

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Identity in the digital world (35 hours)	Communities	Adaptation and Invention	Identities and relationships	Communities of designers adapt media to produce original products	A, B, C, D	Thinking: Critical thinking about the "rights and wrongs" of sharing media on the web. Self-management: Organization skills Research: Information literacy skills Research: Media literacy skills	Possible interdisciplinary connections: English Factual knowledge: the difference between copyright, fair use, and creative commons, how to use the design cycle to create a video product, brochure, poster, comic, how to search for and identify Creative Commons media, Creative Commons licenses Creative Commons.org - Who's Is It Anyway, Social media (advantages, disadvantages) Procedural knowledge: Creating a storyboard for their design, creating a music video using a video editor or creating a brochure/poster, seeking out objective feedback from an appropriate audience, finding and identifying Creative Commons media and using them in their products, citing Creative Commons sources, licensing their own Creative Commons Work (if they choose) Resources: Video editor, Canva, MS Publisher, internet Design situation: Many teenagers are exploring the Internet for communication, information, and entertainment. Interacting and sharing in the virtual and online community can offer teens the opportunity to meet people, test limits, and experiment. Inadvertently, teens can stumble upon offensive, explicit, harmful content and even engage in unsafe online practices. Although teenagers seem savvy in their technological abilities, without critical thinking skills or experience, they might be vulnerable to such dangers as online hate, invasions of privacy, and addictive gaming and gambling. Design and make a brochure, a video or a poster that will educate others about the chosen topic on Digital identity.
Educational game (35 hours)	Systems	Function Perspective	Scientific and technical innovation	The design of learning games needs to consider the requirements of the teacher and the perspective of the student, while creating interesting and innovative interactions.	A, B, C, D	Self-management: Organization skills Self-management: Affective skills Communication: Communication skills Research: Information literacy skills Social: Collaboration skills	Possible interdisciplinary connections: Visual arts (arts); mathematics Factual knowledge: Gamification, CAD design, technical use of the application chosen to create the game Procedural knowledge: Project management, inquiry into the target market and analysis of the findings, development with creativity of the interface, backgrounds and characters of the game, storyboarding, product analysis Resources: Internet, different editors Design situation: It is said that schools, workplaces, families, and academic researchers have a lot to learn about learning from computer and video games. Games provide information in a challenging environment and motivate the user to learn. Teachers need educational games that can engage students and help them to solve problems. Can you help them?

DIFFERENTIATION

For students with ADHD

- Bigger font and space between rows
- Shorter paragraphs
- Avoid tables if needed
- Check which type of graphs/diagrams are suitable for the student
- Frequent checking if a student is concentrated on the work
- Work in pairs or small teams (up to four)
- Creating summary sheets if needed
- Encourage students to participate in class discussions
- Commend student on progress
- Regularly make notes about progress in e-dnevnik
- Allowing the student to leave the classroom for a short time during the lesson if needed