## Australian Curriculum - Technologies: Digital Technologies - Strands with Elaborations

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

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

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riculum, they will begin to identify possible and probable and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on leveabley, economic prosperty and environmental autoinability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferend futures

Thinking in Technologies (i) Systems thinking

of sublicine includes the convention of Ideas and decisions made throughout desion oncesses. It requires students to understand systems and actions have an advantage of the convention of Ideas and decisions made throughout desion oncesses. It requires students to understand systems and actions have in a connected world.

ed digital systems is an integral part of learning in Digital Technologies. Understanding the completely of systems and the interdependence of components in monessary to create limity solutions to technical, economic and social problems. Implementation of digital solutions often has consequences for the people who was and engage with the system, and may inhoduce uninterinded coats or benefit that impact the pr (I) Change Philiding

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colors, subdents excises, analyses and devokes (dates based on data, inputs and human interactions. When adulents desicn a calcidor to a consistent processor of instructions to more a robot through the mass or instruction with that data and the verticus toward of instruction with that data and the verticus toward of instructions or mass: writing consists and counses and counsels and accounts answer control through the mass or instruction to more a robot through the mass or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with that data and the verticus toward or instruction with the verticu

STRANDS ... Teachers can select technologies specific content from the Knowledge and understanding shard and students can apply skills from the Processes and production skills shared to that content.

The common shared shucking provides an opportunity to highlight similarities across the two subjects frost will facilitate integrated approaches to teaching....! nge of current and future needs. These solutions and information are created through the application of computational and design thinking, and technical skills. The key concepts are progressively developed through the bands as p Integrating content from the strands duction skills) invokes an understanding of the representation of data, the basis for creating Students will also engage in learning schilders that do not engagine the land of schild public that do not engagine the learning schilders that do not engagine the land used. The exempt, in the eastly years attained will experience with different ways causing digital systems to capture either districtions brough quided play when writing simple appearance of siegar. This means there is greatef reliability about when different content descriptions are inhosticated in the learning programs. It may, for exempts, in the eastly years attained will experience the content descriptions are inhosticated in the learning programs. It may, for exempts, in the eastly years attained will experience the content descriptions are inhosticated in the learning programs. It may, for exempts, in the eastly years attained will experience the content descriptions are inhosticated in the learning programs. It may, for exempts, in the eastly years attained will experience the content descriptions are inhosticated in the learning program. It may, for exempts, in the eastly years attained will experience the content descriptions are inhosticated in the learning program. It may, for exempts, in the eastly years attained will experience the content descriptions are inhosticated in the learning program. It may, for exempts, in the eastly years attained will experience the content descriptions are inhosticated in the process. The exempts are inhosticated in the process are inhosticated in the process are inhosticated in the process are inhosticated in the p The standing plants and the standing in the standing is a standing in the standing is a standing in the standing in the standing is a standing in the standing in the standing in the standing is a standing in the standing is a standing in the standing in Managing projects and collaboration ration of computational and design thinking, an

											20000	A DESCRIPTION OF THE PROPERTY				
	is of Year Levels indicators	BAND DESCRIPTIONS	(i) Digital systems: The digital systems content of years students learn about a range of hardware an system; si (ii) Representation of data: The representation of digital systems. Different types of data are studied in	ing troublegs and understanding of information as galaxies, digital systems and representation of data, incorplants to one on the component of digital systems, habitates, a failures and responses of the discharges and progress to a surferending of the other as or a transfered between components within well have been a surfered on the contract of	[8] defining parkiess and designing digital existions of proceedings—1 have \$\(\text{length}\) parkies and designing depositions of the parkies of existing parkies and existing photomators given most different reads (Two 2 - 10)  [8] commondating listes and informations   Two 4, with Obserties in managing consisting and continuous procedures are administrating parkies in managing par											
						Content Describtor Baldorations Content Describtor Eaborations Content Describtor Eaborations Content Describtor										
			Content Descriptor	Elaborations												
Four		Residents for the ET.  A service of the ET.	Security and orders again according to the control of the control	when a final is the an integrape of a grain equation and management of the manageme	date, and used digital systems by present the data creatively present the data creatively (ACTICHOGO)	Condenses, and outstandards changed may be a considered on the condenses and the changed may be a considered may be a conside	simple problems (ACTOSPOO4)	Fearment with the production of the production o	Tagler has a general middle (middle middle mi	Parties and endeather was the description of the communities from the c	organisa disea and information using information regimes, and under milition using information regimes, and under information in safe colore environmental (ACTEMPOR)	See A. F. See See  The receive part carriege of chandings and more flates above colors, for exemply justing creating place days by black days be label as to bid or large just below for you be label as to be large just below for you be label as to be large just below for you be label as to be large just be label as to be label as to be large to a label as to be label as to Exemply as the label as to be label as the la				
Foun Achie	edation to Year 2 venent Standard	NOTE: The standards are not divided into Standard Sub-standa in the Australian Curriculum documents. Necesser, logic would dictate bet the standards could be put into sub- stands, as demonstrated to the right of the standards of the order of the standards of the standards and be confoliated and standards. Richevement standards will be accommand to confoliate of smoothed student such surroles.	By the end of Year 2, students identify	tow common digital systems (hardware and software) are used to meet specific purposes.	They collect familia	or data and display them to convey meaning.	Students design solution	Students design solutions to simple problems using a sequence of steps and decisions.		They create and opposite inless and differentials using information system and after information in sale order environments.						
aca	ua	that illustrate the especied learning and high teachers to make judgments about whether students have achieved the standard."	They use dig	ital systems to represent simple patterns in data in different ways.												

Bands of Year Levels		KNOWLEDGE AND UNDERSTANDING	T				PROCES	SSES AND PRODUCTION SKILLS				1	
Indicators	BAND DESCRIPTIONS  Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as callegorising and outlining procedures, such as callegorising and outlining procedures, and outlining procedures are called the used.	Content Descriptor  Epipre and use a range of digital systems with  Libring different peripheral devices to display information to others, for example using a mobile	Content Descriptor Collect, access and present * Selecting appropriate formats or layout styles to Define simple problem	r Elaborations ms., 1 Explaining what the problem is and some features	Content Descriptor Implement simple digital	Elaborations * Designing and implementing a simple interactive	Content Descriptor Explain how developed	Elaborations  'Investigating how information systems are used in	Content Descriptor Work with others to pla	er 1 Considering ways of managing the use of social media to maintain privacy needs, to	Elaborations or example activating privacy settings to avoid divulging personal data such a	pholographs, addresses, and names and recognising that all	
Year 3 and 4	in completion for this contraction of the contracti	And the second control of the second control control of the second control control of the second control con	South cases and preser*  - Sending spent you be made in the part of the part			opposite the control of the control	aukations and entelling observation systems of the observation systems of the community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads, and community reads	Framework in the contract of	woo ker dada biju comenciation communication data and information data and information analy, epipher secial protocols. (ACTIOPPCS)	Again il manimin use officult a trans (pipil stopping)  (ii) *** ** **  (iii) *** **  (iii) **  (iiii) **  (iii) **	may be received at different team, to exempte adding extrem to a class the contract of the con	perlipping in a self-conference or color cité est in author, or and chairing franke with stakest from sealor such as and chairing franke with stakest from sealor such as and the property of the stakest and searcing that the subsect angulet chair a scarlestian make and searcing that the subsect angulet chair a scarlestian make and searcing that the subsect angulet chair a scarlestian make and searcing that the subsect in	
-	NOTTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum-documents. Netwern, logic would dicited that the standards could be put into sub- strands, as demonstrated to the right.	Sy the end of Year 4, students describe how a range of digital systems (brodown and software) and their purphensi devices can be used for differe purposes.						They salely	They shally use and manager information a planes for inhandled reads using upward produces and disorder has information applicate are used.				
Year 3 and 4 Achievement Standard	Sourced from 'Achievement standards':  *Achievement standards will be accompanied by portfolior of amobile student work samples that illustrate the especial learning and help teachers to make judgments about whether southers have achieved the standard."		They collect and munipulate different data when creating information and digital solutions using adjustment that when creating information and digital adjustment that inche decision-making and user input.						I				
Bands of Year Levels Indicators	students have achieved the standard:  BAND DESCRIPTIONS	They explain how the same data sets can be represented in different ways.  KNOWLEDGE AND LINDERSTANDING.		They opin how the subdame med their proposed on the proposed on the subdame med their proposed on the proposed									
View 5 and 6	causes in Fig. 19, inclusion to large an extra activation of the continue of t	ACCURATION AND CONTROL AND CON	Comment incompany  Comment incom	Indicate geometric transfer to the control to determ y resulted trail are transferable to new but strilled origin doublines, intelliging the example identifying if there are any similarities (much as user age and special requirements) between an esisting game and a new game to be created—in terms of the types of data and the needs of the sures.	The state of the s	Continues — Conti	dayamentahi nel hayana dayamentahi nelaha (ACTEPPIS)	The Control of the Co	Contest Description Explanation (Inc.)  Contest Description (Inc.)  Contest Descriptio	Politication of the control of the	when the text of the control text of the contr	Any control of the co	
	NOTE: The standards are not divided into Strands or Sub-strands in the Australian	But the earl of Your E. stackeds around the books would be of district outcome represents franciscos and seasonad and franciscos and content of the original numbers.									are in energy-saving mode ☐ CK		
Year 5 and 6 Achievement Standard	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 6, students explain the fundamentals of digital system components (hardware, software and networks), and how digital systems a connected to form networks.		Students define problems in t	terms of data and functional re-	quinements and design solutions by developing algorithms	s to address the problems.			They explain how information	systems and their solutions meet needs Students manage the creation sider sustainability. projects	nd communication of ideas and information in collaborative digital	
acara	Sourced from "Achievement standards":  Achievement standards will be accompanied by portfolios of annotated student work samples that illustrate the especial claiming and high sections to make judgments about whether students have achieved the standard."	They explain how digital systems use whole numbers as a basis for representing a variety of data types.				They incorporate decision-making, re	petition and user interface d	lesign into their designs and implement their digital solu	tions, including a visual p	and con	elder sustainability. projects	using validated data and agreed protocols.	
Bands of Year Levels	students have achieved the standard."  BAND DESCRIPTIONS	KNOWLEDGE AND UNDERSTANDING			PROCESSE	S AND PRODUCTION SKILLS							
Node Service S	successful to the processing of the control of the	Section of the control of the contro	Contract port and contract process of the contract pro	and or countries and since, naturing or vision one individual influence optioned or such observation malifreeds as alternative ways that common information is presented on a website   '' ','  '' 'nvestigating types of environmental constraints of	Control Descriptor  Control Test regarding  (ACTIFICATION  (	The control of the co	Counted Revenue of the	Contaction  Conta	Control Research Control Contr	Implementing instructions contained in algorithms should programs of the study programs of the study programs of the study programs. The study programs and take account of the study programs of the	from with existing solutions that solve strictle problems, for example soldentifying differences in the user by interface of two adventure garnes and explaining how those and explaining how those (ACTTREPOS)	Manufacture   M	
Year 7 and 8 Achievement	NOTE: The standards are not divided into Strands or Sub-strands in the Australian 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 8, students distinguish between different types of networks and defined purposes.	They analyse and evaluate data from a range of sources to model and create.	impose problems in terms of functional requirements and							prolocols when communicating and collaborating online.		
Standard aCATA	Sourced from "Achievement standards":  *Achievement standards will be accompanied by portfoliar of amoisted student work samples that illustrate the expected learning and high teaches to make judgments about whether students have achieved the standard."	They explain how test, image and sucio data can be represented, secured and presented in digital systems.	They end on any of window do from a register of section do from a							arrage digital projects to create interactive information.			