Hello and welcome to this on–demand video on Curriculum planning for Digital Technologies F–6.

In this video we'll be discussing how to plan for teaching and assessing the Digital Technologies Curriculum.

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In this session we will look at background to teaching the Digital Technologies Curriculum. Here we will look at: Planning a lesson, Scope and sequence F–6, Content descriptions, Elaborations, Unpacking the content descriptions, Plugged and unplugged activities and Unit plan ideas. Then we will look at the background to assessing the Digital Technologies Curriculum. This will include: Assessing student work, Achievement standards and Connections between the content descriptions and the achievement standards.

Starting with the curriculum.

Teachers need to identify and understand what they are going to teach. They need to identify how much time they will need to teach the content descriptions and they need to plan what they will use to assess students and when they will assess student learning.

Now we will look at the background to teaching the Digital Technologies Curriculum at F–6.

Planning a lesson.

When planning a lesson the best place to start is with the Digital Technologies Curriculum. You need to determine what needs to be taught using the content descriptions. Consider your students' current and next stages of learning. Develop activities for teaching and identify any potential areas of difficulty and reflect on student learning.

The Digital Technologies Curriculum is outlined in the scope and sequence chart. This section of the scope and sequence chart shows the learning continuum from Foundation to Level 6. It displays the content descriptions in their bands and separated by strand. Below the content descriptions of all three strands are the achievement standards.

Content descriptions state the content that should be taught to students. They can be taught individually or they can be taught as part of a wider unit with other content descriptions. The code in the red box links to the elaborations.

Linked to the content descriptions are the elaborations. Elaborations include a list of statements. These can be used as a guide towards teaching content within the content descriptions. On this slide I have used green ticks to indicate the elaborations I would be using and the red crosses to indicate the ones I would not be using.

The first resource to look at to consider developing teaching and learning activities is the Unpacking the Content Descriptions resource. The purpose of this resource is to unpack the content descriptions by showing how they relate to the achievement standards, suggestions as to what lessons could focus on and some sample activities. These are available for half the content descriptions and are across all bands and strands.

The next resource to look at is Plugged activities and Unplugged activities. The purpose of these resources is to show activities for content descriptions that students can complete in the classroom or at home. Plugged activities require students to use digital systems including hardware and software or the internet. Unplugged activities do not require students to use digital systems or the internet. An example of an unplugged activity is shown here.

On this slide is an example of a plugged activity. Here we have an example of some unplugged activities for the Digital Systems strand at Foundation to Level 2. Suggested activities could involve students identifying common digital systems and drawing a diagram of them. Or identifying a range of hardware and software components for a desktop computer.

On this slide we have an example of some plugged activities for the Digital Systems strand at Foundation to Level 2. Suggested activities could involve students using a tablet device to take photos around their school and inserting them into a Word document or using PowerPoint to create a photo story with text, images and audio.

The next resource to look at is the Unit plan ideas. The purpose of this resource is to show what a unit of work could look like. This resource includes units of work across all strands and bands. They provide a sequence of lessons and assessment ideas.

Now we will look at the background to assessing the Digital Technologies Curriculum at F–6.

When considering how to assess student work you need to develop criteria based on the curriculum. Consider the process of developing skills as part of formative assessment and know what success looks like.

These are the achievement standards for Levels F–6. The first paragraph represents what students need to achieve in the Digital Systems strand. The second paragraph represents what students need to achieve in the Data and Information strand. And the third paragraph represents what students need to achieve in the Creating Digital Solutions strand.

This diagram shows the connections between the three Foundation to Level 2 content descriptions and the related achievement standards. Sometimes one content description links to one paragraph in the achievement standard and sometimes a group of content descriptions links to one paragraph in the achievement standard.

A couple of points to consider when assessing student work. Assessment tasks need to relate to the content taught. Develop a shared understanding about what 'At achievement standard' looks like. Use language that is familiar to students and identify the next point of learning.

In wrapping up this video it is worthwhile to review what we have covered. We have looked at the background to teaching the Digital Technologies Curriculum. We have covered: Planning a lesson, Scope and sequence F–6, Content descriptions, Elaborations, Unpacking the content descriptions, Plugged and unplugged activities and Unit plan ideas. We have also explored assessing the Digital Technologies Curriculum by looking at: Assessing student work, the Achievement standards and Connections between the content descriptions and the achievement standards.

Thank you for watching this video today. If you have any questions regarding the Digital Technologies Curriculum, you can contact the Curriculum Manager for Digital Technologies, Phil Feain, at the email address and phone number shown.

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