Australian Curriculum - Technologies: Digital Technologies - Strands with Elaborations

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

	General Capabilities												
Literacy	Numeracy	ICT capability	Ortical and creative thinking	Personal and social capability	Ethical understanding	Intercultural understanding							
Sourced from 'Key ideas in the Technologies curriculum													

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As students progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, ecoromic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preference for the future. They develop solutions to meet needs considering impacts on liveability, ecoromic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preference for the future.

(I) Project management Students will develop skills to manage projects to successful completion through planning, organising and monitoring limithese, activities and the use of resources. This includes considering resources and constraints to develop resource, framce, work and time plans; assessing and managing risks; making decisions; controlling quality, evaluating processes and collaborating and communicating with others at different stages of the process. Students are taught to plan for exclamable use of resources when managing projects and taken its own of thick, it wash and study considerations and personal and social beliefs and values.

A system is an organised group of related objects or components that form a whole. Systems thinking is a holistic approach to the identification and solving of problems where the local points are treated as components of a system, and their interactions and interrelationships are analysed individually to see how they influence the functioning of the entire system.

In Design and Technologies the success of designed solutions includes the generation of ideas and decigions made throughout design processes. It requires students to understand systems and work with complexity understand systems and interactions between people, places and events in local and wider work contexts and consider the impact their designs and actions have in a connected world. Participating in and shaping the future of information and digital systems is an integral part of learning in Digital Technologies. Understanding the complexity of systems and the interdependence of components is necessary to create timely solutions to technical, economic and social problems. Implementation of digital solutions often has consequences for the people who use and engage with the system, and may introduce unintended costs or benefits that impact the present or future society.

Computational thinking is used when specifying and implementing algorithms solutions to problems in Digital Technologies. For a computer to be able to process data through a series of bigical and ordered steps, students must be able to bake an abstract idea and break it down into defined, simple basis that produce an outcome. This may include analyzing trends in data, responding to user input under certain procordions or predicting the outcome of a simulation.

This type of thinking is used in Design and Technologies during different phases of a design process when computation is needed to quantify data and solve problems. Examples include when calculating costs, testing materials and components, comparing performance, or modelling trends

...The Australian Curriculum: Digital Technologies (F-10) comprises two related strants:

(i) Digital Technologies knowledge and understanding -the information system components of data, and digital systems (hardware and networks)

on sills: -using digital systems to create lokes and information, and botilen, design and implement digital soution, and evaluate these solutions and existing information systems against specified criteria...

Relationship between the strands
stems (people, data, processes, digital systems and their interactions) to systematically transformed that into sudinors that respond to the readed of individuals, society, the economy and the environment. Teaching and learning programs will typically integrate these, as content in processes and production skills frequently draws on understanding of concepts in the invelodage and understanding strend. From the information concepts in the invelodage and understanding strend. From the information concepts in the invelodage and understanding strend. From the information concepts in the invelodage and understanding strend. From the information concepts in the invelodage and understanding strend. From the information concepts in the invelodage and understanding strend. From the invelodage and understanding strends.

"....Teachers can select technologies specific content from the Knowledge and understanding strand and students can apply skills from the Processes and production skills strand to that content.

The common strand structure provides an opportunity to highlight similarities across the two subjects that will facilitate integrated approaches to teaching...."

:...In Digital Technologies students are actively engaged in the process of defining problems and opportunities, designing, implementing and evaluating digital solutions, and orealing and shaped in the process and the supportunities, designing, implementing and evaluating digital solutions, and orealing and shaped in the process and the lay concepts are progressively developed frough the bands as presented in the sopperation of computational and design thinking, and technical skills. The key concepts are progressively developed frough the bands as presented in the sopperation of computational and design thinking, and technical skills. The key concepts are progressively developed frough the bands as presented in the sopperation of the key concepts and the bands and the source of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts and the band of the sopperation of the key concepts are designed in the sopperation of the key concepts and the band of the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key concepts are designed in the sopperation of the key c

Teaching and learning programs will bypically inlegate content from each started and foous on a digital bedressioning agreement, interaction which indicates the production of the production of

Inlegating cortent from the strands standing stand. For example, iteming to acquire, interpret, manipulate, store and communicate data and information loss of approase processes and production skills) involves an understanding of the representation of data, the basis for creating solutions (incoming and understanding); iteming to select and use the most applicable and cognition and understanding and under

ted in digital systems, how data will be input by the user and how they will be transmitted within the digital system. They draw on this knowledge when stating what is required of the solution (de evaluating it against the stated needs,...'

Creating digital solutions and problem solving

Students use their knowledge and understanding of data and digital systems to apply processes and production skills as they create digital solutions. Students apply the four stage process of defining, designing, implementing and evaluating when mentioned in segment in the control traval programming.

Segment instructions producted traval programming.

Segment instructions producted traval programming.

Students will also angage in learning activities in bid on or require the full use of the process. For example, in the early years students will appropriate to exquere a disease. This means the tell greater feebbilly about when different content doing reprint and the learning program. It may, for example, to expend the osequence the content do sequence to content do with writing content and the feebbilly about when different content doing reprint and the learning program. It may, for example, to expend the osequence the content do sequence the content do with writing content and the feebbilly about when different content doing reprint and the learning program. It may, for example, to example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, to expend the learning program. It may, for example, the learning program. It may, for example, the learning program is the learning program. It may, for example, the learning program is the learning program. It may, for example, the learning program is the learning program. It may, for example, the learning program is the learning program. It may, for example, the learning program is the learning program. It may, for example, the learning program is the learning program. It may, for example, the learning program is the learning program. It may, for example, the learning program is the learning program is the learning program. It may, for example, the learning program is the learning program is the learning program. It may, for example, the learning p

In the later years students could start developing a website by using an existing website template and adding some interactive components or connection with data structures without engaging in the design stage (only implementation of the solution). However, as project work is introduced it makes series to incorporate all the content descriptions related to the four stage process, increasing the breach or depth of coverage over the barrel period

Principles and princi

Types of digital solutions mbinations of readily available hardware and software a

Managing projects and collaboration ets a range of current and future needs. These solutions and information are created through the application of computation increase and are based on the foundational knowledge, understanding and skills gained in earlier bands...

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		Digita	d Technologies knowledge and understanding					Draign and Technologies processes and production allb — the skill modeled to revealing describers.								
		This strand focuses on developing the un	derpinning knowledge and understanding of information systems: digital systems and representation of data.	This street focuses on developing skills to restate digital studions to problems and apportunities. The Oppial Technologies processes and production skills street focuses on: (i) collection, managing and supplying data, with inchests in street and properties of data, for they pay an exclusion during a response of digital systems and perplaval devices and interpreting data when or sating information (ii) defining problems and designing digital solutions. A which includes in the sate of supplements problems and set of supplements. As of exclusion from your west electric priormation systems must different needs (Year 3 – 10)												
Bands of Year Levels Indicators	BAND DESCRIPTIONS	and networks. In the early years students	content descriptions focus on the components of digital systems; hardware, software a learn about a range of hardware and software and progress to an understanding of	(B) communicating datas and Information - Year 4), which develope into managing, creating and communicating datas and information (Year 5 - 1). This involves created into the contract of the												
		how data are transmitted between compo	nerts within a system, and how the hardware and software interact to form networks.								b) Abstraction					
		(ii) Representation of data: The represen	rtation of data content descriptions focus on how data are represented and structured	1							ion, representation and interpretation (in, aborithms and interpretation (in, aborithms and interpretation					
			fferent types of data are studied in the bands including text, numeric, images (still and	e) Digital systems												
		moving) and sound from Fourier	dation – Year 8 and then categorical and relational data in Year 9 and 10.	f) tenianziforna intel impacto												
		Content Descriptor	Elaborations	Content Descriptor	Daborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Districtions					
	Foundation to Year 2	Content Descriptor Identify, use and excions digital systems (hardware			* Collecting, and sorting data through play, for	Content Descriptor Follow, describe and	Elaborations * Experimenting with very simple, step-by-step	Content Descriptor Explore how people safely	* Sharing and describing ways that common		* Using offewart hoses of data to create information for wharing orders, for exemple, creating a multimedia clean profile that includes a order of execution and a written reseases.					
	Foundation to Year 2	and software components) for a purpose	 Praying with and using different organizations for transferring and capturing data, for elampse using a tablet to take a photograph of a grandparent and recording an interview with them about the 			represent a sequence of	procedures to explore programmable devices, for	use common information	information systems can be used to meet	organise ideas and information	Using districts types or data to create information for sharing distine, for example creating a must reposit rest includes a product each subsert, a personal studio recording and a version missingle					
	Learning in Digital Technologies builds on concepts, skills and processes developed in the		in the past	to present the data creatively	sorting them into categories such as toys they like or	steps and decisions	example providing instructions to physical or virtual	systems to meet information	communication needs, for example computers can	n be using information systems, and	* Planning and creating test, drawings and sound files to share online, for exemple jointy creating a photo story to illustrate a table or fairy-bite from the Asia region or a local Aboriginal and Torres Shall Islander community story					
1	Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.	(ACTORISSI)	* Exploring and using digital systems for downloading and storing information, for example knowing	(ACTDIP003)	diske	(algorithms) needed to solve simple problems	objects or robotic devices to move in an intended manner, such as following a path around the	communication and recreation needs	used as phones and social networking tools allowin communication between families living in different		* Making efficad ducisions when using irrages for public viewing and using the work of others, for exemple adding the question "What is fair and just?" to compane irrages of events or activities and decide whether or not to publish					
		で日末が他	how to download images from a website and inserting them into a document, saving and retrieving	,	* Locating and purposefully using visual or text data,		classroom		regions							
	By the end of Year 2, students will have had opportunities to create a range of digital solutions through outded play and integrated learning, such as using robotic toys to navigate		data	の日本の世	for example searching through a digital photo library to select an image, taking into account cultural		* Writing and entering a simple set of instructions	(ACTDIPOSS)	* Recogniting and discussing the need for cyber-	(ACTDIP006)	* Participating in safe online environments, for example sharing ideas and information through inhanels, messaging only to people they know, bookmanked websites and moderated online spaces					
	a map or recording science data with software applications.		* Exploring and identifying hardware and software components of digital systems when creating		considerations such as awareness of appropriate use	CHECH	jointly to sequence events and instructions, for	有實際學術								
	In Foundation - Year 2, students begin to learn about common digital systems and patterns		ideas and information, for example experimenting with different ways of providing instructions to games software using a mouse, touch pad, touch screen, keyboard, stylus, or switch scanning		of images and audio recordings of deceased persons	•	example scanning personal photographs and collating and ordering significant personal events or	1	example recognising that shared personal information be used for undestrable ourcoses and that us	Son PROPERTY SE						
	that exist within data they collect. Students organise, manipulate and present this data,		device, and using different software to manipulate test, numbers, sound and images		* Exploring, imagining and comparing the usefulness		relesiones and describing the steps involved in the		a password is a means of protecting identity							
	including numerical, categorical, text, image, audio and video data, increative ways to create		* Recognising and using hardware and software components of digital systems and experimenting		of different data displays, for example jointly creating, simple column graphs and sicture graphs to		process		* Recognising safe ergonomic practices when							
	meaning.		with their functions, for example playing with interactive toys and robotic devices to determine which		simple courts graphs and picture graphs to represent different types of items		* Presenting a sequence of instructions or events in		children are playing with information systems, for							
	Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They		ones can work with other devices		* Exploring and creating graphs to represent		a series of slides or screens with text and pictures		example recognising the need to take regular brea- to avoid eve strain and repetitive strain injuries.	sks						
	begin to develop their design skills by conceptualising algorithms as a sequence of steps for		* Recognising that a digital system follows instructions or commands, for example instructing robotic		classroom data, for example collecting data on the		* Recognising sequences of instructions or events									
	carrying out instructions, such as identifying steps in a process or controlling robotic devices. Students describe how information systems meet information, communication		toys to perform a function such as a dance movement		country of birth of each student and presenting the results as a picture graph		that are commonly experienced such as the sequence of traffic lights or instructions for recording		Discussing how a range of information systems support personal needs and impact on others, for							
	and/or recreational needs.		* Constructing a model of a real or imaginary digital systems device for use in role-play aperation				a TV show or how their lunch order is taken and	1	support personal needs and impact on others, for example led to speech software for people with vis							
Francisco de Versa S	Through discussion with teachers, students learn to apply safe and ethical practices to		and explaining the features of the device to an adult		* Using digital systems to organise data to improve meaning, for example using word processing		delivered		loss							
FOUNDATION D. FEM. 2	project themselves and others as they interact online for learning and communicating.	Recoonise and explore patterns in data and	* Sorting objects and events based on easily identified characteristics and using digital systems to	+	software to create a list of tasks or visualisation		* Pollowing a series of instructions to use a piece of		Sharing ideas about the ways information system	ms.						
		represent data as pictures, symbols and diagrams	represent patterns in data, for example sorting birthdates and presenting the patterns using seasons	4	software to create a mind map (diagram) showing relationships between characters in a story		hardware or software, for example taking a photograph, editing and storing it to include in a slow		are being used by families and friends in everyday life, for example comparing current digital play	w'						
	acara	(ACTDM002)	symbols		reasonships between characters in a story		protograph, editing and storing it to include in a stow motion		equipment with play equipment of 20 years ago							
	acara and and and and and and and and and an	# H H # #	* Making generalisations about data sets, for example comparing different ways of traveling to and from school using classroom data, discussing results and finding gathers in modes of travel		* Using common software to present data creatively, for example as a slideshow, movie, sounds, image.											
					tor example as a sideshow, movie, sounds, image, chart, word art, poster or drawing											
			* Experimenting with different ways of representing patterns, for example using materials, sounds, movements or drawing													
			* Exploring with patients of objects or symbols to represent data, for example the symbol 12 may represent different data to 21, or that an email address has a name followed by an Ø symbol													
			followed by another type of name					l								
			* Creating different patterns using the same elements, for example using patterns of coloured counters to communicate and give meaning such as a response of 'yes' or 'no'													
			* Learning about how data are represented by changing pixel density (resolution) in a photograph with support and noting the change in tile size to successfully email to a friend													
			with support and noting the crtange in the size to successfully entail to a mend													
 	NOTE: The standards are not divided into Strands or Sub-strands in the Australian		II.		1		1		1		I.					
Foundation to Year 2	Curriculum documents. However, logic would dictate that the standards could be put into sub- strands, as demonstrated to the right.	By the end of Year 2, students identify	how common digital systems (hardware and software) are used to meet specific purposes.		e data and display them to convey meaning.	Students design solution	s to simple problems using a sequence of sleps and									
Achievement Standard	Sourced from 'Achievement standards': 'Achievement standards will be accompanied by portfolios of annotated student work samples frast illustrate the especial learning and help leachers to make judgments about whether students have achieved the standards.	They use dig	ital systems to represent simple patterns in data in different ways.	rney collect tamilla	r cass and capacy ment to convey meaning.		decisions.	They create and cognitive foliase and information using information againment and after information in safe ordine evaluaments								
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Bands of Year Levels Indicators	BAND DESCRIPTIONS Learning in Digital Technologies focuses on further developing understanding and skills in computational fitables, such as calescending and cultilation procedures; and	Content Descriptor Excitor and use a range of digital systems with	KNOWLEDGE AND UNDERSTANDING Elaborations 1 Using different peripheral devices to display information to others, for example using a mobile	Content Descriptor Colect, access and preser	Elaborations of * Selecting appropriate formats or layout styles to	Content Descriptor Deline simple problems.	Elaborations * Explaining what the problem is and some features of the problem, such as what need is associated with	Content Descriptor	*Designing and implementing a simple interactive digital solution using a visual programming language to re-sample preparing the content and design of a simple guessing game that provides prisons in English and an Asian language	Content Descriptor	SES AND PRODUCTION SKILLS Enborations Investigating how information systems are used in communities and explaining what needs are being met, for example students jority constiting a short present yet and an accountie of the community residents used the critina library borowing g system to devoted of book many.	Content Descriptor Work with others to all	"Considering ways of managing the use of social medi	la to maintain privacy needs, for ea	Elaborations sample activating privacy settings to avoi	f divuloino personal data such a	pholographs, addresses, and names and recognising that all
	Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categoristing and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.	Expire and use a range of digital systems with peripheral devices for different purposes, and transmit different types of data	device, interactive whiteboard or a data projector to present information	different types of data using simple software to create information and solve problems	present data as information depending on the type of data and the audience, for example lists, tables, graphs, animations, info graphics and presentations	and describe and follow a sequence of steps and decisions (algorithms) needed to solve them	of the problem, such as what need is associated with the problem, who has the problem and why	implement simple digits solutions as visual programs with algorithm involving branching (decisions) and user inp	digital solution using a visual programming language for example preparing the content and design of a	solutions and existing information systems meet common personal, school of community needs, and envisage new ways of usin	communities and explaining what needs are being met, for example students jointly creating a short	the creation and	digital interactions are difficult to erase (digital footprints	m)			
	at home, in school and the local community. By the end of Year 4, students will have had opportunities to create a range of digital	(ACTDIK007)	⁴ Using specific peripheral devices to capture different types of data, for example using a digital microscope to capture images of Islag and non-Islag things.	create information and solve problems	graphs, animations, info graphics and presentations * Using different techniques to present data as	decisions (sign/thms) needed to solve them	* Describing, using drawings, pictures and test, the	involving branching (decisions) and user inp	simple guessing game that provides options in English and an Asian language	common personal, school of community needs, and	or survey and collecting data about how many community residents use the online library borrowing	ideas and information safely, applying agreed ethical and	"Using a range of online tools to share information and participating in a forum on a specific topic	being aware that information may	be received at different times, for exam	ole adding entries to a class blog	participating in a web conference or online chat with an author, or
	by the end of mar 4, students we raise had opportunities to create a range of orginal solutions, such as interactive adventures that involve user choice, modelling simplified real world systems and simple guessing games.	Ø 18 ø	* Experimenting with different types of digital system components and peripheral devices to perform input, output and storage functions, for example a keyboard, strius, touch screen, switch scan	(ACTO(POOS)	information, for example creating a column chart in a spreadsheet by colouring cells to represent different	(ACTDIPOID)	example to show the order of events in a game and the decisions that a player must make	(ACTDIPOIT)	* Lising different design tools to record ways in whice digital solutions will be developed, for example	them them	not	social protocols					and sharing it online with students from another school
	In Year 3 and 4, students explore digital systems in terms of their components, and		* Experimenting with different types of digital system components and peripheral devices to perfore input, output and storage functions, for example a keyboard, stylus, touch screen, selfich scan device or joystick to input instructions; a monitor, printer or tablet to display information; a USB flast drive and external hard drive as storage peripheral devices.	th FEE	torus.	SHESH		68 K 5 H 0 O	¹ Using different design tools to record ways in whic digital solutions will be developed, for example creating story-boards or flowcharts to record reliationships or instructions about content or processes.	(ACTDIP012)	1 Imagining and considering afternative uses and opportunities for information systems used in the	(ACTOPOIS)	Managing a project that involves students working toget				
	In Year 3 and 4, students expilore digital systems in terms of their components, and peripheral devices such as digital microscopes, careeras and interactive whiteboards. They collect, marguishs and interpret date, developing an understanding of the characteristics of data and their representation.		*Recognising that images and music can be transferred from a mobile device to a computer, for example using a cable to connect a camera and computer to upload images for a photo story		* Improving the appearance and usability of data, for example using colour, headings and labelling of images to organise and accurately identify data		*Experimenting with different ways of describing a set of instructions, for example writing two versions of the same simple set of instructions for a programmable robotic device		processes	企業 & 器 @ 你 全 過 4	opportunities for information systems used in the disastroom, for example visiting a virtual museum and being able to feel the texture of historical Asian objects or to view Aboriginal and Tomes Strait talander artworks.		* Discussing digital diszenship rules and behaviours for its aware of your identity	r participating in an online environm	ment, for example not using all capital let	ers when expressing a strong vie	spoint about a contentious matter and ensuring that the audience
	Using the concept of abstraction, students define simple problems using techniques such		example using a case to connect a camera and computer to uposic images for a proto story		* Using software to sort and calculate data when		* Explaining to others how to follow technical		*Exploring common elements of standard user interfaces that are familiar and appeal to users, for example rassigation links on the left and top of web pages to help users interact with the site		listander artworks		Making ethical decisions when faced with reporting in	appropriate online behaviour or ac	sknowledging digital products created by	others, for example making a de	cision based on how incluiduals would like to be treated by others
	Using the concept of abstraction, students define simple problems using techniques such as summarising facts to deduce conclusions. They record simple solutions to problems through test and diagrams and develop their designing skills from initially.				* Using software to sort and calculate data when solving problems, for exemple sorting numerical and categorical data in ascending or descending order and automating simple arithmetic calculations.		* Explaining to others how to follow technical instructions, for example how to capture and download images from a mobile device		pages to help users interact with the site		* Exploring information systems that suit particular home or personal needs, for example using speech						
Year 3 and 4	following prepared algorithms to describing their own that support branching (choice of options) and user input. Their solutions are implemented using appropriate	Recognise different types of data and explore ho	* "Recognising that numbers, test, images, sounds, animations and videos are all forms of data who stoned or viewed using a digital system.				* Defining and describing the sequence of steps		1 implementing programs that make decisions on the basis of user input or choices such as through selecting a button, pushing a key or moving a mouse to branch' to a different segment of the solution		recognition software that can help a peakers whose language background is not English, or a system to monitor energy or water consumption in the home						
	problems through test and diagrams and develop that designing skills from helibility blooking prepared apportmen to describing that own that support branching (choice or spitcing) and ser injust. Their adultions are implemented using appropriate that the spitcing of the data test instructions. They applies, in operate forms, how which is not specific needs and consider how society may use digital systems to meet needs in environmentally sustainable ways.	Recognise different types of data and explore he the same data can be represented in different ways			* Using nearby cells and summing cell ranges in apreadsheet or database software		* Defining and describing the sequence of steps reeded to incorporate multiple types of data in a solution, for exemple sequencing the steps in selecting and downloading images and audio to create a book trailer		to branch' to a different segment of the solution	•							
	environmentally sustainable ways.	(ACTORODE)	* Using a table to reorganise information that includes sentences, and/or words, and/or numbers and/or images		* Exploring different online sources to access data, for example using ordine query interfaces to select and retrieve data from an online database such as a library catalogue or weather records		create a book trailer		* Creating options for users to make choices in solutions, for example a user input and branching		*Testing the adequacy of developed solutions, for ecomple asking a classmate to review a digital solution and provide feedback.						
	With teacher guidance, students identify and list the major steps needed to complete a task or project. When sharing ideas and communicating in online environments they develop an understanding of why it is important to consider the seleging of their sudences and apply safe practices and social protocols agreed by the class that demonstrate respectful behaviour.	P18903	* Recognising representations of different types of data such as waves for sound						mechanism such as buttons in a slideshow								
	sudences and apply sale practices and social protocols agreed by the class that demonstrate respectful behaviour.		* Exploring codes and symbols that are representations of data, for example mores code and serrephore and how similar symbols in Aboriginal and Torres Shall idender art can represent different concepts depending on the contest, for example three circles, drawn as lines, can september and, thus, thowers or eggs depending on the art region.		* Recognising that all types of data are stored in digital systems and may be represented in different array such as files and folders with respect and income												
	acara		different concepts depending on the consist, for example three circles, drawn as sines, can sepresent ants, fruit, flowers or eggs depending on the art region		ways such as files and folders with names and icons												
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	NOTE: The should be an old district the December District to the Australia																
	NUTE: The standards are not divided into Satants or Sub-stands in the Australian Curriculum documents. However, logic would dicitate that the standards could be put into sub- strands as decreased to the right.	By the end of Year 4, students describe how a r	ange of digital systems (hardware and software) and their peripheral devices can be used for different purposes.									They salely	use and manage information systems for identified need	ds using agreed prolocols and does	cribe how information systems are use		
Year 3 and 4 Achievemen Standard			papame	They collect and manipula	different data when creating information and digital solutions.	Students define simple prob algorithms that	dems, design and implement digital solutions using timoke decision-making and user input.										
acara	Sourced from 'Achievement standards "Sourced from 'Achievement standards "I be accompanied by portfolios of annotated student work samples that illustrate the expected learning and help issoches to make judgments about whether students have achieved the standard."	They explo	in how the same data sets can be represented in different ways.								how the solutions meet their purposes.						
Bands of Year Levels Indicators	students have achieved the standard." BAND DESCRIPTIONS																
Indicators	BANKU LIESCREPTIONS Learning in Digital Technologies focuses on further developing understanding and skills in	Content Descriptor Investigate the main components of common digital systems, their basic functions and	KNOWLEGGE AND UNDERSTANDING **Describing digital systems as Stating inferred and assemble components that perform different which includes the processing components fundable for components fundable for components fundable for components fundable for components fundable produces fundable projector, projector, soverer, and data and information starage components fundable generated fundable for components fundable generated devices.	Content Descriptor Acquire, store and validate	Elaborations te * Using digital systems to validate data, for example	Content Descriptor Define problems in terms of	Elaborations * Checking existing solutions to identify features that	Content Descriptor Design a user interface to	Elaborations * Exploring different features of user interfaces that	Content Descriptor	Elaborations	Content Descriptor Implement digital	Eaborations * Experimenting with different options that involve	Content Descriptor Explain how developed solutions	Elaborations * Using austainability criteria to	Content Descriptor Manage the creation and	Elaborations * Applying practices that support the organisation of
	Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the austial-shalling of information systems for current and future uses.	interactions, and how such digital systems ma	functions, for example external components for inputting data including keyboard, microphone, y stylar, internal processing components include the central processing unit; external output components includes an explant.	different types of data and use a range of commonly available anthurse to	d setting data types in a spreadsheet to make sure a ly date is input correctly	data and functional requirements, and identify features similar to	are transferable to new but similar digital solutions, for example identifying if there are any similarities	Design a user interface to a digital system, generating and considering alternative	allow people from different cultures to access information irrespective of language background, for example using icons and constatently placing icons	simple algorithms represente diagrammatically and in English implies sequences	d Principal and the sed describes the desire of	solutions as simple visual programs a involving branching.	Experimenting with cimerant opposits that involve repeating sideshox, a repeated movement in an animation, a repeated calculation in a spreadsheet	and existing information systems are sustainable and meet local community needs, considering	explain how well a developed solution meets its requirements, for	communication of ideas and information including online	Applying practices that support the organisation or collaborative problem-solving, for exemple finding online meeting these that suit all members, and agreeing on ways of protecting files and sharing information digitally with members.
	sustainability of information systems for current and future uses. By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as carries or outzoes and interactive stories and snimations.	data	Include cloud and external devices	available software to interpret and visualise data in context to create	* Selecting and using peripheral devices suitable to the data, for example using a data probe in refer	features similar to previously solved problems	(such as user age and special requirements) between an existing game and a new game to be created – in terms of the types of data and the needs of the users	designs	example using icons and consistently placing icons or symbols in games interfaces to reduce the frustrations of game players	English involving sequences steps, branching, and iteration (repetition)	game implying simple algorithms represented diagrammatically or in English, for expression	a involving branching, iteration (repetition) and user input	Planning and implementing a solution union a visual	community needs, considering opportunities and consequences for future applications	example personal data are secured e (social) and the solution can only be viewed on screen to sucid printing (environmental)	collaborative projects, applying agreed ethical, social and technical protocols	
		(ACTD8014)	*Explaining how data may be transmitted between two digital systems in different ways, for exempts that wines or cables are used in wired networks to transfer data from one digital system to another, and radio weets are used to transmit data in sireless or mobile networks.	data in contest to create information	" Selecting and using peripheral devices suitable to the data, for example using a data probe to collect data about changing soil temperatures for plants, interpreting the data and sharing the results as a digital graph.		of the users	(ACTDIPOIG)	* Applying the principles and elements of design to a	a (ACTD(P019)	game insolving simple algorithms represented diagrammatically or in English, for example creating a flowchart with software that uses symbols to show decisions, processes and inputs and outputs	(ACTDIP020)	programming language, for example designing and creating a simple computer game involving decisions		printing (environments)	(ACTO(P022)	¹ Applying safe practices while participating in online environments, for example checking the default privacy settings to ensure maximum protection of personal default, being warre of online filtering techniques and policies used at school and at
	In Year 5 and 6, students develop an understanding of the note individual components of digital systems play in the processing and representation of data. They acquire, waldata, helepret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between	6446	and radio varies are used to transmit data in wireless or mobile networks. These finalism how the internal and external conversation of district and external and external conversations.	(ACTO(PO16)	digital graph 1 Secretains the difference between two	68 K 6	I investigating characteristics of user interfaces that are common for particular types of problems, for example, burth armone	- H # 5 # 0	* Applying the principles and elements of design to set of requirements in order to produce a user interface for a system that addresses an identified need, for example to emphasise or highlight an area of the acreen to draw the viewer's attention to an agent or writing.	0 B R 0	* Experimenting with different ways of representing	OBEC	¹ Planning and implementing a solution using a visual programming language, for exemple designing and creating a simple comparing partie incubring decisions, and repetitions, autisable for younger children, that exquires user input to make selections, belong into account user regionale.	FRF#0534	* Explaining why people interact so readily with touch systems, for	****	of online filtering techniques and policies used at achool and at home
	concept of data states in digital systems and how data are transferred between systems.		* Investigating how the internal and external components of digital systems are coordinated to hand data, for example how a keyboard, central processing unit and screen work together to accept, manipulate and present data and information.		* Recognising the difference between numerical, text and date formats in spreadsheets		*Investigating characteristics of user interfaces that are common for particular types of problems, for example, found acreems —many people respond more intitively than when using a keyboard or stylus and the consistent placement of symbols helps with performing actions that require speed, for example in carrier.		need, for example to emphasise or riignight an area of the acreen to draw the viewer's attention to an event or action		*Experimenting with different ways of representing so instruction to make a choice, for example branches in a tree diagram or uning an 'If 'statemen' (a common statement used to branch) to indicate making a choice between two different circumstances using a prescharted or a visual	et	* Designing and creating a solution that is interactive		* Explaining why people interact so readily with buch systems, for example touch input requires less detertly to issue instructions and is designed to be accessible to users through the use of icons.		* Considering ways of managing the use of social media to maintain privacy needs, for example activating privacy settings.
	They learn to further develop abetractions by identifying common elements across		* Investigating how emerging digital systems work, for example using an augmented reality app (or	-[Using software to automate calculations to help with interpreting data, for example using functions to make				Contractor the constitution of a solution rate	1	making a choice between two different circumstances using a spreadsheet or a visual		using a visual programming language, for example designing a user interface for people with disability,		through the use of icons		maintain privacy needs, for example activating privacy settings to social disulging personal data such as photographs, addresse and names
	similar problems and systems and develop an understanding of the relationship between models and the real-world systems they represent.		* Investigating how emerging digital systems work, for example using an augmented reality app (or blended reality) and coresidenties how images of male-world objects can be blended with computer presented information by produce a virtual reality presented information by produce a virtual reality in the computer of the produce of the computer of the	J	arithmetic calculations using multiple cells and summing cell ranges		* Using and interpreting data, establishing the root		different design tools, for exemple using a storyboar to cutine the stages of a game or a mock-up to shou the placement of icons	w	program		using a visual programming language, for example designing a user interface for people with disability, sking into account wisbility and size of icons; or creating a quizt that provides feedback on response and allows the user to try again.		I tempining how the functioning of one type of information system could be applied in a new way to need a community or midroral need, for exemple considering how an electronic function graptem such as a global positioning system (GPS) could be used to find people who are lost		*Developing a set of 'rules' about appropriate conduct, language and content when communicating ordine, and using these rules as a basis for resolving ethical dilemmas
	When creating solutions, students define problems clearly by Identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and wilables their designs in lonerase the likelihood of creating working solutions. Students increases the solphistication of their algorithms by cleatifying repetition and incorporate repeat least-unclose or structures when	Investigate how digital systems use whole number as a basis for representing all types of data	Pecognising that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems)	•	* Acquiring data from online sources by narrowing the focus, for example filtering data using provided options or performing queries using advanced search functions		* Using and interpreting data, establishing the root cause of a problem, for example using an annotated diagram to identify omissions, duplications or mismatches of data		* Generalize alternative designs for a user interface		*Experimenting with different ways of representing an instruction to make a repetition, for example loops in a flowchart diagram or using a *PEPEAT statement	1	and allows the user to try again 1 Creating a quiz where questions are repeated until		meet a community or rational need, for example considering how an		these rules as a basis for resolving ethical dilemmas
	solutions, and check and validate their designs to increase the likelihood of creating working solutions. Students increase the sophistication of their algorithms by	(ACTOROIS)	* Explaining that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics		options or performing queries using advanced search functions		* Describing in simple terms the nature of a problem		for example sketching different concepts for a splast screen of a game or interactive multimedia	h			* Creating a quiz where questions are repeated until the correct response is given, for example questions and feedback on responses in a few sides in a sideshow		electronic tracking system such as a global positioning system (GPS)		* Using digital systems to create web-based information taking into consideration referencing conventions, for exemple creating a blog, website or online learning space for sharing ideas
Year 5 and 6	Identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming, such as reading user input until an answer is guessed correctly in a quiz. They evaluate their solutions and examine the austainability of their own and existing information systems.	0 H H 0			* Using data visualisation software to help in		* Describing in simple terms the nature of a problem and what a solution needs to achieve, for exemple what need the problem is associated with, who the solution is needed for, what data are needed and what features the solution would need to include		experience		Designing the instructions for a robot vacuum cleaner to clean a room				could be used to find people who are lost		
	examine the sustainability of their own and existing information systems.		¹ Recognising that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11		interpreting trends, for example uploading data to a web application and building a visualisation of the dataset		what features the solution would need to include				* Using different design tools to record ways in whice digital adjutions will be developed, for example	h	* Programming a robot to operate independently, for example to find its way out of a maze		* Comparing past and present information systems in terms of economic, environmental and social sustainability, including those of Aboriginal and Tomes Stratt Islander Peoples		* Using a range of communication tools to share ideas and information, for example participating in collaborative online environments.
	Dudents progress from managing the creation of their own ideas and information for sharing to working collaboratively. In delays as, they item to negotiate and develop jains to complete insta. When engaging with others, they take personal and physical safety into account, applying social and ethical protocols that acknowledge factors such as social differences and privacy of personal information. They also develop their skills in applying inclinical protocols such as deviating file reaning conventions that were manifold and deferrinking as the coloration protocols such as deviating file reaning conventions that were manifold and deferrinking assist configurations. They are manifold and deferrinking assist configurations continued to prefer data and		Representing whole numbers in binary, for example counting in binary from zero to 15, or writing triend's age in binary	1.0							digital solutions will be developed, for exemple creating storyboards or flowcharts to record relationships or instructions about content or		*Experimenting with different ways of instructing to make choices and repeat instructions, for example using 1° statements to allow for making choices and terations (repeat instructions) until a goal is achieved		economic, environmental and social sustainability, including those of		
	plans to complete tasks. When engaging with others, they take personal and physical safety into account, applying social and ethical protocols that acknowledge factors such		* Exploring how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms.								processes		using 'IF' statements to allow for making choices and iterations (repeat instructions) until a goal is achieved		Aboriginal and Torres Strait Islander Peoples		
	as social discretions and privacy of personal information. In any said develop tree skills in applying technical protocols such as devising file naming conventions that are meaningful and determining safe storage locations to protect data and		* Representation the state of an object in a game as active or inactive using the respective binary values of 1 or 0												* Exploring the ethics and impact of		
	information.		values of 1 or 0												of communication networks, for example internet censorship from a local, national and global		
															local, national and global perspective and the impact on freedom of access and expression		
	acara assessmen														* Considering practices to save		
															energy and other resources when		
															example switching off when not in use, ensuring electronic devices		
															*Considering practices to save energy and other resources when using information systems, for example switching off when not in use, ensuring electronic devices are in energy-saving mode		
	NOTE: The standards are not divided into Strands or Sub-stands in the Australian Corriculum documents. Newwer, logic would dictate that the standards could be put into sub-	By the end of Year G, students explain the funds	emerials of digital system-components (hardware, software and networks) and how digital systems and connected to form networks.	•			Students deline problèms in	terms of data and functional	nequirements and design solutions by developing algo	withms to address the problem					1		
Year 5 and 6 Achievement Standard			nerfals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.				Students define problems in	herms of data and functions							1	Students manage the creation a projects	nd communication of ideas and information in collaborative digital
Year 5 and 6 Achievement Standard ACATA administration		They explain how digital a	ystems use whole numbers as a basis for representing a variety of data types.	•			Studenta dell'ina problema in		They incorporate decision-making	ng, repetition and user interface	design into their designs and implement their digital solu	tions, including a visual p	rogam.		using incommon systems, nor exception withing off when not in use, emailing electronic devices are in energy-saving mode are in energy-saving mode sitems and their solutions meet needs or sustainability.	Students manage the creation a projects	nd communication of Ideas and information in collaborative digital asing validated data and agreed protocols.
	Sourced from Vichievement atandards: Wichievement standards will be accompanied by portfolio of annobated student work samples that Bustrate the expected learning and help issuefuces to make judgments about whether students have achieved the standard."	They explain how digital a	ystems use whole numbers as a basis for representing a variety of data types.	•					They incorporate decision-making	ng, repetition and user interface	design into their designs and implement their digital solu			They explain how information syst and consider	siams and their solutions meet needs or sustainability.		
Year 5 and 6 Achievements Standard OCCLT Standard Standa	**Reviewment standards will be accompanded by profitoid or should standards. ** **Reviewment standards will be accompanded by profitoid or should student work samples that Bustrate the especial learning and help teachers to reale judgments should whether students because the standard. ** **BAND DESCRIPTIONS** BAND DESCRIPTIONS**	They explain how digital a	ystems use whole numbers as a basis for representing a variety of data types.	Content Descriptor Acquire data from a range	Majoration Todigring search ergins query to find specific	Content Descriptor Define and descriptore			They incorporate decision-making	ng, repetition and user interface	design into their designs and implement their digital solu			They explain how information syst and consider	siams and their solutions meet needs or sustainability.		
	Reviewment standards will be accompanded by profitoid or should standards. ** **Reviewment standards will be accompanded by profitoid or should student work samples that Bustrate the especial learning and help teachers to reale judgments should whether students because the standard. ** **BAND DESCRIPTIONS BAND DESCRIPTIONS**	They explain how digital a	yeters use whole numbers as a basis for representing a variety of data types. INIOWILEDGE AND UNDERSTANCING TEXADORIES CELEBRATE plan reservables to compare the consense of data, for excepts incurse whole, relatives and foliage remays due to face of an other data of the data of	Content Descriptor A Acquier data from a range of sources and variable suthenticity, occuracy an authenticity, occuracy and	Eleberation * Comprising a warroll register any to find operation and a second register apart to find operation and a second register and a second regist	Content Descriptor Continuant descriptor and descriptor takes private takes pick account functional requirements and			They incorporate decision-making	ng, repetition and user interface	design into their designs and implement their digital solu- Eliborations of "Investigating and designing some common algorithms, such as to search, sequence, sort, as merge, combet data structures.			They explain how information syst and consider	siams and their solutions meet needs or sustainability.		
	Rosented factories Africaneed statements - Rosented factories Africaneed statements - Rosented factories and the acceptance by printed a development during the statement of the	They explain how digital a	ystems use whole numbers as a basis for representing a variety of data types.	(ACTDIP005)	Editoration Compring a series signing sager to tred uponic graph of the comprising series of t	Content Descriptor Define and decompose res usoff problems taking sind account functional account function	Ebborations * Observing the factors that influence proposed solution false. For example, use any affect the francision control of the factors of the factor	PROCESS Content Descriptor Costign the user experien of a digital rystem, generating, evaluating as communicating alternativ designs	They incorporate decision-make ES AND PRODUCTION SKELS Elicitorisms * Conspring the same before at a stackor using a range of design took, for except using a stroptor to epich the stage of a game, and wish examinated and except to describe the appearance of a subdisor.	Content Descriptor Design algorithms represent Explain, and trace algorithm to predict output for a plu input and to identify error	design into their designs and implement their digital solu- Eliborations of "Investigating and designing some common algorithms, such as to search, sequence, sort, as merge, combet data structures.	Content Descriptor Implement and modifi- programs with user interfaces involving branching, iteration as functions in a general surpose programming	Observative Contempor us manifering diples adulates by Investigating use a manifering diples adulates by Investigating use and an adulate of supporting Contempor and adulates of supporting Contempor and diples are that manifering Contempor a diples are that manifering Contempor a diples are that manifering Contempor and adulates and	They explain how information syst and consider	store and helr solutions meet needs or austainability. State or solutions Comparison or solutions with existing solutions that solve similar problems, for compile identifying differences in the user setteration of the solutions that solutions solutions are solutions.	Content Descriptor Create and communicate interactive ideas and information collaboratively online, taking into account social contents (ACTEMPOSE)	Elaborations * Establishing a set of "visits" about acceptable and unacceptable bahasian when collaborating online, for exemple only applying again to image of other people with their pervision or considering social protocols of Aboriginal and Torres Shall filander People
	Source from Anhabement desteach? Achievement describes in Sourceparlies profited as sensitive in the septemble among an other plans between the describes in the septemble among an other plans between the most particular and the sensitive in the plans and the sensitive in the s	They explain how digital a Content Descriptor Freetigable how data are transmitted and secur- in wheel, welsea and mobile networks, and he the specifications of hardware components in paid on network activities in paid on network activities	yeters use whole numbers as a basis for representing a variety of data types. INIOWILEDGE AND UNDERSTANCING TEXADORIES CELEBRATE plan reservables to compare the consense of data, for excepts incurse whole, relatives and foliage remays due to face of an other data of the data of		found in a wiki		Elaborations Commission to a success that shows a proposed uniform to the control to the shows a proposed uniform to the control to the should be shown to the control to	PROCESS Content Descriptor Design the user experience of a digital gratem, generating, evaluating an exercising alternative designs. (ACTDIPO28)		Content Descriptor Design algorithms represent disparantial frame algorithms Design algorithms represent disparantically and is Design algorithms represent to predict output for a give input and to identify error (ACTDIPEDS)	design into he'r designs and implement their digital solu- der the second of the secon	Content Descriptor Implement and modify programs with user interfaces involving branching, iteration as functions in a general purpose programming briguage	Elaborations Townshiping and modifying digital solutions by implementing instructions contributed in algorithms through programs of "Desembiging a digital game that manipulates models of neal-world object."	They explain how information by the and consider and consider Content Descriptor Content Descriptor Existing how well descri	sisers and helr solutions meet needs or austainability. Elaborationa Company developed solutions winter problems, for exemple identifying differences in the user leterature of the andershar germs and explaining how these seed explaining how these proposed of the gram suitability or appeal of the gram suitability or suitability or suitabilit		Elaborations * Establishing a set of "visits" about acceptable and unacceptable bahasian when collaborating online, for exemple only applying again to image of other people with their pervision or considering social protocols of Aboriginal and Torres Shall filander People
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