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| Prep–Year 6 multi-age Digital TechnologiesCurriculum and assessment plan[Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Digital Technologies. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

| Level description — Prep | Level description — Years 1–2  | Level description — Years 3–4  | Level description — Years 5–6  |
| --- | --- | --- | --- |
| Learning in Digital Technologies builds on the Early Years Learning Framework and each student’s prior learning and experiences.By the end of Foundation students should have had the opportunity to experience computational thinking by experimenting with different ways of representing an idea or action with a symbol, object or picture that is understood by others, such as a sun indicating fine conditions in a weather forecast.Through Digital Technologies and Mathematics (Statistics), students have opportunities to explore different ways that data can be acquired and recorded, for example using a tablet to take photographs of plants in the school garden. Students have opportunities to develop their confidence with using digital systems by creating content such as simple messages. They become familiar with the difference between data that is owned by them, such as a photo of themselves, and data that is publicly available, such as a photo of their school. Through guided play experiences and tasks, students develop systems thinking by exploring how digital systems, such as tablets, smartphones and laptops can be used for different purposes, at school and at home.In Digital Technologies, students should have frequent opportunities for authentic learning by making key connections with other learning areas. | By the end of Year 2 students should have had the opportunity to apply computational thinking by describing algorithms that include sequences of instructions and decisions, and by using digital systems to produce simple solutions. Through practice and investigation, they become more familiar with and confident in representing data in different ways.Through Digital Technologies and Mathematics (Statistics), students begin to recognise patterns in the data they have acquired, such as identifying common and distinctive features after sorting it, and these generalisations help them make predictions, such as how a pattern might continue.Students develop systems thinking by exploring a range of purposes for using digital systems and their components. They have opportunities to experience and develop their skills in using different hardware components, such as a touchpad and keyboard. They use different software to create content such as writing a message that includes an image and sharing it with classmates. Students become aware of design thinking by discussing and observing how the needs of different people are met through using digital systems. They protect the security of their own data on their school account by using their own username and password and, through discussion, develop an awareness that some websites and apps store their personal data online.In Digital Technologies, students should have frequent opportunities for authentic learning by making key connections with other learning areas. | By the end of Year 4 students should have had the opportunity to broaden their computational thinking by creating simple digital solutions, individually and in groups, that involve defining problems, and designing and implementing solutions as visual programs. Students practise defining problems using design criteria given to them, and user stories developed by the class. Through practice, students improve the precision of their algorithms and implement them as visual programs. Students expand their understanding of data representation by exploring how and why the same data can be represented in different ways to meet different purposes.Through Digital Technologies and Mathematics (Statistics), students use digital systems to acquire and process data for comparison and interpretation purposes. Students progress in their systems thinking by considering the connections between digital systems and peripherals to meet specific purposes, such as using a headset to participate in an online class discussion. They explore how digital systems interact by transmitting data, such as using a class laptop to stream videos from an online news service.Students apply design thinking techniques to generate multiple ideas for the design of their solutions. They compare their ideas with other ideas, such as those of their classmates. They determine the success of their implemented solutions against given design criteria and co-created user stories. They also judge how well digital systems used by the public meet their needs, such as maps or transport apps to plan a trip. Through frequent practice when completing tasks and projects, students increase their confidence and fluency in using core features of common digital tools to create content individually, and when working in groups they apply agreed behaviours. Students secure their personal data by creating passwords that are hard to guess and begin to understand the risks associated with storing and sharing personal data online. They learn about the importance of protecting private data and consider the positive actions and behaviours they display when engaging with others online.In Digital Technologies, students should have frequent opportunities for authentic learning by making key connections with other learning areas. | By the end of Year 6 students should have had the opportunity to apply computational thinking by creating digital solutions that involve defining problems, designing and modifying algorithms, and implementing them as visual programs. Students practise different strategies to develop their abstract thinking, such as thinking out aloud to simplify problems, which is needed when defining them. They represent algorithms involving branching and iteration and implement them as visual programs that include variables and respond to input. Students think in a more abstract way, exploring how on and off states and whole numbers can be used to represent data.They use design thinking techniques to generate multiple ideas about the design of solutions and how people interact with them. Based on given or co-developed design criteria and student-generated user stories, they select, and where appropriate modify, their preferred design ideas for further development. They extend the use of design criteria by evaluating their own and existing solutions, considering the impact of these solutions on their community. Through Digital Technologies and Mathematics (Statistics), students develop confidence and competencies in using digital systems to create displays of data, such as visualisations, which assist in interpreting data sets.Students apply systems thinking when investigating the functions and purpose of each component in a digital system and their interactions with others. They examine how data is broken up and sent through networks. Through frequent practice when completing tasks and projects, students develop competence and confidence in creating content that applies agreed conventions, such as heading hierarchies and labelling of charts, and they use a consistent file-naming system. When working in groups, students explore different ways of working collaboratively,such as agreeing on how tasks should be allocated and content shared. Students protect data stored in their personal accounts by creating separate passphrases for each account and explain how their personal data forms their permanent digital footprint.In Digital Technologies, students should have frequent opportunities for authentic learning by making key connections with other learning areas. |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the bands.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 1–2  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 3–4  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 5–6  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them. | By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them. | By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them. | By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them. |
| Learning area achievement standard | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Digital systems**recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 | [ ]  | [ ]  | [ ]  | [ ]  | **Privacy and security**identify some data that is personal and owned by themAC9TDIFP01 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Data representation**represent data as objects, pictures and symbolsAC9TDIFK02 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

# Years 1–2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online. | By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online. | By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online. | By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online. |
| Learning area achievement standard | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Digital systems**identify and explore digital systems and their components for a purposeAC9TDI2K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Investigating and defining**investigate simple problems for known users that can be solved with digital systemsAC9TDI2P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Data representation**represent data as pictures, symbols, numbers and wordsAC9TDI2K02 | [ ]  | [ ]  | [ ]  | [ ]  | **Generating and designing****follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition)****AC9TDI2P02** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Evaluating****discuss how existing digital systems satisfy identified needs for known users****AC9TDI2P03** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Collaborating and managing****use the basic features of common digital tools to create, locate and communicate content****AC9TDI2P04** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults****AC9TDI2P05** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Privacy and security****access their school account with a recorded username and password****AC9TDI2P06** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **discuss that some websites and apps store their personal data online****AC9TDI2P07** | [ ]  | [ ]  | [ ]  | [ ]  |

# Years 3–4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1  | Unit 2  | Unit 3 | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks. | By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks. | By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks. | By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks. |
| Learning area achievement standard | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Digital systems**explore and describe a range of digital systems and their peripherals for a variety of purposesAC9TDI4K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Investigating and defining**define problems with given design criteria and by co-creating user storiesAC9TDI4P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore transmitting different types of data between digital systemsAC9TDI4K02 | [ ]  | [ ]  | [ ]  | [ ]  | **Generating and designing****follow and describe algorithms involving sequencing, comparison operators (branching) and iteration****AC9TDI4P02** | [ ]  | [ ]  | [ ]  | [ ]  |
| **Data representation**recognise different types of data and explore how the same data can be represented differently depending on the purposeAC9TDI4K03 | [ ]  | [ ]  | [ ]  | [ ]  | **generate, communicate and compare designs****AC9TDI4P03** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Producing and implementing****implement simple algorithms as visual programs involving control structures and input****AC9TDI4P04** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Evaluating****discuss how existing and student solutions satisfy the design criteria and user stories****AC9TDI4P05** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Collaborating and managing****use the core features of common digital tools to create, locate and communicate content, following agreed conventions****AC9TDI4P06** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults****AC9TDI4P07** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Privacy and security****access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess****AC9TDI4P08** | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **identify what personal data is stored and shared in their online accounts and discuss any associated risks****AC9TDI4P09** | [ ]  | [ ]  | [ ]  | [ ]  |

# Years 5–6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence. | By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence. | By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence. | By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence. |
| Learning area achievement standard | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Digital systems**investigate the main internal components of common digital systems and their functionAC9TDI6K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Investigating and defining**define problems with given or co-developed design criteria and by creating user stories AC9TDI6P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| examine how digital systems form networks to transmit dataAC9TDI6K02 | [ ]  | [ ]  | [ ]  | [ ]  | **Generating and designing**design algorithms involving multiple alternatives (branching) and iteration AC9TDI6P02 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Data representation**explain how digital systems represent all data using numbersAC9TDI6K03 | [ ]  | [ ]  | [ ]  | [ ]  | design a user interface for a digital systemAC9TDI6P03 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore how data can be represented by off and on states (zeros and ones in binary)AC9TDI6K04 | [ ]  | [ ]  | [ ]  | [ ]  | generate, modify, communicate and evaluate designsAC9TDI6P04 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Producing and implementing**implement algorithms as visual programs involving control structures, variables and inputAC9TDI6P05 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Evaluating**evaluate existing and student solutions against the design criteria and user stories and their broader community impactAC9TDI6P06 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Collaborating and managing**select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventionsAC9TDI6P07 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behavioursAC9TDI6P08 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | **Privacy and security**access multiple personal accounts using unique passphrases and explain the risks of password re-use AC9TDI6P09 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  | explain the creation and permanence of their digital footprint and consider privacy when collecting user dataAC9TDI6P10 | [ ]  | [ ]  | [ ]  | [ ]  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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