

Driving Question:			
Should they live happily ever after?			
Year Level			
3			
Focus Learning Area(s):			
Technologies: Digital Technologies			
Achievement Standard(s) covered:			
<ul style="list-style-type: none">Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input.They explain how the solutions meet their purposes.			
Content Description(s) covered:			
Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)		<ul style="list-style-type: none">describing, using drawings, pictures and text, the sequence of steps and decisions in a solution, for example to show the order of events in a game and the decisions that a player must make	
Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)		<ul style="list-style-type: none">using different design tools to record ways in which digital solutions will be developed, for example creating storyboards or flowcharts to record relationships or instructions about content or processescreating options for users to make choices in solutions, for example a user input and branching mechanism such as buttons in a slideshow	
General Capabilities Covered	<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Numeracy	<input checked="" type="checkbox"/> ICT Capability
<input checked="" type="checkbox"/> Critical & Creative Thinking	<input type="checkbox"/> Personal & Social Capability	<input type="checkbox"/> Intercultural Understanding	<input type="checkbox"/> Ethical Understanding
Other Learning Areas Covered:			
English: <ul style="list-style-type: none">Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose(ACELY1682)Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation(ACELY1683)Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements(ACELY1685) Arts: Media Arts <ul style="list-style-type: none">Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)			
Assessment			
Assessment item	Assessment goal	Method of assessment	
Pair written Algorithm	Student understanding of algorithm	Peer assessment Teacher assessment	
Pair written Algorithm with branching	Student understanding of branching	Teacher assessment	
hyperlinked PowerPoint e-story		Peer assessment with rubric Teacher assessment with rubric	
Lesson Overviews			
Week 1	Lesson Aim: Understand the term Algorithm Examining the fairytale 3 little pigs and the steps involved in the algorithm of this story		

	Use graphic based flip chart to create the traditionally ordered version of this algorithm
Week 2	<p>Lesson Aim: Students recreate the algorithm we created last week in pairs</p> <p>Referring back to the class example students use Inspiration to recreate the algorithm in the correct order so the traditional ending is reached</p> <p>Students then share and compare their inspiration to check their version of the algorithm</p>
Week 3	<p>Lesson Aim: Students create their own algorithm of a traditional story that they know well</p> <p>In pairs students need to decide upon a traditional story they know well and would like to work with for the remainder of this unit</p> <p>Students use inspiration to create the algorithm for this story, ensuring they only include the essential steps that make up the story.</p>
Week 4	<p>Lesson Aim: Students finish the creation of their algorithms and conduct a peer review of another pair's work</p> <p>In their pairs from last lesson, students complete work on their algorithms on the traditional story of their choice.</p> <p>When all pairs are completed students team up with another pair and check each other's work to ensure that each algorithm is complete. They then discuss any improvements that could be made and then act upon this advice so that the algorithms are completed ready for next week's lesson</p>
Week 5	<p>Lesson Aim: Students understand the concept of branching and how this can change the outcome of a story</p> <p>Using the class example on the Three Little Pigs we created earlier the students will come up with 3 alternate endings for the story. We will then add "branches" to our algorithm showing how the alternate endings are added to the flowhart of the algorithm</p>
Week 6	<p>Lesson Aim: students apply the concept of branching to the algorithm they wrote</p> <p>In pairs students come up with 3 alternate endings to the fairy-tale they have written the traditional algorithm for, deciding whether the characters should live happily ever after or not</p>
Week 7	<p>Lesson Aim: Students create a user friendly version of their branched algorithm</p> <p>Students use the text from the algorithms they have created to create an e-book in PowerPoint which allows the reader to select the ending they would like for the story. The selections are made by hyperlinking to different slides within the story allowing the user to input their selection</p>
Week 8	<p>Lesson Aim: Students finish the creation of the user friendly version of their branched algorithm</p> <p>Students use their desktop publishing abilities to finalise their e-books, formatting their text and adding a theme and images that are suited to their storyline.</p>