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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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| **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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 |  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.
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| **Level 3 Assessments** |  | **Level 4 Assessments** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
| **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 Stats1. Spreadsheet
 | Semester 2 / Grade 3 |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| My Game Stats1. Presentation
 | Semester 2 / Grade 3 |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |
| Programming - Making Shapes1. Drawing basic shapes
 | Semester 1 / Grade 4 |  |  |  |  |  |  |  |  |  |  |  | 5 |  |  |
| Programming - Making Shapes1. 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 |