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| Year 5 juncture  Planning and auditing template |
|  |
| All key learning areas |

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| 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 5 juncture — The Arts

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * create and shape arts works by organising arts elements to express personal and community values, beliefs and observations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * rehearse and rework arts works, using interpretive and technical skills | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * present arts works to informal and formal audiences, using arts techniques, skills and processes | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify and apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings and future applications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 5 juncture — The Arts

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | | | Year 5 | | | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | | | Semester 1 | | | | | Semester 2 | | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
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| Dance: Dance involves using the human body to express ideas, considering different audiences and different purposes,  by selecting dance elements in short movement sequences. | | | | | | | | | | | | | | | | | | | | | |
| * Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Group formations are used to organise dancers in short movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Simple rhythmic patterns are used for timing of movements in short movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Swinging and collapsing movement qualities are used to alter energy in short movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Structuring devices, including contrast and canon forms, are used to organise short movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| Drama: Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences  and different purposes, through dramatic action based on real or imagined events. | | | | | | | | | | | | | | | | | | | | | |
| * Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Purpose and context guide the selection of time frames, language, place and space to express ideas. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Dramatic action is structured through storytelling, improvisation and extended roleplays. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |

Year 5 juncture — The Arts

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | | | Year 5 | | | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | | | Semester 1 | | | | | Semester 2 | | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
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| Media: Media involves selecting media languages and technologies to create representations and construct meaning,  considering different audiences and different purposes. | | | | | | | | | | | | | | | | | | | | | |
| * Still and moving images, sounds and words are selected to construct media texts. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| Music: Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music  elements to express ideas, considering different audiences and different purposes, through sound. | | | | | | | | | | | | | | | | | | | | | |
| * Duration, beat, time values and metre are used to create rhythmic patterns. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Pitch and intervals are used to create the melodic arrangement of sound. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Tonalities and harmonies are used to organise music. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Musical forms are used to structure music. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour). | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |

Year 5 juncture — The Arts

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | |
| * Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Continuous, broken and hatched lines are used to create balance, contrast, space and patterns. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Texture creates contrast and patterns using lines, rubbings and markings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

The Arts — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| 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 5 juncture — HPE

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * pose and refine questions or issues, and plan activities | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * collect, organise and evaluate information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * draw conclusions and make decisions by identifying connections | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply fundamental and simple specialised movement skills when participating in physical activities | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * create and perform movement sequences by selecting and combining movement skills | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply personal development skills and strategies in team and group situations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify and apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify how their own and others’ behaviours, skills and actions influence health and wellbeing, movement capacities and personal development | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings and future applications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 5 juncture — HPE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Health: Health is multidimensional and influenced by individual and group actions and environments. | | | | | | | | | | | | | | | | | |
| * Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Individual and group action can promote health and wellbeing, including safety. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical activity: Fundamental and simple specialised movement skills are elements of physical activity. | | | | | | | | | | | | | | | | | |
| * Application of appropriate techniques for fundamental and simple specialised movement skills can enhance physical performance and participation in physical activities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Regular participation in physical activity can improve movement capacities, personal development and health and wellbeing. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 5 juncture — HPE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Personal development: Personal identity, relationships and self-management are influenced by beliefs, behaviours  and social factors, and shape personal development. | | | | | | | | | | | | | | | | | |
| * Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

HPE — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| 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 5 juncture — SOSE

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * pose and refine questions for investigations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan investigations based on questions and inquiry models | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * collect and organise information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * draw and justify conclusions based on information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * share opinions, identify possibilities and propose actions to respond to findings | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply strategies to influence decisions or behaviours and to contribute to groups | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 5 juncture — SOSE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
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| Time, continuity and change: Changes and continuities are represented by events and people’s contributions, and are viewed differently by different people. | | | | | | | | | | | | | | | | | |
| * British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of terra nullius, establishment of penal and free settlements, contact with the Indigenous population and the development of industries. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Place and space: Environments are defined and changed by interactions between people and places. | | | | | | | | | | | | | | | | | |
| * Environments are defined by physical and human dimensions. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Physical features of environments influence the ways in which people live and work in communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 5 juncture — SOSE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Place and space: Environments are defined and changed by interactions between people and places. | | | | | | | | | | | | | | | | | |
| * Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Culture and identity: Communities contain cultures and groups that contribute to diversity and influence cohesion. | | | | | | | | | | | | | | | | | |
| * Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australian society has responded to different cultures in positive and negative ways. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 5 juncture — SOSE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Political and economic systems: Communities have developed decision-making systems that include principles and values formed over time. | | | | | | | | | | | | | | | | | |
| * Australia’s government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australia’s legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australia is connected to other countries in the Asia–Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

SOSE — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| 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 5 juncture — Technology

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * identify and analyse the purpose and context for design ideas | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * generate design ideas that match requirements | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * communicate the details of their designs using 2D or 3D visual representations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * select resources, techniques and tools to make products | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan production procedures by identifying and sequencing steps | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make products to match design ideas by manipulating and processing resources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify and apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate products and processes to identify strengths, limitations, effectiveness and improvements | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify the impacts of products and processes on people and their communities | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to identify new understandings and future applications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 5 juncture — Technology

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Technology as a human endeavour: Technology influences and impacts on people, their communities and environments. | | | | | | | | | | | | | | | | | |
| * Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Aspects of appropriateness influence product design and production decisions. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * The products and processes of technology can have positive or negative impacts. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Information, materials and systems (resources): The characteristics of resources are matched with tools and techniques to make products to meet design challenges. | | | | | | | | | | | | | | | | | |
| * Resources have particular characteristics that make them more suitable for a specific purpose and context. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Technology — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| 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

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Inquiring with ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students explore and use ICTs in the processes of inquiry and research across key learning areas. They: |
| * identify the inquiry focus, data and information requirements and possible digital information sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan, conduct and manage structured searches for data and information | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * organize and identify relationships between data and information from a variety of sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate data and information gathered for usefulness, credibility, relevance and accuracy and completeness | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on, analyse and evaluate 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: | | | | | | | | | | | | | | | | | |
| * develop simple plans to create imaginative responses | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * express and represent ideas, information and thinking | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * create imaginative responses that demonstrate required features | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on their use of ICTs as creative tools and evaluate their choice of ICTs, their ICT responses, and the effectiveness of the ICT features in meeting requirements. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| 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 purpose and audience. They: |
| * collaborate and communicate ideas, understandings, information and responses | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * consider how communication with ICTs varies in different social and cultural contexts | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply appropriate communication conventions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * use a variety of digital media to improve communication | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * express a personal image and an identity in communication | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on their use of ICTs and analyse and identify ways to improve the effectiveness of their collaboration and communication. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| 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 codes of practice that promote safety, security, responsibility and respect | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * examine practices in a variety of ICT environments and identify underlying values | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify owner(s)/creator(s) of digital information sources and apply sound practices to acknowledge them | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply a range of preventative strategies to address issues relating to health and safety when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop and apply strategies for the security of personal information when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and analyse the use of ICTs in the workplace and identify their impact in society. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | Year 5 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Operating ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students use a range of ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They: |
| * experiment with operational processes and use the basic capabilities of a range of ICT devices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * access appropriate network, personal system and device information | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make selections from common input, output and storage devices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make selections from common input, output and storage devices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * describe common ICT devices and operational processes using ICT-specific terminology | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop and apply “help” strategies for effective use of ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * explain some management processes when working with content in digital environments | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and analyse their operational skills and identify ways to improve their effectiveness. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| 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) |