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|  | **Strand** | **Digital Systems** | **Data and Information** | **Creating Digital Solutions** |
|  | **Content Description** | Identify and explore digital systems (hardware and software components) for a purpose [(VCDTDS013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013) | Recognise and explore patterns in data and represent data as pictures, symbols and diagrams[(VCDTDI014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014) | Collect, explore and sort data, and use digital systems to present the data creatively [(VCDTDI015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI015) | Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments [(VCDTDI016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016) | Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems [(VCDTCD017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017) | Explore how people safely use common information systems to meet information, communication and recreation needs [(VCDTCD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD018) |
| **Sequence of Lessons / Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
| **Our computers** | Semester 2 / Prep |  | 1 |  |  |  |  |  |  |  |  |  |  |
| **Finding patterns** | Semester 1 / Grade 1 |  |  |  | 2 |  |  |  |  |  |  |  |  |
| **Sharing data** | Semester 2 / Grade 1 |  |  |  |  |  | 2 |  |  |  |  |  |  |
| **Sharing our work** | Semester 1 / Grade 2 |  |  |  |  |  |  |  | 4 |  |  |  |  |
| **Programming a partner** | Semester 2 / Grade 2 |  |  |  |  |  |  |  |  |  | 3 |  |  |
| **Devices in our lives** | Semester 2 / Grade 2 |  |  |  |  |  |  |  |  |  |  |  | 4 |

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| **Foundation to Level 2 Achievement Standard**- Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard**  |
| By the end of Level 2* Students identify how common digital systems are used to meet specific purposes. (1)
* Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. (2)
* Students design solutions to simple problems using a sequence of steps and decisions. (3)
* They create and organise ideas and information using information systems and share these in safe online environments. (4)
 | 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.
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| **Foundation and Level 1 Assessments** |  | **Level 2 Assessments** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
| **Our computers** | **Report**: Identify computers used in students’ daily lives | 1 |  | **Sharing our work** | **Folio**: Sending evidence of learning to family members | 4 |
| **Finding patterns** | **Folio**: Create patterns in shapes and photos | 2 |  | **Programming a partner** | **Report**: Give instructions to a partner to achieve a goal | 3 |
| **Sharing data** | **Report**: Display data in shapes and graphs | 2 |  | **Devices in our lives** | **Report**: How we use devices in our lives | 4 |

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| Input/Output | Semester 1 / Grade 1 |  | 1 |  |  |  |  |  |  |  |  |  |  |
| Numbers in my world | Semester 1 / Grade 1 |  |  |  | 2 |  |  |  |  |  |  |  |  |
| How do we get to school? | Semester 2 / Grade 1 |  |  |  |  |  | 2 |  | 2 |  |  |  | 4 |
| Go with the flowchart | Semester 1 / Grade 2 |  |  |  |  |  |  |  |  |  | 3 |  |  |
| Bee-Bot Shopping | Semester 1 / Grade 2 |  |  |  |  |  |  |  |  |  | 3 |  |  |

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| **Foundation and Level 1 Assessments** |  | **Level 2 Assessments** |
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| Input/Output | **Worksheets**Colouring sheet on which students colour inputs of devices blue and outputs red. Worksheet in which students draw a digital system they use for recreation, e.g., a hand held video game system. | 1 |  | Go with the flowchart | **Algorithm – Flowchart**Linear flowcharts written that can be followed to program a Bee-Bot to achieve a goal. | 3 |
| Numbers in my world | **Poster**Students represent data about themselves, e.g. age represented as the numeral 5 and five pictures of flowers. | 2 |  | Bee-Bot Shopping | **Algorithm and programming a Bee-Bot**Step by Step instructions drawn as arrows that can be entered into a Bee-Bot to achieve a goal. | 3 |
| How do we get to school? | **Graphs**Students collect data about the class mode of transport to school presented graphically using digital systems and uploaded to school intranet for buddy class to access. | 2, 4 |  |  |  |  |

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| From Here to There | Semester 2 / Prep |  |  |  |  |  |  |  |  |  | 3 |  |  |
| Then and Now | Semester 2 / Grade 1 |  |  |  | 2 |  | 2 |  |  |  |  |  |  |
| Tech Ninjas1. Creating a video
 | Semester 2 / Grade 2 |  | 1 |  |  |  |  |  | 4 |  |  |  |  |
| Tech Ninjas1. Uploading a video
 | Semester 2 / Grade 2 |  |  |  |  |  |  |  |  |  |  |  | 4 |

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| **Foundation to Level 1 Assessments** |  | **Level 2 Assessments** |
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| From Here to There | **Bee-Bot**Successfully program a Bee-Bot to follow directional arrows to predetermined position in the classroom. | 3 |  | Tech Ninjas1. Creating a video
 | **Video**Use of a digital device and teacher provided movie-making app to create a short video explaining digital system components.  | 1,4 |
| Then and Now | **Report**Create a comparison of how the use of data has changed over the past 20 years. | 2 |  | Tech Ninjas1. Uploading a video
 | **Blog**Safely upload video to a class blog and evaluate as a class. | 4 |