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|  | **Strand** | **Digital Systems** | | **Data and Information** | | | | | | **Creating Digital Solutions** | | | | | |
|  | **Content Description** | Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data  [(VCDTDS019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS019) | | Recognise different types of data and explore how the same data can be represented in different ways  [(VCDTDI020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI020) | | Collect, access and present different types of data using simple software to create information and solve problems  [(VCDTDI021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI021) | | Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols  [(VCDTDI022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI022) | | Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them  [(VCDTCD023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD023) | | Develop simple solutions as visual programs  [(VCDTCD024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD024) | | Explain how student-developed solutions and existing information systems meet common personal, school or community needs  [(VCDTCD025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD025) | |
| **Sequence of Lessons / Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
| **Communication – Let’s Talk!** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Non-verbal communication | Semester 1 / Grade 3 |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |
| 1. Communication survey | Semester 1 / Grade 3 |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| 1. Investigate a communication device | Semester 1 / Grade 3 |  | 1 |  |  |  |  |  | 4 |  |  |  |  |  |  |
| **Code-a-Bot** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Create an algorithm | Semester 2 / Grade 3 |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |
| 1. Create code | Semester 2 / Grade 3 |  |  |  |  |  |  |  |  |  |  |  | 5 |  |  |
| 1. Reflection | Semester 2 / Grade 3 |  |  |  |  |  |  |  |  |  |  |  |  |  | 6 |

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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2   * Students identify how common digital systems are used to meet specific purposes. * Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. * Students design solutions to simple problems using a sequence of steps and decisions. * They create and organise ideas and information using information systems and share these in safe online environments. | By the end of Level 4   * Students describe how a range of digital systems and their peripheral devices can be used for different purposes. (1) * Students explain how the same data sets can be represented in different ways. (2) * They collect and manipulate different data when creating information and digital solutions. (3) * They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols. (4) * Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. (5) * They explain how their developed solutions and existing information systems meet their purposes. (6) | By the end of Level 6   * Students explain the functions of digital system components and how digital systems are connected to form networks that transmit data. * Students explain how digital systems use whole numbers as a basis for representing a variety of data types. * They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols. * Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. * They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. * Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account. |

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| **Level 3 Assessments** | | |  | **Level 3 Assessments** | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
| **Communication – Let’s Talk!**   1. Non-verbal communication | Report: Students identify different ways to communicate the same data using a variety of non-verbal techniques (for example Morse code or Auslan). | 2 |  | **Code-a-Bot**   1. Create an algorithm | Folio of algorithms: Navigation from a starting point in the classroom to the door. | 5 |
| **Communication – Let’s Talk!**   1. Communication survey | Report: A survey of different types of communication devices used at home. Students present data in a variety of ways (for example using simple spreadsheets). | 3 |  | **Code-a-Bot**   1. Create code | Folio of evidence of students using algorithms to code robot to following the path to the door. | 5 |
| **Communication – Let’s Talk!**   1. Investigate a communication device | Collaborative presentation of information about a communication device, considering input, output and the transmission of data. | 1, 4 |  | **Code-a-Bot**   1. Reflection | Report: Reflection/evaluation prompt *Did your robot follow the path accurately?*  *What were the challenges?* | 6 |

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| **Sequence of Lessons / Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
| **Mix and match** | Semester 1 / Grade 3 |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| **Data collection** | Semester 1 / Grade 3 |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |
| **Data representation** | Semester 1 / Grade 3 |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| **Online collaboration** | Semester 2 / Grade 3 |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |
| **Extended project** | Semester 1 / Grade 4 |  |  |  |  |  |  |  |  |  | 5 |  | 5 |  |  |
| **Evaluation** | Semester 2 / Grade 4 |  |  |  |  |  |  |  |  |  |  |  |  |  | 6 |

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| **Level 3 Assessments** | | |  | **Level 4 Assessments** | | |
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| **Mix and match** | **Folio**:  Create a display to match different combinations of peripheral devices for user purposes. | 1 |  | **Extended project** | **Report**:  Identify a problem and create a program with instructions to solve it (Inquiry unit related). | 5 |
| **Data collection** | **Report**:  Publish a comparison table showing student data in a range of formats using digital systems. | 2 |  | **Evaluation** | **Report**:  Comparing two information systems – one that is meeting needs, and one that is not. | 6 |
| **Data representation** | **Report**:  Display collected data and make conclusions that could be used to solve a local problem. | 3 |  |  |  |  |
| **Online collaboration** | **Folio**:  Create a shared project using an online collaboration tool that documents the development process and final product. | 4 |  |  |  |  |

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| Makey Makey Explorations | Semester 1 / Grade 3 |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| Exploring Input & Output | Semester 1 / Grade 3 |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |
| My Game Stats   1. Spreadsheet | Semester 2 / Grade 3 |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| My Game Stats   1. Presentation | Semester 2 / Grade 3 |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |
| Programming - Making Shapes   1. Drawing basic shapes | Semester 1 / Grade 4 |  |  |  |  |  |  |  |  |  |  |  | 5 |  |  |
| Programming - Making Shapes   1. Draw a scene | Semester 1 / Grade 4 |  |  |  |  |  |  |  |  |  |  |  | 5 |  | 6 |

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| **Level 3 Assessments** | | |  | **Level 4 Assessments** | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
| **Makey Makey Explorations** | **Presentation**:  Annotated images of a *Makey Makey* with explanations. | 1 |  | **Programming - Making Shapes** a. Drawing basic shapes | **Folio:**  Written notes outlining steps involved in drawing basic shapes (Algorithms). | 5 |
| **My Game Stats** a. Spreadsheet | **Spreadsheet:**  Student spreadsheet with sorted data and basic functions (for example “SUM” or “Average”). | 3 |  | **Programming - Making Shapes** b. Draw a scene | **Programming Task:**  Scratch program of the coded drawing/scene and student reflection prompts. | 5,6 |
| **My Game Stats** b. Presentation | **Presentation:**  Simple presentation with findings from spreadsheet (including graphs and explanations). | 4 |  | **Exploring Input & Output** | **Table:**  Table of input & outputs with labels, descriptions and images. | 2 |