Include:

* a variety of opportunities to learn and apply the Ways of working throughout every unit.
* advice about using the *Essential Learnings* when planning for the specific key learning area (KLA):
* Technology has two organisers — Technology as a human endeavour and Information, materials and systems. Knowledge and understanding from these organisers can be used together. This will develop understandings about how technology is used and its impact in real-world contexts
* Information, materials and systems (resources) have been combined in one organiser to highlight commonalties. When selecting Knowledge and understanding from this organiser, the focus could be on one or more of these resources.
* The Ways of working in Technology reflect the processes of working technologically and should be used in conjunction with Knowledge and understanding to help students understand the design and development of products
* information about how this course caters for learners in the middle phase of learning, e.g. how this course of study contributes to an engaging, broad and general education, with a continued focus on literacy, numeracy and embedding ICTs.

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| **Year level/s:** |  |  | | | |
| **Time allocation** | **Unit title** | **Targeted *Essential Learnings*** | | **Unit overview topics** | **Assessable elements Assessment instruments and techniques** |
|  |  | **Ways of working** | **Knowledge and understanding** |  |  |

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| Technology course of study mapped to *Essential Learnings* — Ways of working |
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|  | Units of work | |
|  | Year 8 | Year 9 |

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|  | | **Semester 1** | | | | **Semester 2** | | | | **Semester 1** | | | | **Semester 2** | | | |
| **Ways of work**ing | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Students are able to:** |

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| investigate and analyse specifications, standards and constraints in the development of design ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| select resources, techniques and tools to make products that meet detailed specifications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| plan, manage and refine production procedures for efficiency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| make products to meet detailed specifications by manipulating or processing resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| identify, apply and justify workplace health and safety practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| evaluate the suitability of products and processes against criteria and recommend improvements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on and analyse the impacts of products and processes on people, their communities and environments. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Technology course of study mapped to *Essential Learnings* — Knowledge and understanding |
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|  | Units of work | |
|  | Year 8 | Year 9 |

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|  | | **Semester 1** | | | | **Semester 2** | | | | **Semester 1** | | | | **Semester 2** | | | |
| **Knowledge and understanding** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology as a human endeavour  Technology influences and impacts on people, their communities and environments in local and global contexts. | | | | | | | | | | | | | | | | | |

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| New products and technologies are designed and developed to meet changing needs and wants of intended audiences, and include artefacts, systems, environments, services and processes. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| People can influence decisions made about the design, development and use of technology to change the impact on people, their communities and environments at local and global levels. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Information, materials and systems (resources)  Resources originate from different sources, exist in various forms and are manipulated to meet specifications and standards to make products. | | | | | | | | | | | | | | | | |
| Characteristics of resources are compared, contrasted and selected to meet detailed specifications and predetermined standards of production to best suit the user. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Techniques and tools are selected, controlled and managed to manipulate or process resources to meet detailed specifications and predetermined standards of production. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Technology course of study mapped to *Essential Learnings* — Assessable elements |
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|  | Units of work | |
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|  | | **Semester 1** | | | | **Semester 2** | | | | **Semester 1** | | | | **Semester 2** | | | |
| **Assessable elements** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating and designing | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Producing | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evaluating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |