to develop a plan and implement the plan to construct a simple computer program. Students will be posed with a problem to solve. They will work in groups to plan and construct a basic computer program to solve the problem. This resource also links with the *New Zealand Curriculum* and in particular embodies two Technology Strands – Technological Practice and Technological Knowledge. For example, students will: outline a general plan to support the development of an outcome, identifying appropriate steps and resources. describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available. understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes. Contents: Teacher' introductory notes; Student *How to guide*; Student group project;Suggested Assessment Schedule

Year 11 - Curriculum Level 6 – NCEA Level 1

Title and Keywords	Code	Price	Description/Contents
Rugby World Cup 2007 **Assessment internal** Digital Technologies Achievement Standard 91071 v1	DT 11/2/3	$60.00	Internal assessment for AS 91071v1 (DT 1.41) using word processing and spreadsheet applications. Students are required to skilfully and efficiently select and manipulate content and/or data using two software applications (word processing and spreadsheet) to create a specified digital information outcome from provided specifications. *Contents: teacher notes, pre-assessment tasks, internal assessment task, retrieval file, teacher observation schedule, teacher assessment schedule, evidence and judgement statements and a suggested solution.* ***THIS RESOURCE IS SUITABLE FOR ANY RUGBY WORLD CUP***
The Integrated Challenge *Teaching & Learning Pack* *Encourages students to make decisions about techniques and software* *Gives them the opportunity to work in a group situation.*	DT 11/2/1	$45.00	A teaching resource which focuses on getting students to make appropriate technique and software decisions for themselves. Encouraging students to use a range of digital information skills to produce an outcome which is fit for the purpose. This resource task requires students to use their knowledge of word processing, spreadsheeting, database and presentation applications to complete a set of tasks. It could be used in preparation of Digital Technologies Achievement Standard 91071 - Implement basic procedures to produce a specified digital information outcome or be easily extended to include elements of Digital Media.
Getting into a Brief *Teaching & Learning Pack* *Understanding the terminology and expectations* *Activities around writing a brief.*	DT 11/1/1	$40.00	A teaching and learning tool to help students to develop a brief whilst using their digital media skills to create a print outcome. It is aimed at NZC Curriculum Levels 4, 5 and 6 (NCEA Level 1) and could be a teaching tool for achievement standards AS 91044 and AS 91073. It will take students through the steps required to understand the terminology and expectations of the standards. Tasks included support the key competencies of thinking and managing self. Included with this resource are matching card glossary sheets, step by step brief development and digital media task sheets with suggested answers.
Databases – Level 1 *Teaching & Learning Pack*	DT 10/4/2	$45.00	This 54 page resource has been developed to introduce the concepts and features of databases. The tutorial included is based on FileMaker Pro Advanced 10, a cross platform database. (All schools that use KAMAR as their Student Management System have a site licence for Filemaker.) Files created on a PC can be used on the Mac platform with no alterations required. The concepts covered are just as applicable to MS Access. The package includes a tutorial, pre-prepared files for classroom use, student activities with answers, an Appendix covering specialist terminology and extra teaching notes for suggested lesson progression. *Contents Teacher Notes; Teacher Guidelines; Curriculum Links; Key Competencies; Qualifications Framework; Content Development; FileMaker Pro Advanced 10 Tutorial; Student Activities; Student Activities Answers; Appendix*
Communication Skills	DTB4	$40.00	This booklet contains nine lessons covering for example apostrophes, commas, tense, homophones, length, formal language. The lessons are to help students with communication skills, aimed at Year 11 level. Lessons are structured on: Accuracy – each lesson starts with an exercise on the tools of the language trade – spelling. Writing – each writing exercise has a starter, with ideas about the particular genre being tackled in the lesson, i.e. newspaper or magazine articles. Assessment - students are given pointers in how to self-evaluate their writing. Editing – a piece of writing by a high school student is provided

– the lesson will show how this can be edited, mistakes identified and corrected. Answers and editing exercises are included.

Take a Journey with InDesign CS5 *Teaching & Learning Pack* *Learn how to use a range of tools* *Create an interactive digital story using images, text, buttons and hyperlinks.*	DT 11/4/1	$60.00	This resource package covers the basic skills needed to design and create an interactive photo story using Adobe InDesign CS5. It is a Pick-Up And Go learning activity consisting of a step by step "how to guide" covering the basics of InDesign. Skills covered include: how to set up documents, setting up and applying master pages, creating frames, placing images and text, formatting text, creating drop caps, using the library buttons, convert objects to buttons, creating hyperlinks, saving and exporting, using Adobe Bridge – purging Adobe Cache All support resources (images and text) are included with the resource package.
The Z-Files – File Management Mission *Assessment* NZC Level 6/NCEA Level 1 Assessment Link AS 91070 (1.40) external	DT 12/2/2	$39.00	*Demonstrate understanding of basic concepts of information management* *Achievement Objective(s):To confidently demonstrate an understanding of information management by collecting information throughout the course of the year specifically in relation to ethical issues, application software, file management, storage devices, security, file compression and operating systems* This resource is a practice assessment for AS91070 (1.40). It contains a student task that guides students through a research project, an assessment task and templates. The student task is a pick-up and go activity that students can use during in-class and out-of-class time. By having the lessons scattered throughout the year, students are able to gain experience with different applications, and gain knowledge of different file types, ethical considerations, security and file management as they complete the standards offered to them. This gives them a foundation on which they can build on through research. The aim of this resource is to provide a structured approach to the process of research. This achievement standard encourages a proposed number of lessons to scattered throughout the course of the year and should be allocated as research sessions for this Achievement Standard. The PowerPoint should be downloaded by all students at the beginning of the year so that they may refer to the research based questions in their own time as well as during class time. Students should be encouraged to be responsible for their own learning by completing an appropriate amount of research around File Management using the PowerPoint as a guide. Further research is up to the students and should be encouraged by the teacher. A template has been provided so that students can keep an active record of the applications they use and how they use those applications. Adjust this template to suit the course you will offer throughout the year. *Contents: A PowerPoint as a Student Task; Practice Assessment; Template*
Family/Whanau Tree *Assessment* NZC Level 6/NCEA Level 1 Assessment Link AS 91071 (1.41) internal	DT 12/2/3	$39.00	*Implement basic procedures to produce a specified digital information outcome* This 'Pick-Up and Go' assessment package is designed to assess students competence in AS91071 (1.41). It contains full student instructions as well as suggested solutions for the database, mail merge and supporting printscreens. This resource is designed to be used as a practice assessment as part of Level One Digital Technologies. It should take no longer than 4 lessons to complete and should be given to students after the teaching of Database and Word Processing applications have been completed. *Contents: Practice Assessment; Printscreen evidence (Student use); Printscreen*

			Evidence Suggested Solution; Database Suggested Solution; Mail Merge Letter
			Primary Suggested Solution; Mail Merge Letter Secondary Suggested Solution
School Café *Assessment* NZC Level 6/NCEA Level 1 Assessment Link AS 91071 (1.41) internal	DT 12/2/4	$39.00	*Implement basic procedures to produce a specified digital information outcome* This 'Pick-Up and Go' assessment package is designed to assess student's competence in AS91071 (1.41). It contains full student instructions as well as suggested solutions for the spreadsheet and report. It is expected that students will have been taught all the skills suggested in the section 'Prior Learning' before being given this assessment. It is also expected that students could complete this assessment in 4 lessons. *Contents: Practice Assessment; Suggested solution; Spreadsheet; Suggested solution Report;* *Assessment Schedule*
Promote It *Assessment* NZC Level 6/NCEA Level 1 Assessment Link AS 91073 (1.43) internal	DT 12/2/5	$39.00	*Implement basic procedures to produce a specified digital media outcome* *Achievement Objective(s):Discover the fundamental principles underpinning document design, including image manipulation, graphic creation and proofing, with consideration to ethical and moral responsibilities* This resource is a practise assessment for AS91073 (1.43) that requires students to create a booklet by using a set of techniques in a desktop publishing program. The outcome incorporates original content and media types (photos, graphics and text) and meets specifications which are provided. Desktop publishing programs that are suitable for this resource are Publisher, CSIndesign, Scribus (open source desktop publishing software). A daily diary template is provided. Content is not assessed in this standard and will need to be provided by the teacher. This may be accessible to the student through the school website or prospectus but must be supplied by the teacher. This resource is designed to assess students' ability to implement procedures to produce a digital media outcome, namely a print document. Students need learning opportunities so that they are able to be confident with the use of desktop publishing software prior to assessment. They need the opportunity to be able to experiment with the design of a document paying attention to Design Principles and also have experience with other applications so that they may manipulate images and create original graphics. *Contents: Practice Assessment; Daily Diary; Assessment Schedule*
Student Self-Directed Quizzes on Excel 2010 and Access 2010 NZC Level 6/NCEA Level 1 Assessment Link AS 91071 (1.41) internal	DT 12/3/3	$30.00	Achievement Objective(s): *to allow students to text their understanding of Excel 2010 and Access 2010* These interactive quizzes will help your students test their knowledge on key skills and help prepare them for upcoming assessments. Quizzes are interactive with students being told if they have the question correct or not and if correct an explanation as to why. Quizzes can be loaded onto a school network or Virtual Learning Environment and are a great way to start or finish a lesson. The resource is designed to cement learning that has already taken place in lessons.

Teachers' Guide for Generic Technology Achievement Standard 91044 (1.1) *Teacher Guide* NZC Level 6/NCEA Level 1 *Context Digital Media (print media)*	DT 12/3/6	$40.00	*Achievement Standard 91044 (1.1) undertake brief development to address a need or opportunity* This resource focuses on the essential elements for Achievement Standard 1.1, Brief Development to address a need or opportunity. Explanatory Note 4 of the Standard states "An outcome for the purpose of this achievement standard is a conceptual design for an outcome and/or a technological outcome itself (prototype). Therefore, it makes sense to link the development of the design brief to the design and creation of an outcome and the Internal Achievement Standards linked to these. *Contents: Resource Overview; Achievement Standard; Links with other Standards; Glossary* *of Terms; Teacher Guides; Templates to assist with teaching and learning, including Step-ups* *and links to other resources suitable for supporting this Achievement Standard.*
Teachers' Guide for Generic Technology Achievement Standard 91045 (1.2) *Teacher Guide* NZC Level 6/NCEA Level 1 *Context Digital Media (print media)*	DT 12/3/7	$40.00	*Achievement Standard 910445(1.2) use planning tools to guide the technological development of an outcome to address a brief* This resource focuses on the essential elements for Achievement Standard 1.2, use planning tools to guide the technological development of an outcome to address a brief. Explanatory Note 2 of the Standard states, "… the brief may be provided by the teacher or developed by the student. If the student develops the brief then the teacher must ensure that it provides sufficient guidance for planning to occur. Planning tools are used to allow for the development of an outcome to address a brief. An *outcome* for the purpose of this standard is a conceptual design for an outcome and/or a technological outcome itself (prototype). In essence, the starting point for this assessment activity is a brief. If the brief is provided by the teacher, the teacher needs to ensure that it will hold the interests of students. Such a brief has to contain a conceptual statement and specifications that define the probable physical and functional requirements required in the outcome that would resolve the need or opportunity described in the brief. If the student is developing the brief, the brief must contain a conceptual statement and specifications. The brief is not being assessed in this standard.In some circumstances students may need to refine the *specifications* presented in the brief (for both teacher given and student developed briefs) as they develop their outcome in response to new understandings and decisions made. While this refinement is not assessed by achievement standard AS91045, students should be encouraged to make such changes if it enables them to develop an outcome that addresses the brief and later allows an outcome to be judged to be 'fit for purpose'. Where the specifications are refined, the new brief should be used.Although the students are being assessed on the development the brief, or the development of their conceptual designs or prototype, it would be acceptable to link Achievement Standard 91044 (1.1) and 91047 (1.4) or 91046 (1.3) to the assessment project being used to assess Achievement Standard 91045 (1.2). *Contents: Resource Overview; Achievement Standard; Links with other Standards; Glossary* *of Terms; Teacher Guides; Templates to assist with teaching and learning, including Step-ups* *and links to other resources suitable for supporting this Achievement Standard.*

Teachers' Guide for Generic Technology Achievement Standard 91046 (1.3) *Teacher Guide* NZC Level 6/NCEA Level 1 *Context Digital Media (print media)*	DT 12/3/8	$40.00	*Achievement Standard 910446(1.3) Use design ideas to produce a conceptual design for an outcome to address a brief* This resource focuses on the essential elements for Achievement Standard 1.3, generating and testing design ideas to produce a conceptual design for an outcome to address a brief. Explanatory Note 3 of the Standard states, "… the brief may be provided by the teacher or developed by the student. If the student develops the brief then the teacher must ensure that it provides sufficient guidance to enable a conceptual design to be produced". In essence, the starting point for this assessment activity is a brief. With this in mind, it would be acceptable to link Achievement Standard 91044 (1.1) to the assessment project being used to assess Achievement Standard 91046 (1.3). If the brief is provided by the teacher, the teacher needs to ensure that it will hold the interests of students. Such a brief has to contain a conceptual statement and specifications that define the probable physical and functional requirements required in the outcome that would resolve the need or opportunity described in the brief. If the student is developing the brief, the brief must contain a conceptual statement and specifications. It is likely that students will need to refine the initial specifications described in the brief (for both teacher given and student developed briefs) as they review their design ideas through research, stakeholder feedback and functional modelling. While this refinement is not assessed by Achievement Standard 91046 (1.3), students should be encouraged to do this as it enables them to develop a conceptual design that can be determined as potentially 'fit for purpose'. Where this occurs, the refined brief should be used to determine the potential 'fitness for purpose' of the final conceptual design that a student develops. Students will be assessed on how well they demonstrate the potential 'fitness for purpose' of their developed conceptual design. Evidence of this demonstration will be derived from the technological practice undertaken by students to develop their final conceptual design. Evidence includes: analysing and screening research information; the testing and evaluation undertaken to refine design ideas; interpreting stakeholder feedback to inform decision making as well as testing undertaken to determine the potential fitness for purpose of the final developed conceptual design. Explanatory Note 4 of the Standard states, "… a conceptual design clearly communicates a proposed technological outcome that has the potential to address the brief". It is a detailed description of how the outcome would look and function. Although the students are not required to develop a technological outcome (prototype) as part of this it makes sense to link the development of the conceptual design/s for the technological outcome to the development of an outcome and the Internal Achievement Standards linked to this. *Contents: Resource Overview; Achievement Standard; Links with other Standards; Glossary of Terms; Teacher Guides; Templates to assist with teaching and learning, including Step-ups and links to other resources suitable for supporting this Achievement Standard.*
Teachers' Guide for Generic Technology Achievement Standard 91047 (1.4) *Teacher Guide* NZC Level 6/NCEA Level 1 *Context Digital Media (print media)*	DT 12/3/9	$40.00	*Achievement Standard 910447(1.4) Undertake development to make a prototype to address a brief* This resource focuses on the essential elements for Achievement Standard 1.4, undertaking development to make a prototype to address a brief. Explanatory Note 3 of the Standard states, "… the brief may be provided by the teacher or developed by the student. If the student develops the brief then the teacher must ensure that it provides sufficient guidance to enable the prototype to be developed. The brief used for this standard must allow for a range of outcomes and include a conceptual statement and specifications for the prototype to be evaluated against". In essence, the starting point for this assessment activity is a brief. With this in mind, it would be acceptable to link Achievement Standard 91044 (1.1) to the assessment project being used to assess Achievement Standard

91047 (1.4). If the brief is provided by the teacher, the teacher needs to ensure that it will hold the interests of students. Such a brief has to contain a conceptual statement and specifications that define the probable physical and functional requirements required in the outcome that would resolve the need or opportunity described in the brief. If the student is developing the brief, the brief must contain a conceptual statement and specifications. The brief is not being assessed in this standard.This Achievement Standard requires students to select and use resources to make a prototype, and then evaluate the outcome in terms of its 'fitness for purpose' within the physical and social environment it was designed for. The made prototype needs to have the potential to be 'fit for purpose' when evaluated against the brief. Therefore it is important that the teacher checks the brief prior to making to ensure that it describes an outcome that has the potential to be fit for purpose. Explanatory Note 5 of the Standard states, "…a *prototype* is a finished outcome that is ready to be trialled in situ (in the environment it was intended for). It is developed through technological practice and is reflective of accepted techniques and tolerances, and safety and legal responsibilities. In some circumstances students may need to refine the *specifications* presented in the brief (for both teacher given and student developed briefs) as they develop their prototype in response to new understandings and decisions made. While this refinement is not assessed by achievement standard AS91047, students should be encouraged to make such changes if it enables them to develop a prototype that addresses the brief and later allows a prototype to be judged to be 'fit for purpose'. Where the specifications are refined, the new brief should be used to determine the 'fitness for purpose' of a developed prototype. Although the students are not required to develop conceptual designs or to develop a brief as part of this Achievement Standard it makes sense to link conceptual designing and/or brief development to this assessment activity and the Internal Achievement Standards associated with these.

Contents: Resource Overview; Achievement Standard; Links with other Standards; Glossary of Terms; Teacher Guides; Templates to assist with teaching and learning, including Step-ups and links to other resources suitable for supporting this Achievement Standard.

Who's Your Buddy? - Cybersafety & Digital Citizenship : *Assessment* NZC Level 6/NCEA Level 1 Assessment Links Generic Computing Level 1 US 5946, v6 AS 91073 (1.43) Generic Technologies AS 91044 (1.1) AS 91047 (1.4)	DT 12/4/1	$50.00	This assessment resource package covers the introductory skills needed for students to be able to use computer technology to plan, create, and deliver a presentation to an audience. Students may use a software programme of their choice including web 2.0 tools. The resource includes: the assessment project, a suggested assessment schedule, planning templates, and an example of a feedback form and is appropriate for the teaching and learning required for assessment using Generic Computing Level One Unit Standard 5946, version 6, 3 credit. *Use computer technology to create and deliver a presentation from given content*, The resource could also be used in support of Achievement Standard 91073 – 4 Credits, Implement basic procedures to produce a specified digital media outcome. (1.43) AND Generic Technologies: Achievement Standard 91044 – 4 Credits Undertake brief development to address a need or opportunity. (1.1) Achievement Standard 91047 – 6 Credits Undertake development to make a prototype (1.4)
Your Choice : *Assessment*	DT 13/2/1	$60.00	*Implement basic procedures to produce a specified digital media outcome* This practice assessment allows the teacher to select from three

NZC Level 6/NCEA Level 1 Assessment Link Digital Technologies AS 91073 (1.43) internal			different briefs or to give the students the flexibility of making the decision for themselves. There are support templates provided with this resource for the students to get them started on various components of the standard. The teacher notes provide details for the assessor on what is expected prior and during the practice assessment task. A generic assessment schedule that could be used for any digital media outcome is also included. A resource that gives choice and flexibility, it should be used in any Digital Technology classroom The briefs included with this task are created to have the ability to be adapted by you to allow flexibility in the outcome or restricted the outcome to be produced by being more structure and specific in the brief. As the teacher you may decide to give the entire class one brief. However with having different students with different needs, abilities and interests it may be that you give them the option of selecting which initial brief to base their assessment on. They can then develop this brief to best suit their skills, abilities and/or interest. This often gives them ownership and pride in what they are working on. If students are expected to develop their own brief you could incorporate the generic technology standard AS 91044 - Undertake brief development to address a need or opportunity. *Contents: Resource Descriptor; Teacher notes; Practice Assessment; Support Templates; Teacher Evidence Sheet; Assessment Schedule*
Advertising – Web Banner Ads *Teaching & Learning Pack* NZC Level 6/NCEA Level 1 Assessment Link Technology Generic AS 91053 (1.10) external	DT 13/2/3	$60.00	*Demonstrate understanding of design elements* This comprehensive resource is designed to guide students through the process of researching the design of web banner ads in context to enable them to complete a report for the Level One external that requires students to demonstrate an understanding of design elements. It is a guide for students to work through which leads students through a process of researching, organising and analysing information to describe design in the context of web banner ads. The final stage is the writing of the report. It is a pick-up and go activity that contains links to all resources. (At the time of writing, all websites are live). This guide also encourages students to find internet resources of their own to further supplement their learning. Included with this resource are notes on design and a discussion on how plagiarism can be addressed This guide is designed to Give students some insight into elements of design Guide students through a research process of exploring the topic finding relevant information organising that information analysing it then reporting on it. Highlight the importance of original copy by a brief look at plagiarism. [*Note: this resource could be used for other digital outcomes such as websites, posters, magazine articles, blog sites, social networking sites, animations.*] *Contents: Resource Descriptor; Teacher Guidelines; Student Guidelines*

Advertising – Web Banner Ads *Assessment* NZC Level 6/NCEA Level 1 Assessment Link Technology Generic AS 91053 (1.10) external	DT 13/2/4	$60.00	*Demonstrate understanding of design elements*

This resource is a practice assessment activity to address the requirements of the external Generic Technology Achievement Standard 91053 (AS 1.10) – *demonstrate understanding of design elements.* It includes information and guidelines for the teacher as to what is required and the Achievement Standard is included for reference. The student activity gives clear instructions of requirements as well as a suggested guide for the structure of the report. An assessment schedule is included.

The Practice Assessment Suggested Solution Step-Ups file is a guide to achieved, merit and excellence. They are suggestions only and are indicative of what could be submitted for each step-up. Teachers can develop them further, if they wish. The screen dumps are an indication only of the type of supporting images that could be used.

Specific Content:To complete this assessment, students should be able to:

Collate, organise and analyse information

Write a report based on their research

Document the source of their information

Resource Descriptor, Teacher Notes & Guidelines; Achievement Standard 91053 (AS1.10)

Practice Assessment (with a suggested guide to structuring the report; Assessment Schedule

Suggested step-up Statements

Delve into Digital Media *Teaching & Learning Pack* NZC Level 6/NCEA Level 1 Assessment Link Digital Technologies AS 91072 (1.42) internal	DT 13/3/1	$60.00	*Demonstrate understanding of basic concepts of digital media*

This resource is designed to be used as a teaching and learning guide for teachers who are preparing their students for AS91072. It could also be used prior to AS91073 as a research unit in preparation for the creation of a digital media outcome. Please note that this document should form the basis of a class discussion and the content is not all conclusive. It should be used as a starting document for classroom discussion and note taking.

This resource contains definitions and guidance to teachers to use with students to complete AS91042. Step-ups to Merit and Excellence and examples of possible points of discussion are provided. Websites as a digital media outcome forms the basis of this document; however, points of discussion can easily be adapted to suit other outcomes such as movies and desktop published documents. Discussion can be centred on this document and should be developed further based on student and teacher input. A PowerPoint (34 slides) is also provided as a starting point for discussion in the classroom.

By using this resource, teachers will be able to prepare their students so that they have enough digital media experience from discussions and note taking, to be able to analyse a digital media outcome and write a report for AS91072.

Specific Content: At conclusion of this topic students should be able to:
- Identify digital media types in a digital media outcome
- Describe software resources used to create a digital media outcome
- Describe techniques used to create a digital media outcome
- Describe design elements in a digital media outcome
- Describe the communication purpose of a digital media outcome
- Describe the ethical considerations related to a digital media outcome.

			Content Teaching and Learning Pack which contains Definitions and Examples; Step Ups to Merit and Excellence; Discussion points PowerPoint for class discussion (34 slides)
You've got it – HTML5 & CSS3 in a nutshell *Learning Guide* NZC Level 6 & 7/NCEA Level 1 & 2 Assessment Link NCEA Level 1 Digital Technologies AS 91073 (1.43*)* internal	DT 13/4/2	$80.00	This resource is designed to be used as a Learning Guide in preparation for the Level 1 or 2 Digital Media Achievement standards 1.43 and 2.43 and as part of a NCEA Level One or Two Digital Technologies programme. The resource is to be used as "How to Guide" in preparation for the Level 1-2 Digital Technologies, Digital Media IMPLEMENT Achievement standards. The resource includes: teacher and student notes, a PowerPoint presentation, image resources, videocasts and a design brief activity. Also included are appropriate and helpful hyperlinks to useful websites. These websites should help guide the teacher and students in the development and testing of the websites including how to apply appropriate testing procedures in an online environment. Likewise, the glossary of terms used within the PowerPoint resources will further help clarify the terminology around the various image formats and their purpose. *Learning Objectives By the end of this teaching and learning guide* *Student at Level 6 of the curriculum will demonstrate the ability to:* ✓ Use appropriate features of digital media software to edit and integrate digital media types to create a digital media outcome apply formatting techniques, design elements, and data integrity and testing procedures, to ensure the outcome meets the specifications ✓ Follow legal, ethical, and moral responsibilities as appropriate to the outcome ✓ Show accuracy and independence in the application of techniques and testing procedures ✓ Undertake techniques and testing procedures in a manner that economises the use of resources in a digital media outcome's production and use. *Students at Level 7 of the curriculum will demonstrate the ability to:* ✓ Select software based on the features of the program(s) that enable media types to be created, edited and integrated use advanced tools and techniques to edit and integrate digital media types to create a digital media outcome ✓ Apply advanced formatting techniques, design elements, and data integrity and testing procedures, to ensure a digital media outcome meets the specifications ✓ Follow legal, ethical, and moral responsibilities as appropriate to a digital media outcome ✓ Show accuracy and independence in the application of advanced tools, techniques and testing procedures ✓ Apply tools and techniques and testing procedures in a manner that economises the use of resources in a digital media outcome's production and usability Specific Content At conclusion of this teaching and learning guide, students should be able to demonstrate the ability to carry out the following techniques in Web Design and image manipulation: Apply appropriate procedures to design and create a multi-page website Follow appropriate designing procedures to ensure the website pages are fit for purpose. This could include wireframes, mockups, and sitemaps Set up appropriate folder structures and apply appropriate file management procedures as applicable to web design Understand and apply HTML5 and CSS3 for laying out pages Apply appropriate procedures to integrate images types into a webpage

Hyperlink pages internally and externally

Validate code using either:

wc3 validator accessibility testing tool

Dirtymarkup for cleaning up your messy code

Clean CSS   for formatting and optimizing your CSS

WAVE   accessibility testing tool

Cross browser checking (for example: Chrome, Safari, IE and Firefox)

Adobe BrowserLab is a free cross-browser compatibility tool

Browsershots is probably the most comprehensive free testing tool available

Other cross browser tools may be found here:

http://www.smashingmagazine.com/2011/08/07/a-dozen-cross-browser-testing-tools/

Contents A Teacher/Student Beginner's Guide for HTML5 and CSS3 with a checklist & Teacher Guidelines (55 pages); Support resource files (e.g. 2 x web folders); A selection of videocasts to support the teaching and learning –shown with a video icon; A PowerPoint Presentation including a breakdown of some of the most commonly used image formats (30 slides); Useful hyperlinks to webpages such as creative commons, W3C schools, Code cleaning websites, Notepad++ software and other free image manipulation software; Rich Text Documents with notes for the practice task; A Design Brief activity for students to create their own website

Mix N Merge **a ready to go, pick up & print practice** *Assessment*	DT 14/1/1	$60.00	This fun assessment activity tests the students ability to create a simple flatfile database using a range of data types and field names, create a simple input form, perform queries and create two mail merge documents. The focus for the assessment activity is based around a Computer Programming Club called "The Pythonics".
NZC Level 6/NCEA Level 1			Mix n Merge is an enjoyable yet challenging internal assessment resource for AS 91071v2 (DT 1.41) and uses word processing and database software applications. Students are required to skilfully and efficiently select and manipulate content and/or data using two software applications (word processing and database) to create a specified digital information outcome from provided specifications.
Assessment Link NCEA Level 1 Digital Technologies AS 91071v2 (1.41*)* internal			This resource would be well supported by the following TWO CETA resources: Database Design | Level 1 | DT 10/4/2 Teaching & Learning Pack AND Dabbling with Databases | Level 1 | DT 11/4/6 Learn of range of tools in Access Flatfile Database - queries and reports using wizards Preparation for AS 91071 *Contents: Practice assessment activity, retrieval files, planning templates, assessment schedule, evidence and judgement statements and suggested solutions.*

Delving Deeper into Web Development	DT 14/2/3	$60.00	Achievement Objective: Discover what makes a website interesting and appealing including the design elements and principles, and how well it functions
NZC Level 6/NCEA Level 1			This resource covers all the elements that students need to consider when creating a website. It includes short student activities and links to online resources. There are 20 pages covering what the Internet is, Design, Functionality, Ethical and Legal Issues, Tools and Techniques with short activities for the students to complete. It could be used in an online learning environment, printed out booklet for students, or teacher directed lessons. There is also a teachers' guide with suggested solutions. It links to the requirements for Achievement Standard 91072 Demonstrate understanding of basic concepts of digital media and could also be linked to Achievement Standard 91053 Demonstrate understanding of design elements.
Assessment Link NCEA Level 1 Technology Generic AS 91053 (1.10*)* external			Students could use this unit alongside, before or after, learning how to create a multi-page website integrated with manipulated images. Refer to CETA Resources DT 13/2/3 (Web Banner Ads) and DT 13/4/2 (You've got it – HTML5 and CSS3 in a nutshell).
			Specific Content:
			identify the digital media types in a digital media outcome
			describe the software resources used to create a digital media outcome
			describe basic techniques used to create a digital media outcome
			describe design elements in a digital media outcome
			describe the communication purpose of a digital media outcome, and discuss why distinguishing characteristics of a digital media outcome support its communication purpose
			explain how software resources and techniques used affected the technical quality of a digital media outcome
			explain why ethical considerations were important in the creation of a digital media outcome
			discuss why software resources and techniques were used to create a digital media outcome and how they affected its technical quality.
Human Factors in Design *Learning Guide*	DT 16/1/1	$60.00	A 34 page resource with two PowerPoints it is a resource which includes an introduction, theory, tasks and assessment ideas. This is an easy to use resource package which covers introductory theory needed when considering basic human factors in the design of a digital interface alongside the inextricable link between advancement in technology and the demands from users as part of this development. It will be a useful resource for teachers who are planning on preparing students for the NCEA Level 1 and Level 2 Digital Technology external standards as this content covers approximately one third of each of the externals. The resource can be used for teachers planning to assess the NCEA Level 1, Generic Technology internal assessment where students are expected to demonstrate understanding of basic human factors in design.
Assessment Link NCEA Level 1 Technology Generic AS 91054 (1.11) internal Digital Technologies AS 91074 (1.44) part external			
Also part Level 2 AS 91371 (2.44) external			The resource includes theory alongside some tasks for students to work though as they develop their understanding in this topic. It also resource includes two MS PowerPoint presentations – Design (32 slides) and Layout (16 slides).
			The resource support the delivery of the **Technology Curriculum:**
			Technological Practice, outcome, development and evaluation as well as the Nature of Technology characteristics and technological outcomes.The aim of technology education is for students to develop "a broad technological literacy" – to gain skills, knowledge, and understanding that will enable them to thoughtfully live with, critique, and contribute to the technological developments that shape our lives.

Technologically literate young people:

- have a broad understanding of how and why things work
- understand how technological products and technological systems are developed
- can critically evaluate technological developments and trends
- can design and evaluate their own solutions in response to needs and opportunities.

Like any other literacy, technological literacy is developed by exposure to a wide range of relevant experiences over time. The three strands of the technology curriculum – technological practice, technological knowledge, and the nature of technology – are designed to facilitate this.

Prior Learning

It is not necessary for students to have any prior learning in Digital Technology to be able to undertake this/these achievement standards however an understanding of the basic principles of design would be useful.

Specific Content

At conclusion of this topic students should be able to:

- Understand the basic design principles
- Evaluate and comment upon several different user interfaces
- Understand the different needs for human factors in design for hardware versus software (interface design)
- List, describe, analyse the 7 Neilson HCI points in relation to a commonly used digital product

Celebrate Success - *Assessment* **AS 91071 v3 (1.41)** **Assessment Link** NCEA Level 1 Digital Technologies AS 91071v2 (1.41) internal	DT 16/3/2 $55.00	This resource is a practice assessment for AS91071 v3. Students use two applications (Microsoft Word and Microsoft Access) and work through the Practice Assessment Task following the Design Brief and List of Specifications to build a Newsletter and merged certificates. They build a table with provided data, and create queries, a report and a form. They use a query to merge the data into certificates This assessment task requires that the student formats the Department of Technology's annual Newsletter for the Head of Department (HoD). The HoD provides all text for the Newsletter. The student is also required to create certificates for the winners of the Digital Technologies Competitions. All data in relation to the competitors is provided. The student is required to build a table in Access using the provided data, create a query that can be used in a mail merge for the winners certificates, create a form for entering competitors' details and a report detailing the winners that can be printed for the HoD to file. All text, data and graphics are provided. A suggested solution for the Database, Newsletter, Certificates, Form and Report are also included. Students are expected to print and submit digitally for this assessment task. Specific Content Students should be able to: • Apply digital information tools to create a digital information outcome • Combine and manipulate data from more than one application • Apply data integrity and testing procedures • Apply appropriate file management procedures • Apply design and formatting techniques such as bullets, font style, size and colour, columns, paragraph and line spacing, tables, alignment, contrast, proximity, repetition, heading hierarchy • Apply specific features of two software applications such as page break, format painter, copy/paste, table, query, form, report.

Contents:
Practice Assessment Task
Worked solution: Database (Access)
Worked solution: Newsletter
Worked solution: Merged Certificates
Assessment Schedule
Resource A – Newsletter Masthead Template (.dotx)
Resource B – Newsletter Text (.txt)
Resource C – Raw Data for the Database (.xlsx)
Resource D – Folder of Graphics (copyright free)
Resource E – School logo (.png)

Database Design using FileMaker Pro Advanced *How to Guide* Curriculum Levels NZC L6 & 7 Years 11 & 12	DT 17/1/1	$55.00	*Achievement Objectives*: Setting up a FileMaker database system for a business; Creating tables; Creating forms, buttons and control tabs; Setting fields with correct field types (e.g. number, text, Auto-number(serial number), calculations & drop-down lists, calendar drop-downs); Creating layouts that function appropriately on a range of devices (e.g. iPad or iPhone); Create relationships between tables

This resource would be suitable for Year 11 or 12 students who are undertaking a Level 1 or Level 2 Digital Technologies programme of study. Students will be guided through the steps to set up a Filemaker database system for a business. They will learn how to:

- Create tables
- Create a form
- Add buttons
- Use tooltips
- Create tabs in a form
- Set fields with correct field types (e.g. Number, text, autonumber(serial number), calculations, drop-down lists, calendar drop-downs); and
- Create layouts that function appropriately on a range of devices (e.g. Ipad or iphone).
- Create relationships between tables
- Find data, export data
- Create a mail merge

Students will be exposed to common database terms such as:

- Database
- Table
- Field
- Data type
- Record
- Calculation
- Find
- Edit
- Form
- Merge

On the completion of the How To Guides student will be given a *Practice Assessment* as an approach to consolidate and test their learning.

Apply digital information management tools to create a digital information outcome requires students to create a digital information outcome that involves manipulating and combining data from more than one application. The specifications for the digital information outcome, software and techniques to be used need to be determined prior to the outcome being made. When creating digital information outcomes students will use appropriate techniques and data integrity and testing procedures. Students will apply appropriate file management procedures, design elements, and formatting techniques. Students will consider their legal, ethical, and moral responsibilities when developing digital information outcomes.

This resource is designed to guide students and teachers to through the process of applying digital information management tools to create a digital information outcome in the form of a database system for a

business. ***Content:*** How To Guide – Database Design*;* How To Guide – Mail Merge*;* Completed Database & Mail merge Letter*;* Template Files*;* Image Files*;* Practice Assessment*;* Suggested Answer; Assessment Schedule

Alien Guess Who Access Database *Learning Guide*	DT 17/1/2	$55.00	This resource is aimed at introducing students to Microsoft Access by building and creating a Guess Who

Game. Suitable for versions 2007, 2010 and 2013. Students will create queries, filters, sorts and forms

paying attention to naming conventions, design principles, formatting and learn basic database

Curriculum Levels
NZC L6

terminology. While not part of the game, they will create a report and complete a mail merge.

Assessment Link
NCEA Level 1
Digital Technologies
AS 91071v3 (1.41)
internal

This is a fully comprehensive pick-up and go resource designed for students to either work through at their own pace, or be guided by their teacher during classroom sessions.

This is an introduction to Microsoft Access that uses the building of a popular game, Guess Who.

Through the development of the Guess Who flatfile database, students learn the basics of naming conventions, sorting, filtering, lookups, validation rules, formatting, OLE, form creation, report creation where they are shown how to fit a report onto a single page and the use of a button to create new records. Students also learn how to import a table from another Access database to their own database and complete a simple mail merge to Microsoft Word. Design principles are emphasised.

Students are also given guidelines to create their own additional characters in image creation software such as Adobe Illustrator, Adobe Fireworks, Microsoft Paint or Inkscape (open source) to use in their game of Guess Who, otherwise they can use the characters that are provided.

Included with this resource is a printable Alien sheet of 15 aliens for students to use to play Guess Who. There are also four videos containing an hour of Tutorials for students to plug into. By following the process outlined in the videos, students will learn about Sorting and Filtering, Designing and Building a Form and Report as well as learning how to complete a Mail Merge. Head phones are required.

Specific Content

At conclusion of this topic students should be able to create a table, form, report and query in Microsoft Access and complete a mail merge to Microsoft Word.

Skills covered include:
How to set up a table – formatting, validation rules
How to work with lookups
How to work with validation rules
How to work with OLE

How to import data from another database
How to create a well-designed form

How to create a filter and query

How to complete a mail merge to Microsoft Word

A look into the design principles

A guide to creating characters to add to the group of Guess Who Characters provided

(NOTE: Creating media is not part of this standard and so Character Creation is not an essential requirement of this resource. However, it is

a great opportunity for students to experiment with producing an original graphic which, while adds to the ownership of the Guess Who Database, could ultimately be worked into a project for 1.43 – web, print document, animation etc)

Designing and Developing Digital Outcomes (DDDO) *Develop an outcome to manage data* FileMaker Pro Advanced **An Interactive Resource**	DT 18/1/1	$70.00	This resource would be suitable for Year 11 (could also be used at Year 10 depending on students prior learning) students who are undertaking a Level 1 Digital Technologies programme of study. Students will work through a step by step guide to support them to *Develop a design for a digital outcome* and to *Develop an outcome to manage data.* Developing a design for a digital outcome requires students to follow an interactive design process to develop a design for an outcome. Students will: - define the purpose of the database and end-user requirements; - in consultation with the end-user, mock-up the database table structure and design ideas for the form (including the placement of the buttons) - seek end-user feedback to refine and improve the functionality of the database system; - consider the relevant implications (including usability, functionality, aesthetics and end user considerations; and - justify, with evidence, why the chosen design is suitable for the purpose and end users Developing an outcome to manage data requires students to use appropriate tools and techniques to structure, organise, query and present data for a purpose and end user. The purpose and end user should be determined prior to the outcome being made. When developing the outcome to manage data students will: - apply appropriate data integrity and testing procedures; - use appropriate file management procedures; and - apply appropriate design elements and formatting techniques to ensure the outcome if fit for purpose and that it meets end-user requirements This resource is designed to guide students and teachers to through the process of developing a design for a digital outcome to manage data. - Work with the user to identify end user requirements - Design and develop a database table - Set field names, data types and drop down menus - Perform data integrity testing to ensure accuracy of data - Design and create an input form for entering data - Add buttons to the form - Add scripts to the buttons - Test the design of the database to determine its usability and functionality - Find/query a database - Use different layout modes for viewing and editing data - Save and Export queries (Finds) - Populate data in a predetermined format (e.g. a Report) - Evaluate the database in terms of its ability to meet the purpose and end user requirements Contents: Student Step by Step 'How to Guide" for designing and creating a flatfile database (44 pages); Suggested Templates; Completed Database; Logo Master; Voice-over Videos stepping through the process (11)

InDesign It	DT 18/1/2	$70.00	This resource would be suitable for Year 10 or Year 11 students who are undertaking a Level 1 Digital Technologies programme of study. The digital media outcome that is created in this resource is designed to teach skills that students could implement in an assessment. The assessment could be an outcome from another subject area eg Geography, English, Media Studies – any subject where a report is to be created with text and images. While the outcome is built as an interactive one, it can be resaved and printed too. Elements of design are noted throughout the building of the outcome.
Develop a digital media outcome			Students are able to independently work through this step-by-step guide to support them to *develop a design for a digital outcome* and to *Develop a digital media outcome*

Developing a design for a digital outcome requires students to follow an iterative design process to develop a design for an interactive pdf using Adobe InDesign. Students will:

- Define the purpose of the document and end-user requirements;
- Research design ideas
- In consultation with the end user, sketch some layout and design options for the document keeping in line with the specifications and end-user requirements
- Seek end-user feedback to refine and improve the design considering relevant implications, for example, social, cultural, legal, ethical etc.

Developing a digital media outcome requires students to use appropriate tools and techniques relevant to the outcome to suit the purpose and end-user requirements. Students will:

- Apply data integrity and testing procedures to improve the quality of the outcome and usability
- Use an iterative process to do so
- Apply design ideas effectively considering relevant implications.

It is beneficial if students have some experience with Adobe InDesign before working with this resource, but it is not essential. This resource has 7 pages showcasing a variety of layouts and design ideas.

The scenario that is provided is to give students a starting point so that they can look into some layout ideas, complete some research and make sure the outcome that is being created meets the specifications. A number of different layouts are showcased in this resource. A section on Design Challenges is included at the end of the document. The aim of this is for students to practise some of the skills they have learned, and to experiment with different design principles. They should research some designs and have a go at replicating them.

This resource is a 'fictional' document – the images used do not correspond to real National Parks. The resource has a tools/techniques focus rather than a content focus.

Contents: Resource Descriptor; A student step by step 'How-To Guide' for creating an interactive document using Adobe InDesign. (54 pages) Adobe InDesign CC 2015 is used in this resource. Other versions are not too different to this one, and so any other version of Adobe from CS6 would be suitable to use in conjunction with this resource. A Troubleshooting and Tips Document – for those annoying things that go wrong. A few tips are included in the troubleshooting document to help with some of the more frustrating moments; A Design Document – a short description with examples of the principles Balance, Repetition, Contrast and Hierarchy. It is expected that students research Principles of Design and be able to apply them to their outcome; Principles that have been applied are noted in the main resource; Copyright Free Images. These have been sourced and are fully copyright free. www.unsplash.com is also a great resource of copyright free images; A completed interactive pdf with buttons, links and transitions; A printable pdf

Terminology Technology	DT 19/2/1	$25.00	From the glossary of terms, a 5 a day matching challenge has been created in order that students understand and to use the correct technology terminology.

Assessment Links:
Achievement Standard
1.1 (AS91044),
1.2 (AS91045),
1.3 (AS91046),
1.4 (AS91047)

The resource includes a comprehensive glossary of terms with definitions which could be given to the students although often expecting them to read and take in all this information at once can be daunting. Going over a few words at the start of a lesson can help them to use to the terminology correct. Along with the glossary is a set of six matching terms with descriptors called 5+ a Day which could be used as lesson starters, discussion starters, homework, group or paired activities.

It is recommended that this resource is used in conjunction with the Tech Tactics Poster set of 30 posters (Code DP9), however the Glossary and Matching Six 5+ a Day Sheets in this resource can be used on their own.

The posters could be used in a number of different ways:
- They could be placed around the room for students to refer to and read.
- They could also be used to stimulate discussions within the classroom. Five words could be covered a day at the start or end of each lesson.
- They could be projected and discussed as a group.
- Or the posters could be used as starters and groups given different words which they then need to research further.

This resource was originally DT 12/3/4 which included the posters and the glossary and activities has been revised, the posters removed and are available separately, and activities updated for student use.

Contents: Resource Descriptor; Teacher Guide to using this resource; Glossary of Technology terms and definitions
Six 5+ a day terminology matching words sheets.