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| **Digital Technologies**/ *German**Achievement Standards* | *Explain the relationship between text type, audience and purpose (choosing the correct device for the text type, audience and purpose)* | *Identify and*[*apply*](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply)*some of the systematic sentence structure and word order rules of German…*  | *When creating texts, they*[*manipulate*](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate)*modelled language to*[*describe*](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe)*current, recurring and future actions…* | *Give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.* | *Obtain, summarise and evaluate information from a range of sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes.* | *Use written and spoken German to …to make decisions.* | *Use written and spoken German to … solve problems and negotiate transactions.*  | *Use some modal verbs and imperative forms…*  | *Create a range of bilingual resources for the wide community and to assist their own and others’ language learning.* | *Use written and spoken German exchange and justify ideas, opinions and views.* |
| **Strand: Knowledge and Understanding****Digital Systems** **Representation of Data** | * using different peripheral devices to display information to others, for example using a mobile device, interactive whiteboard or a data projector to present information.
* investigating the operation and use of robotic process control systems of **LEGO Mindstorms/ Blue Bots**
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|  | * using a table to reorganise information that includes sentences, and/or words, and/or numbers and/or images (see Coding with German).
 | * using a table to reorganise information that includes sentences, and/or words, and/or numbers and/or images (see Coding with German).
 | * exploring language as codes and symbols that are representations of data (e.g from German and other languages and how similar symbols in Aboriginal and Torres Strait Islander art can represent different concepts depending on the context- link to dialect in different countries/ regions.*)*
 |  |  |  | * investigating the operation and use of robotic process control systems of **LEGO Mindstorms/ Blue Bots**
 |  | * exploring language as codes and symbols that are representations of data
 |
| **Strand: Processes and Production Skills****Collecting, managing and analysing data****Investigating and Defining****Generating and Designing****Producing and Implementing****Evaluating****Collaborating and Managing** |  |  |  |  | * Google Forms- data collection, management and analysis
* using different techniques to present data as information, for example creating a column chart in a spreadsheet by colouring cells to represent different items (see Obstpause)
 |  |  |  | * Google Forms- data collection, management and analysis
 |  |
| * Analyse a German learning app- to show the order of events in a game and the decisions that a player must make
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| * Creating and following algorithms- **Lego Mindstorms, Blue Bots**, Colour path game
* Create an app to learn German
 |  |  |  |  | * Creating and following algorithms- **Lego Mindstorms, Blue Bots**, Colour path game
 | * Create an app to learn German- for example preparing the content and design of a simple guessing game that provides options in English and the German language
* Creating and following algorithms- **Lego Mindstorms, Blue Bots**, Colour path game
 |  | * Create an app to learn German
 |  |
| * designing and creating a solution that is interactive, using a visual programming language
 | * **Lego Mindstorms, Blue Bots**- programming a robot to operate independently, for example to find its way out of a maze.
 |  |  |  | * **Lego Mindstorms, Blue Bots**- programming a robot to operate independently, for example to find its way out of a maze.
* designing and creating a solution that is interactive, using a visual programming language,
 | * designing and creating a solution that is interactive, using a visual programming language
 | * **Lego Mindstorms, Blue Bots**- programming a robot to operate independently, for example to find its way out of a maze.
 | * designing and creating a solution that is interactive, using a visual programming language, for example designing a user interface for people with disability, taking into account visibility and size of icons; or creating a quiz that provides feedback on response and allows the user to try again.
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|  |  |  | * considering opportunities and consequences of decisions for future applications
* hypothesising the possible use for **LEGO Mindstorms or Blue Bots** robots in the future
 |  | * considering opportunities and consequences of decisions for future applications
 | * considering opportunities and consequences of decisions for future applications
 |  |  | * considering opportunities and consequences of decisions for future applications, for example practices to save energy and other resources when using information systems, such as switching off when not in use, ensuring electronic devices are in energy-saving mode
* hypothesising the possible use for **LEGO Mindstorms or Blue Bots** robots in the future
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| * checking the default privacy settings on applictions
 |  |  |  |  | * creating TimeTables with Google Sheets
 | * creating TimeTables with Google Sheets
 |  | * creating TimeTables with Google Sheets in German. Students collect data re: places they go, staff they encounter and the belongings they require for each lesson during the school week.
* applying safe practices while participating in online environments, for example checking the default privacy settings on Duolingo
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