Sacred Heart Girls' College

Digital Technologies

Level Two ~ Curriculum Level 7 ~ Digital Technologies

Authored by: Melinda Stevenson

DIGITAL TECHNOLOGIES
- 2012 -

Level 2 | Curriculum Level 7

Course description:

This course requires students to undertake technological practice to create 'fit for purpose' digital outcomes. As part of this practice students plan, develop, test and evaluate prototypes and evaluate these against the requirements of a brief. Students' also develop skills in using simple programming language, and use a range of tools and enhancements within the Adobe CS5 and Microsoft 2010 suites of software.

Focus Strands and Components:

- **Technological Practice**
    - Undertake brief development to address an issue
    - Develop a conceptual design for an outcome
    - Demonstrate understanding of how technological modelling supports risk management
- **Digital Technologies**
    - Implement advanced procedures to produce a specified digital information outcome with dynamically linked data
    - Implement advanced procedures to produce a specified digital media outcome

This course aims to:

- Provide students with the tools and knowledge to be safe, competent and confident Digital Citizens.
- Ensure students understand their legal, ethical, and moral responsibilities when developing digital outcomes.
- Provide an opportunity for students to learn and practice a range of advanced procedures in Microsoft Access Databases and Microsoft Word in order to integrate data using dynamic linking.
- Ensure students apply design elements and formatting techniques accurately and independently as they develop digital outcomes.
- Provide students with an opportunity to carry out technological practice in the area of Digital Technologies.
- Provide an opportunity for students to apply data integrity and testing procedures as they develop digital outcomes.
- Provide students with an opportunity to explore a context and identify a need or opportunity.
- Provide students with an opportunity to use a variety of techniques and tools to develop a conceptual design for a digital media outcome.
- Provide opportunity for students to identify and apply file management techniques to successfully produce and publish digital outcomes.
- Provide students with an opportunity to critically analysis their own and others functional modelling to determine fitness for purpose.
- Provide students with an opportunity to work closely with stakeholders in order to explore, evaluate and develop conceptual designs.

- Provide students with an opportunity to develop an understanding of how technological modelling supports risk management.
- Develop students' ability to use a range of advanced tools and enhancements within the Adobe CS5 Suite Develop students' ability to express their creativity when designing and making computer based solutions to issues

Course Duration:

This course runs for 1 year and consists of 4 lessons per week (2 x 50 minutes lessons and 2 x 60 minute lessons)

Learning Outcomes:

Digital Information | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data

Students will:

- Demonstrate the ability to apply advanced techniques to produce a specified digital information outcome that meets specifications and integrates data from a database and one other application using dynamic linking.
- Demonstrate the ability to apply appropriate design elements and formatting techniques to efficiently and clearly communicate a message.
- Demonstrate accuracy in the application of techniques, design elements, and testing procedures.
- Demonstrate independence with regard to decision making in the application of techniques, design elements, and testing procedures.
- Undertake techniques and testing procedures in a manner that economises the use of resources in the outcome's production and its use.
- Follow legal, ethical and moral responsibilities as appropriate to the outcome by considering the social implications of the outcome within an organisation and the wider community
- Evaluate this outcome's fitness for purpose against the brief.

Digital Media | Implement advanced procedures to produce a specified Digital Media Outcome

Students will:

- Demonstrate the ability to select appropriate software based on the features of the program(s) that enable media types to be created, edited and integrated.
- Demonstrate the ability to use advanced tools and techniques to edit and integrate digital media types to create a digital media outcome.
- Demonstrate an understanding of graphical manipulation such as file formats, flattening, compressing, and working with vector and raster images.
- Demonstrate the ability to apply advanced formatting techniques and design elements to efficiently and clearly communicate a message.
- Demonstrate accuracy in the application of advanced data integrity and testing procedures to produce digital media outcomes that are fit for purpose and meet the specifications.
- Undertake advanced techniques and testing procedures in a manner that economises the use of resources in the outcome's production and its use.
- Follow legal, ethical and moral responsibilities as appropriate to the outcome.
- Evaluate the outcome's fitness for purpose against the brief.

Brief Development | Undertake brief development to address an issue

Students will:

- Demonstrate the ability to explore a context to select an issue, and identify a need or opportunity relevant to their selected issue.
- Demonstrate the ability to establish a conceptual statement that justifies the nature of the outcome and why such an outcome should be developed with reference to the issue it is addressing.
- Demonstrate the ability to establish the specifications for an outcome using stakeholder feedback, and based on the nature of the outcome required to address the need or opportunity, consideration of the environment in which the outcome will be situated, and resources available
- Demonstrate the ability to communicate specifications that allow an outcome to be evaluated as fit for purpose
- Demonstrate the ability to work closely with stakeholders in order to develop specifications in terms of stakeholder feedback and wider community considerations

Outcome Development and Evaluation | Develop a conceptual design for an outcome

Students will:

- Demonstrate the ability to generate design ideas that are informed by research and critical analysis of existing outcomes
- Demonstrate the ability to develop design ideas for outcomes that are justified as feasible with evidence gained through functional modelling
- Undertake critical analysis of other's functional modelling practices in order to inform their own functional modelling practices
- Undertake functional modelling to evaluate design ideas and develop and test a conceptual design to provide evidence of the proposed outcome's ability to be fit for purpose
- Demonstrate the ability to evaluate the suitability of materials/components, based on their performance properties, in order to select the most appropriate for use in the production of a feasible outcome
- Undertake functional modelling to gain specific evidence of an outcome's potential fitness for purpose and use this to justify any decisions to refine, modify and/or accept the outcome as final.
- Develop an understanding of the physical and social requirements of where the outcome will be situated to support and justify key design decisions and evaluations of the outcomes potential fitness for purpose.

Outcome Development and Evaluation | Demonstrate understanding of how technological modelling supports risk management

Students will:

- Undertake research to determine how different types of modelling can be used to mitigate risk.
- Demonstrate an understanding of why different forms of modelling are used with different stakeholders groups.
- Demonstrate an understanding of how different types of modelling can provide valid and reliable evidence from different stakeholder groups.
- Demonstrate an understanding of why different forms of modelling are selected at different stages of technological practice to help determine what should or could be done.
- Demonstrate an understanding of functional modelling and prototyping.

Digital Information:

Implement advanced procedures to produce a specified digital information outcome with dynamically linked data

Advanced procedures in MS Word 2010

Advanced procedures in MS Access 2010

Plus an **introduction** to AS2.3 Conceptual designs + AS2.5 technological modelling

Brief Development/Conceptual Design/ Digital Media Design.

Design and Create a specified digital media outcome (Website)

XHTML and CSS - Web Design

Digital Media: Implement advanced procedures to produce a specified digital media outcome

Brief Development : *Undertake brief development to address an issue*

Conceptual Design: *Develop a conceptual design for an outcome*

Plus Technological Modelling*: Demonstrate understanding of how technological modelling supports risk management*

Adobe CS5 - Fireworks/Photoshop/Dreamweaver/ xhtml & css

Technological Modelling and Risk Management

Demonstrate understanding of how technological modelling supports risk management.

Integrated with database design project and web design project.

10 Page Report.

Course Overview:

The course is comprised of **Five** Achievement standards and **One optional Unit Standard**. Students can choose between being assessed against **either** AS 2.1 **or** AS2.3.
The credits contribute toward NCEA and the assessment methods are as follows:

AS Number	Achievement Standard Title	Credits	Method
2.1 *AS91354*	Undertake brief development to address an issue	4	I
or			
2.3 AS91356	Develop a conceptual design for an outcome	6	I
2.43 *AS91370*	Implement advanced procedures to produce a specified digital media outcome	4	I
2.41 AS91368	Implement advanced procedures to produce a specified digital information outcome with dynamically linked data	6	I
2.5 AS91358	Demonstrate understanding of how technological modelling supports risk management	**4**	E
TOTAL		**23**	
Alternative Assessment – Generic Computing Level 2			
US25656	**Create a website using a mark-up language to meet a set brief**	**3**	I

The **Internal Standards** will be assessed as follows:

Project 1
Implement advanced procedures to produce a specified digital information outcome with dynamically linked data**:** Achievement Standard 91368 (2.41)

Plus an introduction to Achievement Standards 91356 (2.3) + 91358 (2.5)

Project 2
Implement advanced procedures to produce a specified digital media outcome ~
Create a brochure website: Achievement Standards 91358 (2.5) + 91370 (2.43) + 91354 **or** (2.1) + 91356 (2.3)

External Standard: AS91358 - Demonstrate understanding of how technological modelling supports risk management - case study based on knowledge and skills developed during the year.

Optional Internal Assessment:

Generic Computing Unit Standard – US25656 – 3 Credits
Create a website using a mark-up language to meet a set brief

The Internal Standards will be assessed as follows:

- **Project 1 | Madge's 70 Birthday**
    - Use a range of advanced tools and techniques within MS Word 2010 to format, integrate and display a collection of data.
    - Use a range of advanced tools and techniques with MS Access 2010 to design and create a relational database in order to display and extract data
    - Dynamically link data between the database and a mail merge letter
    - Acknowledge all sources of information using APA referencing
    - Evaluate the outcome's fitness for purpose against the brief.

Achievement Objective(s):

Students will:

- *Implement advanced procedures to produce a specified digital information outcome with dynamically linked data*
    - Assessment: Achievement Standard 91368 [2.41]
      Implement advanced procedures to produce a specified digital information outcome with dynamically linked data:
        - Linking related tables in a database, using keys
        - Creating two table queries
        - Creating multiple criteria queries using logical, mathematical and wildcard operators
        - Customising reports and forms
        - Setting validation rules to restrict what users can enter in a given field (such as expressions, operators and input mask).
        - Applying section breaks
        - Using the bibliography tool
        - Applying multi-level bullet points
        - Applying styles
        - Applying data integrity and testing procedures.

- **Project 2 | Website Design – Brochure Website**
    - Follow the design process in order to explore a given context to identify an issue, determine a need or opportunity, and undertake brief development to communicate the nature of the outcome which resolves the issue
    - Developing a conceptual design for a digital media outcome
    - Design and create an a brochure website for a stakeholder that integrates media types and incorporates original content
    - Carry out functional modeling in order to explore and evaluate developing design ideas and conceptual designs
    - Carry out testing to evaluate the outcomes fitness for purpose against the brief.

Achievement/Learning Objective(s):

Students will:

- *Undertake brief development to address an issue*
- *Develop a conceptual design for an outcome*
- *Implement advanced procedures to create a digital media outcome*
- Demonstrate understanding of how technological modelling supports risk management
    - Assessment: Achievement Standard 91354 [2.1]
        - Justify the nature of an intended outcome in relation to the issue to be resolved and justify specifications in terms of key stakeholder feedback and wider community considerations.

    - + Achievement Standard 91356 [2.3]
        - Critically analyse their own and others' outcomes and evaluative practices to inform the development of ideas for feasible outcomes.
        - Undertake a critical evaluation that is informed by on-going experimentation and functional modelling, stakeholder feedback, and trialling in the physical and social environments.
        - Use the information gained to select, justify, and develop an outcome.
        - Evaluate this outcome's potential fitness for purpose against the brief.
        - Justify the evaluation using feedback from stakeholders and demonstrating a critical understanding of the issue.

    - + Achievement Standard 91370 [2.43]
        - 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

External Achievement Standard – 10 Page Report

- Case study report based on the knowledge and skills developed throughout the year. *This achievement standard will underpin all knowledge and skills developed during the year*.

Achievement Objective(s):

Students will:

- *Demonstrate understanding of how technological modelling supports risk management*
    - Achievement Standard 913568 [2.5]
        - Develop an understanding of how technological modelling supports risk management
        - Undertake research to determine how different types of modelling can be used to mitigate risk
        - Demonstrate an understanding of why different forms of modelling are used with different stakeholders groups.
        - Demonstrate an understanding of how different types of modelling can provide valid and reliable evidence from different stakeholder groups.

- Demonstrate an understanding of why different forms of modelling are selected at different stages of technological practice to help determine what should or could be done.
- Demonstrate an understanding of functional modelling and prototyping.

Grades - The following grades can be attained by **Achievement Standards** assessment:

Not achieved	N	Did not meet the standard (or did not attempt it)
Achieved	A	The standard was met
Achieved with Merit	M	The standard was met demonstrating very good work
Achieved with Excellence	E	The standard was met demonstrating excellent work

Note:

- All internal assessment work is presented in a portfolio format detailing the technological process applied to the creation of the outcome/s.
- Submission for assessment for some standards requires submission of ***both*** the completed outcome (solution created using the featured software) and the portfolio work.
- All practical work will be saved to CD.
- All portfolios and practical work will be retained until the next year.
- The external achievement standard is a word processed report saved as a docx file or a pdf file.

LEVEL 2 DIGITAL TECHNOLOGIES | STUDENT RECORD SHEET

NAME: …….. **CLASS ……..**

INTERNAL STANDARDS

AS Registration No.	Standard Title & Code	Topic	*Credits*	Assessment Results		Student Signature	Teacher Signature	Date
				First Assessment Event	Second Assessment Event			
AS 2.1 *91354* v1	Undertake brief development to address an issue	Web Design	4					
or								
AS 2.3 AS91356 v1	Develop a conceptual design for an outcome	Web Design	6					
AS 2.43 *AS91370 v1*	Implement advanced procedures to produce a specified digital media outcome	Web Design	4					
AS 2.41 AS91368 v1	Implement advanced procedures to produce a specified digital information outcome with dynamically linked data	Dynamically linked Data, Word Processing and Access Databases	6					
			Total Credits					

Sacred Heart Girls' College

DIGITAL TECHNOLOGY

Level 2 | Curriculum Level 7

Course description:

This course requires students to undertake technological practice to create 'fit for purpose' digital media outcomes. As part of this practice students plan, develop, test and evaluate prototypes and evaluate these against the requirements of a brief. Students' also develop skills in using simple programming language, and use a range of tools and enhancements within the Adobe CS5 and Microsoft 2010 suites of software. Our theme for this year is Digital Citizenship. Everything we do this year will have a focus keeping ourselves safe in the Digital World.

ASSESSMENT GUIDELINES AND PROCEDURES – Student copy

The Technology Learning Area will operate the following school policies and procedures:

Course Outline

Each student will be issued with a Course Outline at the start of the year detailing:

- a general course overview
- the standards in the course, their credit value and assessment method
- an assessment statement detailing the types of assessment
- the school assessment policies and procedures
- a personal record sheet to record marks on
- a topic and assessment year planner

Further Assessment Opportunity

Where practicable and manageable, only one further assessment opportunity to provide evidence of achievement in a standard will be offered. This will only occur after additional teaching and learning has occurred.

When further formal assessment event opportunities exist, all students who **did not** achieve the standard the first time will be required to re-attempt it after evidence of further learning has occurred. For students who **did** achieve the first time it is up to the student (and their family) as to whether to aim for merit or excellence the second time, (they are **not required** to have a second attempt).

Resubmission

A resubmission opportunity may be offered when an error(s) has occurred that the student is capable of correcting themselves. Methods of providing further documented evidence may include:

- a future formal assessment event
- portfolio submission
- accumulating evidence
- making corrections
- parallel tasks
- conferencing
- resubmitting work feedback prior to the final version
- diaries / logbook evidence
- observations

Further full assessment opportunities in this course will be available as follows:

US25656 *Evidence from a parallel task/observations and resubmission of work*

Authenticity

Assessment work completed must be the student's own work. Students and caregivers must sign authenticity declarations for work not done under direct teacher supervision and, where appropriate submit working drafts or conference for clarification. Where evidence indicates work presented is not a students' own work, no grade will be awarded.

Appeals

An appeal of a grade may be made but must occur within 2 school days of the return of assessed work. Where a grade is appealed, the appeal pathway is firstly the class teacher, then the HOD and lastly the Principal's Nominee if still unresolved.

Late Work

DUE DATE means just that! Late work will not be accepted for marking unless exceptional circumstances exist and an extension has been granted by the HOD **before** the due date.

Alternative Assessment Opportunity

Students who are absent from an Internal Assessment due to:

Illness - A medical certificate will be required to apply for an extension or alternative assessment date.

School Representation / School Event - It is the student's responsibility to inform the dean and class teacher in advance of the absence. It is generally expected that work be handed in before the event. If this is impractical an application for an extension or an alternative assessment date must be sought through the HOD.

Other Reasons – all other applications for an extension or alternative assessment opportunity will go through the HOD and be passed onto the Principal's Nominee when deemed appropriate to do so by the HOD.

Verifying Grades

Students are required to verify the sighting and acceptance of the grade awarded by signing the assessment sheet attached to each piece of internally assessed work. Students will also be required to verify the final grades they are awarded before they are submitted to NZQA.

Derived Grades

To apply for derived grades for **external achievement standards** NZQA's guidelines must be followed. See the Student Qualifications & Assessment Handbook for details.

Special Assessment Conditions

To apply for special assessment conditions assistance, students require medical verification of their condition. NZQA's guidelines must be followed. See the Student Qualifications & Assessment Handbook for details.

Retention of Student work

All student internal assessment material including Portfolios and outcomes will be retained by the department until it is no longer required for moderation purposes.

Student Obligations

1. Ensure you understand the assessment programme and policies
2. Ensure you understand the requirements of each assessment being completed
3. Discuss problems/concerns with the Teacher/HOD
4. Check thoroughly the accuracy of the assessment grade when work is returned.

Course Overview:

The course is comprised of **Five** Achievement standards and **one optional Unit Standard**. The credits contribute toward NCEA and the assessment methods are as follows:

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AS 2.1 *AS91354*	Undertake brief development to address an issue	4	I
or			
AS 2.3 AS91356	Develop a conceptual design for an outcome	6	I
AS 2.43 *AS91370*	Implement advanced procedures to produce a specified digital media outcome	4	I
AS 2.41 AS91368	Implement advanced procedures to produce a specified digital information outcome with dynamically linked data	6	I
AS 2.5 AS91358	Demonstrate understanding of how technological modelling supports risk management	**4**	E
TOTAL		**23**	
Alternative Assessment – Generic Computing Level 2			
US25656	**Create a website using a mark-up language to meet a set brief**	**3**	I

The **Internal Standards** will be assessed as follows:

Project 1

- Implement advanced procedures to produce a specified digital information outcome with dynamically linked data**:** Achievement Standards 91368 (2.41) + and an introduction to 91356 (2.3) + 91358 (2.5)

Project 2 - Web Design

- *Develop a conceptual design for an outcome*
- *Implement advanced procedures to produce a specified digital media outcome*
- Demonstrate understanding of how technological modelling supports risk management

    - Create a brochure website:
      Achievement Standards 91370 (2.43) + 91354 (2.1) **or** 91356 (2.3) Underpinning this project is 91358 (2.5) Demonstrate understanding of how technological modelling supports risk management.

External Standard: AS91358 - Demonstrate understanding of how technological modelling supports risk management - case study

Optional Internal Assessment: Generic Computing Unit Standard – US25656 – 3 Credits Create a website using a mark-up language to meet a set brief

TECHNOLOGY LEARNING AREA | LEVEL 2 DIGITAL TECHNOLOGIES | TOPIC AND ASSESSMENT PLANNER

Week:		1	2	3	4	5	6	7	8	9	10	11
Term 1: half days		**1 30 Jan-3 Feb**	**2 6 Feb-10Feb**	**1 13 Feb-17 Feb**	**2 20 Feb-24 Feb**	**1 27 Feb – 2 Mar**	**2 5 Mar-9 Mar**	**1 12 Mar-16 Mar**	**2 19 Mar-23 Mar**	**1 26 Mar-30 Mar**	**2 2 Apr-5 Apr**	
Term 1	Mon	MS Access Relational databases ER relationships Normalisation	Waitangi Day	MS Access Relational databases Advanced functions	MS Access Relational databases Advanced functions	MS Access Relational databases Advanced functions Discuss 2.3 – planning and conceptual designs		**Taranaki Anniversary**	MS Word advanced tools Advanced functions	MS Word advanced tools Advanced functions	MS Word advanced tools Advanced functions and graphs	
	Tues		MS Access Relational databases ER relationships Normalisation Tables				MS Access Relational databases Exporting to a Spreadsheet	MS Word advanced tools Revision				
	Wed											
	Thurs											
	Fri				Swimming Sports						**Good Friday**	
Term 2: 96 half days		**1 23 Apr-27 Apr**	**2 30 Apr-4 May**	**1 7 May-11 May**	**2 14 May-18 May**	**1 21 May-25 May**	**2 28 May – 1 Jun**	**1 4 June-8 June**	**2 11 June-15 June**	**1 18June-22 June**	**2 25Jun-29 June**	
Term 2	Mon	Start A/Standard 2.41	A/Standard 2.41	Finish A/S 2.41	Web Design (HTML and CSS + JQuery)	HTML and CSS + JQuery)	Start External A/standard 2.5 Case Study and Guest Speakers	**Queen's Birthday**	External A/standard 2.5 Case Study	External A/standard 2.5 Case Study	External A/standard 2.5 Case Study	
	Tues							External A/standard 2.5 Case Study	HTML and CSS + JQuery)	HTML and CSS + JQuery)	HTML and CSS + JQuery)	
	Wed	Anzac Day					HTML and CSS + JQuery)	HTML and CSS + JQuery)	Sacred Heart Day			
	Thurs											
	Fri											

<table>
<tr><td colspan="2">Term 3:
100 half days</td><td>1
16 Jul – 20 Jul</td><td>2
23 Jul – 27 Jul</td><td>1
30 Jul – 3 Aug</td><td>2
6 Aug – 10 Aug</td><td>1
13Aug-17 Aug</td><td>2
20 Aug – 24 Aug</td><td>1
27 Aug – 31 Aug</td><td>2
3 Sep – 7 Sep</td><td>1
10 Sep – 14 Sep</td><td>2
17 Sep – 21 sep</td><td>1
24 Sep – 28 Sep</td></tr>
<tr><td rowspan="5">Term 3</td><td>Mon</td><td colspan="8">Major Assessment Project [A/standards 2.1, 2.3 and 2.43]</td><td>Tourn. Week</td><td>2.1, 2.3 & 2.43</td><td>School Exams</td><td rowspan="5">Final Project handed in [A/Standards 2.1 or 2.3 and 2.43]</td></tr>
<tr><td>Tues</td><td rowspan="4">2.1 or 2.3</td><td rowspan="4">2.1 or 2.3</td><td rowspan="4">2.1 or 2.3 & 2.43</td><td rowspan="4">2.1 or 2.3 & 2.43</td><td rowspan="4">2.1 or 2.3 & 2.43</td><td rowspan="4">2.1 or 2.3 & 2.43</td><td rowspan="4">2.1 or 2.3 & 2.43</td><td rowspan="4">2.1 or 2.3 & 2.43</td><td rowspan="2">School Exams</td><td rowspan="2">Final preparation. Folio pre-check</td></tr>
<tr><td>Wed</td></tr>
<tr><td>Thurs</td></tr>
<tr><td>Fri</td></tr>
<tr><td colspan="2">Term 4:
66 half days</td><td>1
15 – 19 Oct</td><td>2
22 Oct – 26 Oct</td><td>1
29 Oct – 2 Nov</td><td>2
5 Nov – 9 Nov</td><td>1
12 Nov – 16 Nov</td><td>2
19 Nov – 23Nov</td><td>1
26 Nov – 30 Nov</td><td>2
3 Dec – 7 Dec</td><td>1
10 Dec – 14 Dec</td><td colspan="2"></td></tr>
<tr><td rowspan="5">Term 4</td><td>Mon</td><td rowspan="3">Finishing External A/standard 2.5 Case Study</td><td>Labour Day</td><td rowspan="5">Re-sits</td><td>Re-sits</td><td rowspan="5">NZQA</td><td rowspan="5">NZQA</td><td rowspan="5">NZQA</td><td rowspan="5">NZQA</td><td rowspan="5"></td><td colspan="2" rowspan="5"></td></tr>
<tr><td>Tues</td><td rowspan="3">Finishing External A/standard 2.5 Case Study</td></tr>
<tr><td>Wed</td></tr>
<tr><td>Thurs</td><td rowspan="2">NZQA</td></tr>
<tr><td>Fri</td><td>Year 12 Retreat</td></tr>
</table>

PROJECT 1: Year 12 Implement advanced procedures to produce a specified digital information outcome with dynamically linked data | Due Week 4 Term 2

Achievement Objective(s):

Students will:

Implement advanced procedures to produce a specified digital information outcome with dynamically linked data using MS Access and MS Word 2010:

Assessment

Achievement Standards 91368 (2.41) Implement basic procedures to produce a specified digital information outcome

WEEK	1	2	3	4	5	6	7	8	9	10	11
TERM ONE	**Theory**	Theory	**Practical skills Kano Kawhe Book**		**Kano Kawhe Book**		**Mountain Task Queries' and reports**	**Ms Word – advanced procedures**	**Mail Merge**	**Mail Merge**	**Practice Task**
Theory	Course intro; hardware/ software; file extensions, file size, file and folder management, backing up, security, privacy, using the network	File Management Database Design MS Access Relational databases ER relationships Normalisation Setting up tables	**Focus on skill development over the 4 weeks.** Screen shots and annotated notes in Visual Diary Evidence for skills MS Access Relational databases Advanced functions		MS Access Relational databases Advanced functions Calculations Queries Reports		Advanced Queries and reports	MS Word Setting up styles Page setup Multi-level bullets	MS Word Setting up styles Page setup APA Referencing and Bibliographies	**Mail merge** **Consolidation of advanced skills**	

PROJECT 1: Year 12 Implement advanced procedures to produce a specified digital information outcome with dynamically linked data | Due Week 4 Term 2

Achievement Objective(s):

Students will:

Implement advanced procedures to produce a specified digital information outcome with dynamically linked data using MS Access and MS Word 2010:

Assessment

Achievement Standards 91368 (2.41) Implement basic procedures to produce a specified digital information outcome

Practical skills	Bio data Setting up folders Logging on H drive	Setting up a database What is a database	**Working through Kano Kawhe book and the PowerPoint presentation.** **Terms:** □ Relational database □ Tables □ Fields □ Records □ Data values □ Validation □ Primary key □ Screen shot the Customer Table to show the various parts of a database	PowerPoint – □ ER relations □ Lookup □ Validating □ Linking □ Relationships □ Input Mask	□ Queries □ Parameters □ Reports □ Expressions □ Forms	MS Word	MS Word Setting up styles Page setup APA Referencing and Bibliographies	Mail merge Consolidation of advanced skills	Consolidation of advanced skills = practice tasks

PROJECT 2: Brochure Website XHTML/CSS/JQuery

Achievement Objective(s):

Students will:

Implement advanced procedures to produce a specified digital media outcome, Undertake brief development to address an issue & develop a conceptual design for an outcome

Assessment

AS91368 - Implement advanced procedures to produce a specified digital media outcome

AS91354 - Undertake brief development to address an issue

AS91356 - Develop a conceptual design for an outcome

AS91358 - Demonstrate understanding of how technological modelling supports risk management

<table>
<tr><td>WEEK</td><td colspan="3">1 - 4</td><td>5 -6</td><td>7-8</td><td>9</td><td>10</td></tr>
<tr><td rowspan="2">TERM TWO

Theory</td><td colspan="3">Assessment 2.41</td><td colspan="2">Web Design</td><td colspan="2">Technological Process
As 2.43/2.1/2.3</td></tr>
<tr><td>Start A/S 2.41</td><td>A/S 2.41</td><td>Finish A/S 2.41</td><td>File Management for images
☐ Bmp
☐ Png
☐ Gif
☐ Jpeg
☐ Flattening
☐ Compression
☐ Image Preview
☐ Download time
☐ Folder Structure [originals and assets]CSS + XHTML codes
☐ protocols;
• file extensions
• What is XHTML?
• Why use XHTML instead of HTML?
• Differences between HTML and XHTML
• Basic CSS rules for block elements verses inline elements
• Basic CSS rule structure
• How XHTML tags relate to CSS rules
• The difference between CSS Class and CSS Id</td><td>Tags
Commenting
Review opening and closing tags
divs <font size>
<p> <font color>

 <font
 family>
 <href..
<color> Images
Line height <td>
Padding <tr>
Margins Background
Width
Hyperlinks; text link, image links, email links
Screen shots and annotated notes in Visual Diary
Evidence for AS 2.43</td><td>Start Assessment:
As 2.43/2.1/2.3

Design Brief: Purpose,
User profile;
Design specifications
Issue Statement
Context and Settings
Critical Analysis of websites Initial Design brief
Design attributes and specifications
Wireframing Designing
Stakeholder feedback,</td><td>Brief refinement & Conceptual Designs
Refined brief
Refined design specifications
Conceptual designing
Stakeholder feedback,
Refining Brief
Creating Assets
Wireframing
Mockups</td></tr>
<tr><td colspan="3"></td><td colspan="2">Technologist Visit #1
AS 2.5
Write up report</td><td></td><td colspan="2">Technologist Visit #2
AS 2.5 Write up report - Provide evidence of how technologists have used modelling to mitigate risk</td></tr>
</table>

PROJECT 2: Brochure Website XHTML/CSS/JQuery

Achievement Objective(s):

Students will:

Implement advanced procedures to produce a specified digital media outcome, Undertake brief development to address an issue & develop a conceptual design for an outcome

Assessment

AS91368 - Implement advanced procedures to produce a specified digital media outcome

AS91354 - Undertake brief development to address an issue

AS91356 - Develop a conceptual design for an outcome

AS91358 - Demonstrate understanding of how technological modelling supports risk management

Weeks	5-6				7-8	9-10
Term Two Practical Skills	**Practical Skills** Adobe Fireworks and photoshop		**Practical Skills, XHTML coding, CSS, Box, Attaching, Linking, etc** **Split screen in Dreamweaver**		Practical Skills: Continue with coding, validating, meta tags code validation, cross browser testing	**Technological Process** **As 2.43/2.1/2.3**
	• Revision of tools in Adobe Fireworks and Photoshop	• Exporting images • download time • file format • Flattening • layers and elements	Samoa task • Building an XHTMl document. DTD (Document Type Declarations), add head elements • Declare the encoding type, title, keywords • Formatting with XHTML • HTML syntax: • Different text sizes; headers, small or big, subscript, superscript bold, italic, quoting text, ordered list (numbered list), unordered list (bullet points) definition lists, Hyperlinks; text link, image links, email links	• .Building with Divs • Containers, Box, Padding, Margins • CSS v HTML • Divs • Tags • Opening and closing • Setting up CSS and attaching • Box: • Images, background: repeat/x and y • padding/margins/width	• XHTML coding; • Pseudo code • Validating code • Google search tags • Meta Tags • Cross browser testing Screen shots and annotated notes in Visual Diary • Evidence for **AS 2.43**	• Explore context • Stakeholder brainstorm • Conceptual designs **Design Brief:** Purpose, User profile; Issue Statement Context and Settings Critical Analysis of websites Initial Design attributes and specifications Wireframing Designing concepts Stakeholder feedback

WEEK	1	2	3	4	5	6	7	8	9	10
TERM THREE	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5	Assessment 2.1/2.3/2.43 + 2.5
	• Continue to explore environment (physical/functional) • Conceptual designs • Wireframes • Mockups • Stakeholder feedback	• Designing and creating assets Testing and Evaluation Stakeholder Feedback • Brief Refinement	• Testing and Evaluation in situ • Stakeholder Feedback • Brief Refinement • XHTML coding; • Pseudo code	• Testing and Evaluation in situ • Stakeholder Feedback • Brief Refinement • XHTML coding; • Pseudo code	• Testing and Evaluation in situ • Stakeholder Feedback • Brief Refinement **Practical** • Validating code • Cross browser testing	• Testing and Evaluation in situ • Stakeholder Feedback • Brief Refinement **Practical** • Google search tags • Meta Tags	• Validating code • Cross browser testing • Final Design Brief	• Google search • Meta Tags • Final Testing • Final evaluations **Focus on External – show evidence** **AS 2.5 Technologists Visits** **Provide evidence of how technologist has used modelling to mitigate risk**	**Skills – 2.43 Evidence and screenshots**	**Skills – 2.43 Evidence and screenshots Folios handed in**

WEEK	1	2	3	4	5	6	7
TERM FOUR	Focus on External Evidencing in folios		Seniors on Exam Leave				
	AS 2.5 • Technologists Visits • Provide evidence of how technologist has used modelling to mitigate risk • Packing up folios & Case Studies		**REVISION** ***Scholarship EXAMS BEGIN***	***NCEA EXAMS BEGIN Scholarship EXAMS CONT.***	***NCEA & Scholarship EXAMS CONT.***	***NCEA & Scholarship EXAMS CONCLUDE***	