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| **We are learning about our digital footprint, potential online dangers, and copyright to protect our work and the rights of others.** |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify and define** | **Combine and perform serial skills** | **Apply and integrate** | **Create and evaluate** |
| **Success criteria** | I can identify privacy settings on social media sites I useI can identify rules that need to be considered and followed when connecting online | I can describe potential issues when connecting online and can describe ways to remain safe online and be responsibleI can describe how people use scams to trick others into supplying personal informationI can describe ways that copyright protects the rights of others | I can consider scenarios and explain if copyright is breached or whether there is no infringement and the use is passable  | I can evaluate a game that presents digital dilemmas and describe its usefulnessI can create a game that presents digital dilemmas in an engaging way |
| **Digital technologies****Way of thinking** |   |  |  | Design thinking |

As learning progresses, it becomes more complex. SOLO stands for the Structure of the Observed Learning Outcome.  It is a means of classifying learning outcomes in terms of their complexity. It can help differentiate a task to enable students to operate at their level and provide learning tasks that are progressively more challenging.

**For more about SOLO Taxonomy refer to these websites**

[**John Biggs Solo Taxonomy**](http://www.johnbiggs.com.au/academic/solo-taxonomy/)

[**HookED: Solo Taxonomy**](http://pamhook.com/solo-taxonomy/)