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| QCIA learning goals — mapping overview  Communication and technologies (CT) |

List the subjects that the student will be enrolled in. Select goals according to student communication skills, interests, strengths and weaknesses. Check the boxes to show that all goals are covered across subjects.

This template is provided to assist schools and may be reused and adapted.

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| Communication and technologies | | | | | | | | | | | |
|  | QCIA curriculum plan learning goals | | | Subjects | | | | | | | |
| Learning focus | Subcategory | Goal | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] |
| Language comprehension (CT1) | Listening (CT1.1) | Listen and respond to questions and requests |  |  |  |  |  |  |  |  |
| Listen and respond to questions and statements |  |  |  |  |  |  |  |  |
| Listen to and identify key information in spoken and multimodal texts |  |  |  |  |  |  |  |  |
| Listen to and recall information about topics being learned in spoken texts |  |  |  |  |  |  |  |  |
| Listen to and recall information in simple spoken texts |  |  |  |  |  |  |  |  |
| Listen to and respond to detailed spoken instructions for undertaking learning tasks |  |  |  |  |  |  |  |  |
| Listen and respond to one- and two-step instructions |  |  |  |  |  |  |  |  |
| Listen to and comprehend information presented in spoken texts and texts read aloud |  |  |  |  |  |  |  |  |
| Navigation, reading and viewing (CT1.2) | Show awareness of and identify symbols and words |  |  |  |  |  |  |  |  |
| Identify high frequency words in texts |  |  |  |  |  |  |  |  |
| Understand that words can be organised into sentences |  |  |  |  |  |  |  |  |
| Navigate, read and view simple texts with:   * familiar vocabulary and supportive illustrations * illustrations and simple graphics |  |  |  |  |  |  |  |  |
| Navigate read and view:   * different types of texts with illustrations and more detailed graphics * subject-specific texts with some challenging features and a range of graphic representations |  |  |  |  |  |  |  |  |
| Interpreting (CT1.3) | Identify meaning in simple texts |  |  |  |  |  |  |  |  |
| Interpret simple texts using comprehension strategies such as activating and using prior knowledge and identifying literal information explicitly stated in the text |  |  |  |  |  |  |  |  |
| Use comprehension strategies such as interpreting literal information, making inferences and predicting to explore topics and gather information from text |  |  |  |  |  |  |  |  |
| Use comprehension strategies such as interpreting literal information, making inferences and predicting to explore topics. |  |  |  |  |  |  |  |  |
| Make some simple inferences from texts |  |  |  |  |  |  |  |  |
| Summarise and organise information and ideas |  |  |  |  |  |  |  |  |
| Interpret implicit and explicit meaning of symbols, words and phrases |  |  |  |  |  |  |  |  |
| Compare texts on similar topics or themes |  |  |  |  |  |  |  |  |
| Responding (CT1.4) | Use behaviours that are not intentionally directed at another person to attend to, respond to or show interest in familiar people, texts, events and activities |  |  |  |  |  |  |  |  |
| Use informal behaviours that show consistent anticipation of events in regular routines to:   * attend consistently to familiar texts * respond consistently to social interactions with familiar people * demonstrate anticipation of predictable events * responds to questions and requests |  |  |  |  |  |  |  |  |
| Use conventional behaviours and/or concrete symbols consistently in an increasing range of environments and with familiar and unfamiliar people to:   * respond to a sequence of gestures, objects, photographs or pictographs, e.g. follow a visual schedule to complete a task * respond to texts with familiar structures, e.g. by responding to a question * respond to requests |  |  |  |  |  |  |  |  |
| Use conventional behaviours and/or abstract symbols consistent with different contexts with different people to:   * work out the meaning of texts with familiar structures, e.g. illustrated books, printed words, braille texts and pictographs, using knowledge of context and vocabulary * respond to questions, sequence events and identify information from texts with familiar structures * use information in texts to explore a topic |  |  |  |  |  |  |  |  |
| Language Use (CT2) | Communicating behaviours (CT2.1) | Indicate a physical state, e.g. hot, cold, nauseous |  |  |  |  |  |  |  |  |
| Use behaviours that are not intentionally directed at another person to:   * refuse or reject * reflect a preference or desire * reflect a state of wellbeing, e.g. contentment, joy, worry, pain |  |  |  |  |  |  |  |  |
| Use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people, such as to:   * refuse or reject * express a preference * request the continuation of an activity * request something new * request more * request attention |  |  |  |  |  |  |  |  |
| Use conventional behaviours and/or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:   * refuse or reject * request items, people or events present at the time * create texts, e.g. comment on a recent event, story or shared experience |  |  |  |  |  |  |  |  |
| Use conventional behaviours and/or abstract symbols consistently in different contexts with different people to communicate intentionally and consistently to:   * create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs * comment on people, events and objects in the past, present and future and to ask questions * convey knowledge about learning area topics |  |  |  |  |  |  |  |  |
| Interacting and composing (CT2.2) | Use pair, group and class discussions and informal debates to:   * explore topics * represent ideas and relationships * test possibilities * compare solutions |  |  |  |  |  |  |  |  |
| Compose texts to record and report events and ideas |  |  |  |  |  |  |  |  |
| Compose and edit texts to represent events and ideas |  |  |  |  |  |  |  |  |
| Presenting (CT2.3) | Identify visual presentations to communicate a response |  |  |  |  |  |  |  |  |
| Prepare visual presentations for use in a short presentation |  |  |  |  |  |  |  |  |
| Deliver a prepared short presentation |  |  |  |  |  |  |  |  |
| Plan and deliver short presentations |  |  |  |  |  |  |  |  |
| Plan, rehearse and deliver short presentations, incorporating some visual and multimodal elements |  |  |  |  |  |  |  |  |
| Plan, research, rehearse and deliver presentations, selecting appropriate content and incorporating visual and multimodal elements |  |  |  |  |  |  |  |  |
| Operation of Digital and other technologies (CT3) | Purpose of and audience for technologies (CT3.1) | Engage with a number of different devices |  |  |  |  |  |  |  |  |
| Recognise that different devices have different purposes |  |  |  |  |  |  |  |  |
| Identify how digital and other technologies are used at home and at school |  |  |  |  |  |  |  |  |
| Identify the value and role of digital and other technologies used at home and school |  |  |  |  |  |  |  |  |
| Describe the different uses of digital and other technologies at school, home and in the local community |  |  |  |  |  |  |  |  |
| Identify and explore the benefits and risks of using digital and other technologies |  |  |  |  |  |  |  |  |
| Using technologies (CT3.2) | Use augmentative and alternative communication (ACC) devices to communicate |  |  |  |  |  |  |  |  |
| Recognise that devices have tools and applications |  |  |  |  |  |  |  |  |
| Use the basic functions of devices |  |  |  |  |  |  |  |  |
| Identify and select digital and other technologies suited to completing simple specified tasks |  |  |  |  |  |  |  |  |
| Safely operate software, functions and commands when operating devices |  |  |  |  |  |  |  |  |
| Explore digital and other technologies as a tool to generate simple solutions for audiences and purposes |  |  |  |  |  |  |  |  |
| Create and modify simple technological solutions, outputs or data for purposes |  |  |  |  |  |  |  |  |
| Independently or collaboratively create or modify technical solutions for audiences and purposes |  |  |  |  |  |  |  |  |
| Follow conventions to modify simple technological solutions for audiences and purposes |  |  |  |  |  |  |  |  |
| Use digital technologies to:   * identify where information is located * identify, record and classify information * plan an information search * generate information * identify and represent information |  |  |  |  |  |  |  |  |
| Troubleshooting (CT3.3) | Recognise when a technology problem occurs |  |  |  |  |  |  |  |  |
| Understand processes and implement strategies for resolving technological problems by:   * attempting to solve a problem before seeking help * seeking help when encountering a technological problem * seeking solutions when encountering a problem |  |  |  |  |  |  |  |  |
| Use basic troubleshooting procedures to resolve routine malfunctions |  |  |  |  |  |  |  |  |
| Technical and social protocols for use of digital technologies (CT4) |  | Recognise social communication protocols when using digital technologies |  |  |  |  |  |  |  |  |
| Recognise intellectual property of digital work |  |  |  |  |  |  |  |  |
| Recognise that digital products can be used or misused |  |  |  |  |  |  |  |  |
| Follow instructions and protocols when sharing personal information |  |  |  |  |  |  |  |  |
| Follow instructions and protocols about applying standard guidelines and techniques to secure digital information |  |  |  |  |  |  |  |  |
| Acknowledge sources of digital information |  |  |  |  |  |  |  |  |
| Apply basic social protocols when using digital technologies to communicate with known audiences |  |  |  |  |  |  |  |  |
| Apply strategies for determining and protecting the security of digital information |  |  |  |  |  |  |  |  |
| Recognise and value individuals’ rights to identity, privacy and emotional safety for themselves and others when using digital technologies |  |  |  |  |  |  |  |  |
| Identify the risks of individuals’ rights to identity, privacy and emotional safety when using digital technologies |  |  |  |  |  |  |  |  |
| Use digital technologies safely to:   * view information shared by trusted adults * share and exchange information with known audiences |  |  |  |  |  |  |  |  |
| Select and use appropriate digital technologies and tools safely when sharing and exchanging information in online environments |  |  |  |  |  |  |  |  |
| Determine appropriate storage locations for different types of digital information |  |  |  |  |  |  |  |  |