**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
If you need help completing the template view the curriculum mapping instructions document.

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|  | **Strand** | **Digital Systems** | **Data and Information** | **Creating Digital Solutions** |
|  | **Content Description** | Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data[(VCDTDS026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS026) | Examine how whole numbers are used as the basis for representing all types of data in digital systems[(VCDTDI027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI027) | Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information [(VCDTDI028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI028) | Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols [(VCDTDI029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI029) | Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities [(VCDTCD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD030) | Design a user interface for a digital system, generating and considering alternative design ideas[(VCDTCD031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD031) | Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration[(VCDTCD032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD032) | Develop digital solutions as simple visual programs[(VCDTCD033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD033) | Explain how student-developed solutions and existing information systems meet current and future community and sustainability needs [(VCDTCD034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD034) |
| **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 # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4* Students describe how a range of digital systems and their peripheral devices can be used for different purposes.
* Students explain how the same data sets can be represented in different ways.
* They collect and manipulate different data when creating information and digital solutions.
* They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.
* Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input.
* They explain how their developed solutions and existing information systems meet their purposes.
 | 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. (1)
* Students explain how digital systems use whole numbers as a basis for representing a variety of data types. (2)
* They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols. (3)
* Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. (4)
* They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. (5)
* Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account. (6)
 | By the end of Level 8* Students distinguish between different types of networks and their suitability in meeting defined purposes.
* Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems.
* They analyse and evaluate data from a range of sources to model solutions and create information.
* They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.
* Students define and decompose problems in terms of functional requirements and constraints.
* They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions.
* Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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