|  |
| --- |
| Year 3 juncture  Planning and auditing template |
|  |
| All key learning areas |

|  |  |
| --- | --- |
| About this template This resource is intended to help you plan teaching, learning and assessment of the *Essential Learnings* across the curriculum. It can be used to:   * audit existing units * plan new units of work.   The template provides a record of your units of work and their specific teaching, learning and assessment of:   * Ways of working * Knowledge and understandings (conceptual statements only) * Assessable elements.  Using the form features This template is a protected MS Word form document — it allows you to enter unit titles in the shaded areas and check and uncheck boxes by clicking on them.  To make any other changes to the template, turn off the MS Word protection feature:   * Open the document in MS Word. * Display the Forms toolbar: from the top menu, select View > Toolbars > Forms. * On the Forms toolbar, click on the Protect forms icon (padlock).     Reactivate protection by clicking on padlock when needed. | Five processes that guide planning  Five_planning_processes_Yr3_juncture  *This template can be used to identify curriculum and develop assessment.* Additional planning and auditing resources **APEL** is a QSA developed software application to help teachers audit their curriculum and plan units of work using the *Essential Learnings*. Available from the QSA website <www.qsa.qld.edu.au>. |

Year 3 juncture — The Arts

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * create and shape arts works by combining arts elements to express personal ideas, feelings and experiences | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * practise arts works, using interpretive and technical skills | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * present arts works to familiar audiences, using arts techniques, skills and processes | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * follow guidelines to apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — The Arts

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | | | Year 3 | | | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | | | Semester 1 | | | | | Semester 2 | | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
|  |
| Dance: Dance involves using the human body to express ideas, considering particular audiences and particular purposes,  through dance elements in movement phrases. | | | | | | | | | | | | | | | | | | | | | |
| * Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Directions, levels, shapes and pathways are used to move in space within movement phrases. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Fast and slow movements are used to change timing in movement phrases. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Percussive and sustained movement qualities are used to change energy in movement phrases. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Structuring devices, including repetition and narrative forms, are used to organise movement phrases. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| Drama: Drama involves using dramatic elements and conventions to express ideas, considering particular audiences  and particular purposes, through dramatic action based on real or imagined events. | | | | | | | | | | | | | | | | | | | | | |
| * Role can be established using movement, voice, performance space, cues and turn-taking. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Purpose and context are used to shape roles, language, place and space to express ideas. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Dramatic action is structured by being in role and building story dramas. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |

Year 3 juncture — The Arts

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | | | Year 3 | | | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | | | Semester 1 | | | | | Semester 2 | | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
|  |
| Media: Media involves constructing meaning by using media languages and technologies to express representations,  considering particular audiences and particular purposes. | | | | | | | | | | | | | | | | | | | | | |
| * Still and moving images, sounds and words are used in media texts. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| Music: Music involves singing, playing instruments, listening, moving, improvising and composing by using the music  elements to express ideas, considering different audiences and particular purposes, through sound. | | | | | | | | | | | | | | | | | | | | | |
| * Duration, beat, time values and metre are used to create repeated rhythmic patterns. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Pitch and intervals are used to create melodic phrases and sequences. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Repetition is used to structure music. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Familiar sound sources, including vocal and instrumental sources, have characteristic sound qualities (tone colour). | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Relative softness and loudness of sounds are used to change the dynamic level of music. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |

Year 3 juncture — The Arts

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Visual art: Visual art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express  ideas, considering different audiences and different purposes, through images and objects. | | | | | | | | | | | | | | | | | |
| * Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Line is used to suggest movement and direction. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Texture is used to create variation and repetition. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

The Arts — Assessable elements

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presenting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Responding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — HPE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * pose questions and plan simple activities and investigations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify and collect information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * draw conclusions and make decisions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * propose and take action to promote health and wellbeing, movement capacities and personal development | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply fundamental movement skills when participating in physical activities | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * create and sequence simple movement patterns in response to stimuli | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply personal development skills when interacting with others | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * follow guidelines to apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — HPE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Health: Health is multidimensional and influenced by everyday actions and environments. | | | | | | | | | | | | | | | | | |
| * The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings). | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Health behaviours and choices are influenced by personal factors, people and environments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical activity: Fundamental movement skills are foundations of physical activity. | | | | | | | | | | | | | | | | | |
| * Development of body and spatial awareness improves movement and confidence in a variety of physical activities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Development of locomotor and non-locomotor movements and manipulative skills can improve the quality of physical performance and support participation in physical activities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Regular participation in physical activity develops movement capacity and promotes health and wellbeing. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — HPE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Personal development: Personal identity, self-management and relationships develop through interactions in family  and social contexts and shape personal development. | | | | | | | | | | | | | | | | | |
| * Identity is shaped by personal characteristics and experiences. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Everyday experiences and relationships give rise to different emotions in self and others. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

HPE — Assessable elements

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Planning | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implementing and applying | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — SOSE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * pose questions for investigations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan simple investigations based on questions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify and collect information and evidence from narratives and familiar sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make judgments about the usefulness of the information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * draw conclusions and give explanations, using information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * communicate social and environmental ideas, using texts and terminology to match audience and purpose | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * share ideas, and plan and enact responses to group or community issues | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * participate in group decision making to achieve goals | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify values associated with fairness, protecting the environment and behaving peacefully. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — SOSE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Time, continuity and change: Changes and continuities are identified through events, people’s contributions and the stories of local communities. | | | | | | | | | | | | | | | | | |
| * Aboriginal people’s and Torres Strait Islander people’s continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Contributions of individuals and groups to communities can be identified by symbols and stories. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Place and space: Local natural, social and built environments are defined by specific features and can be sustained by certain activities. | | | | | | | | | | | | | | | | | |
| * Local environments are distinguished by natural features, places of importance to particular groups, and public spaces. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Resources and environments can be used, conserved and protected by valuing and applying sustainable practices. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Maps have symbols to represent places and identify the relative position of features including landmarks and locations. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — SOSE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Culture and identity: Local communities have different groups with shared values and common interests. | | | | | | | | | | | | | | | | | |
| * Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Aboriginal peoples and Torres Strait Islander peoples are Australia’s Indigenous peoples and their influences are evident and valued in Australian communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Stories about significant events and individuals reflect cultural diversity in local and other Australian communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — SOSE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Political and economic systems: Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. | | | | | | | | | | | | | | | | | |
| * Rights and responsibilities, rules and codes of behaviour are part of local communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Democratic decision-making systems help people to live and work together in communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Voting is used to make decisions and select leaders in democratic systems. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * People and resources are involved in the production and consumption of familiar goods and services. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

SOSE — Assessable elements

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communicating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — Technology

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * identify the purpose for design ideas | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * generate simple ideas for designs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * communicate major features of their designs, using 2D or 3D visual representations and words | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * select resources, simple techniques and tools to make products | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan and sequence main steps in production procedures | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make products by following production procedures to manipulate and process resources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * follow guidelines to apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate products and processes by identifying what worked well, what did not and ways to improve | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on the uses of technology and describe the impact in everyday situations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 3 juncture — Technology

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Technology as a human endeavour: Technology is part of our everyday lives and activities. | | | | | | | | | | | | | | | | | |
| * Products include artefacts, systems and environments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Designs for products are influenced by purpose, audience and availability of resources. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Technology and its products impact on everyday lives in different ways. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Information, materials and systems (resources): Resources are used to make products for particular purposes and contexts. | | | | | | | | | | | | | | | | | |
| * Resources have characteristics that can be matched to design requirements. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Simple techniques and tools are used to manipulate and process resources. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Technology — Assessable elements

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating and designing | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Producing | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evaluating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Inquiring with ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students explore and use ICTs in the processes of inquiry across key learning areas. They: |
| * experiment with different ICTs and select and use ICTs appropriate to the inquiry | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * conduct structured searches for data and information from a limited range of sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * organise data and information | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate the data and information gathered for usefulness and credibility | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on how ICTs have assisted in meeting the inquiry purposes and in developing new understandings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating with ICTs | | | | | | | | | | | | | | | | | |
| Students experiment with and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding,  demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They: | | | | | | | | | | | | | | | | | |
| * represent ideas, information and thinking | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop imaginative responses | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * record evidence of their learning | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on their use of ICTs as a creative tool and identify how their responses could be improved. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Communicating with ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students experiment with and use ICTs across key learning areas to collaborate and enhance communication in different contexts for an identified audience. They: |
| * share and communicate ideas, understandings and responses | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * consider how ICTs can be used to communicate different meanings in different situations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply basic communication conventions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply digital media to communicate | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * recognise some elements of image and identity in communication | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on their use of ICTs and identify ways to improve their collaboration and enhance their communication. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Ethics, issues and ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students understand the role of some ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They: |
| * develop and apply basic protocols and practices for safe, secure and responsible use of ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * examine values and identify issues and practices for using ICTs in a safe and responsible manner | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify and acknowledge the owner(s)/creator(s) of digital information sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply basic preventative strategies to address health and safety issues when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * follow guidelines for personal safety and information security practices when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on how ICTs are used in the community and identify their impact. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units of work | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | Year 3 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Operating ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students use a range of basic ICT functions and applications across key learning areas to inquire, create collaborate and communicate, and to manage, store and retrieve information and data. They: |
| * follow guidelines to use ICTs and associated processes | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * explore ways to work with and manage personal ICT resources and files | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply basic formatting features when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * describe common ICT devices using familiar ICT terminology | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * use strategies to seek help when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on their operation of ICTs and identify what worked well and what did not. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
|  |
|  |
| Queensland Studies Authority  295 Ann Street, Brisbane  PO Box 307 Spring Hill  QLD 4004 Australia  **T** +61 7 3864 0299  **F** +61 7 3221 2553  [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) |