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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 use  I 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 responsible  I can describe how people use scams to trick others into supplying personal information  I 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 usefulness  I 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/)