**STEAM**

Year 2 Scope & Sequence

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| **Year Level:**  | Year 2 |
| **Domain:** | **Design and Technologies** aims to develop the knowledge, understanding and skills to ensure that students:* become critical users of technologies, and designers and producers of designed solutions
* can investigate, generate and critique designed solutions for sustainable futures
* use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
* create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
* learn how to transfer the knowledge and skills from design and technologies to new situations
* understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.
 | **Media Arts** aims to develop students’:* conceptual and perceptual ideas and representations through design and inquiry processes
* understanding of the use of the techniques, materials, processes and technologies
* critical and creative thinking skills, Media Arts languages, knowledge of Media Arts theories and practices
* respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, designers, commentators and critics
* understanding of Media Arts social, cultural and industry practices
* confidence, curiosity, imagination, enjoyment and a personal aesthetic.
 | The **Digital Technologies** curriculum aims to ensure that students can:* design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
* use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
* apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
* confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
* apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.
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| **Victorian Curriculum Strands and Sub-Strands:** | Technologies and SocietyThe Technologies and Society strand focuses on how people use and develop technologies. It takes into account economic, environmental, ethical, legal, aesthetic and functional factors, and the impact of technologies on individuals, families, local, regional and global communities, and the environment.Technologies ContextsThe Technologies Contexts strand focuses on the characteristics and properties of technologies contexts, and how they can be used to create innovative designed solutions. It explores four particular contexts, organised under the following sub-strands:* Engineering principles and systems explores how forces can be used to create light, sound, heat, movement, control or support in systems. Students develop an understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions.
* Food and fibre production focuses on food and fibre as human-produced or harvested resources, and how food and fibre are produced in managed environments such as farms or plantations, or harvested from wild stocks. Students develop an understanding of the challenges involved in managing these resources within sustainable agricultural systems. They develop their knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions.
* Food specialisations explores the application of nutrition principles and the characteristics and properties of food, food selection and preparation, and contemporary food issues. Students come to understand the importance of a variety of foods, sound nutrition principles, food preparation skills and food safety.
* Materials and technologies specialisations explores a broad range of traditional, contemporary and emerging materials, and specialist areas that involve an extensive use of technologies. Students learn to make ethical and sustainable decisions about designed solutions and processes by learning about and working with materials and production processes.

Creating Designed SolutionsThe Creating Designed Solutions strand is based on the major aspects of design thinking, design processes and production processes. The content descriptions in this strand reflect a design process and would typically be addressed through a design brief. Creating Designed Solutions is organised by five sub-strands:* Investigating – students critique, explore and investigate needs and opportunities, reflecting on how the choices they make have implications for the individual, society and the environment.
* Generating *–* students develop and communicate ideas for a range of audiences. Students make choices, weigh up options, consider alternatives and document the various design ideas and possibilities.
* Producing – students apply a variety of skills and techniques to make designed solutions to meet specific purposes and user needs. They apply knowledge about components and materials, including their characteristics and properties, to ensure their suitability. Students learn about the importance of adopting safe work practices. They develop accurate production skills to achieve quality designed solutions.
* Evaluating – students evaluate and make judgments throughout a design process, about the quality and effectiveness of their designed solutions and others. They determine effective ways to test and judge their designed solutions and reflect on processes used and how they could transfer what they have learnt to other design opportunities.
* Planning and managing – students learn to plan and manage time, along with other resources, to effectively create designed solutions. Working individually and collaboratively, students’ progress from planning steps in a project, through to more complex project management activities that consider factors such as cost, risk and quality control.
 | **Explore and Represent Ideas**Experiment with ideas and develop characters and settings through stories using images, sounds and text**Media Arts Practices**Use media technologies to capture and edit images and sounds and text to tell stories**Present and Perform**Create and present media artworks that communicate ideas and stories to an audience **Respond and Interpret**Respond to media artworks and consider where and why people in their local area make media artworks, including media artworks of Aboriginal and Torres Strait Islander peoples  | **Digital Systems**Focuses on the hardware, software and network components of digital systems. Students initially learn about a range of hardware and software, and progress to an understanding of how data are transmitted between components within a system, and how the hardware and software interact to form networks.**Data and Information**Focuses on the properties of data, how they are collected and represented, and how they are interpreted in context to produce information. Students learn how data are represented and structured symbolically for use by digital systems, as well as techniques for collecting, managing and organising data that is used to solve problems and create and communicate ideas and information.**Creating Digital Solutions**Explores the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. Creating Digital Solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols. |
| **Victorian Curriculum Content Descriptions** | **Digital Technologies**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)**Design & Technologies**Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs [(VCDSTS013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS013)Explore needs or opportunities for designing, and the technologies needed to realise designed solutions[(VCDSCD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)Visualise, generate, and communicate design ideas through describing, drawing and modelling[(VCDSCD019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)Use materials, components, tools, equipment and techniques to produce designed solutions safely[(VCDSCD020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)Sequence steps for making designed solutions[(VCDSCD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022)**Media Arts**Experiment with ideas and develop characters and settings through stories using images, sounds and text [(VCAMAE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE021) Use media technologies to capture and edit images and sounds and text to tell stories [(VCAMAM022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM022) Create and present media artworks that communicate ideas and stories to an audience [(VCAMAP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP023) Respond to media artworks and consider where and why people in their local area make media artworks, including media artworks of Aboriginal and Torres Strait Islander peoples [(VCAMAR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR024) |
| **Victorian Curriculum Achievement standard:** | **Digital Technologies**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.**Design & Technologies**By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.**Media Arts**By the end of Level 2, students describe the media artworks that they make and view, and describe where and why media artworks are made. Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks. |

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| **Term 1** |
| **Unit Title** | Scratch Ya Head! |
| **Key Understandings** | * I know what an algorithm is
* Computers need clear instructions to work
* Solving problems (debugging) is essential when thinking like a computer
 |
| **Vocabulary** | algorithm, coding, program, instructions, forwards, backwards, left, right, reset, pause, sustainable, debug |
| **Week** | **Learning Intention** | **Task/ Activities** | **Resources/ Linked Achievement Standard** |
| **1** | To understand what the STEAM classroom looks like, feels like, sounds like.  | Start up* Setting expectations (Co-constructed)
	+ STEAM Room
	+ Resources
	+ Word Wall Set up
	+ Reward system
* Empathy Maps

(Download required apps, sign in to Google, teacher to set up class iDoceo) | SeesawSelf Service |
| **2** | To understand what the STEAM classroom looks like, feels like, sounds like.  | Start up* Review expectations and model
* Rotational STEAM activities

(Download required apps, sign in to Google, teacher to set up class iDoceo) | Marble runBlocksSeesawSelf Service |
| **3** | To understand what the STEAM classroom looks like, feels like, sounds like.  | Start up* Review expectations and model
* Rotational STEAM activities

(Download required apps, sign in to Google, teacher to set up class iDoceo) | Marble runBlocksSeesawSelf Service |
| **4** | To understand how to create and follow a simple sequence of instructions. | **ScratchJr Module 1 – Interactive Collage**Instructions, Sequencing, and an Introduction to the ScratchJr iPad Application | <https://www.scratchjr.org/teach/curricula/animated-genres/full>Scratch Jr[VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)VCDTDI015[VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)[VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **5** | To understand what block code is and how we can use it.  | Same Block Sequencing and Motion | <https://www.scratchjr.org/teach/activities><https://www.youtube.com/watch?v=ciWPaEgscr0&feature=youtu.be>[VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)[VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)VCDTDI015[VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)[VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)[VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **6** | To understand what block code is and how we can use it.  | Start on Green Flag Block, End Block, and Choosing Characters | [VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)[VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)VCDTDI015[VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)[VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)[VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **7** | To understand what block code is and how we can use it.  | Backgrounds and Review of Programming Multiple Characters | [VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)[VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)VCDTDI015[VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)[VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)[VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **8** | To use block code and sprites to create a collage that includes some type of character movement. | Understanding and programming message blocks and creating multiple backgrounds.  | [VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)[VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)VCDTDI015[VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)[VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)[VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **9** | To use block code and sprites to create a collage that includes some type of character movement. | Recording and programming audio blocks and using photos.  | [VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)[VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)VCDTDI015[VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)[VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)[VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **10** | To reflect on what we have learnt about coding.  | Reflecting on Block Code/ Algorithms | [VCDTDI016](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016)[VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) |
| **Assessment** | Key Assessment Task:NAAchievement Standards to assess this term: |

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| **Term 2** |
| **Unit Title** | Arty Pants |
| **Key Understandings** | * art can be created using technology
* media art is multi-modal and can be used for a variety of purposes
* many iPad apps can be used to create one piece of Media Art
 |
| **Vocabulary** | edit, manipulate, import, export, app smash, audio |
| **Week** | **Learning Intention** | **Task/ Activities** | **Resources/ Linked Achievement Standard** |
| **1** | To manipulate images using technology | Introduction to Media Arts - Image Editing | ColourscapeAdobe SparkVCAMAM022 |
| **2** | To understand how to use audio to support images | Introduction to Media Arts - Audio recording and editing | Garage BandVCAMAM022 |
| **3** | To create our own digital images | Introduction to Media Arts - Drawing images with technology (custom shapes) | KeynoteVCAMAM022 |
| **4** | To understand how we can create custom images that we can export | Introduction to Media Arts - Creating transitions, exporting custom shapes as images | KeynoteVCAMAM022 |
| **5** | To understand how we can create, edit and share videos | Introduction to Media Arts - Video editing | iMovieiMovie TrailerVCAMAM022 |
| **6** | To celebrate Reconciliation using Media Arts tools.  | Reconciliation Week * students uses the media arts tools they’ve learnt to create a new Reconciliation Week logo that can incorporate audio and visual elements.
 | Colourscape, Adobe Spark, Garage Band, Keynote, iMovie, iMovie Trailer. VCAMAE021VCAMAM022VCAMAP023VCAMAP024 |
| **7** | To share our understanding of media arts | Student choice project | Colourscape, Adobe Spark, Garage Band, Keynote, iMovie, iMovie Trailer. VCAMAE021VCAMAM022VCAMAP023VCAMAP024 |
| **8** | To share our understanding of media arts | Student choice project | Colourscape, Adobe Spark, Garage Band, Keynote, iMovie, iMovie Trailer. VCAMAE021VCAMAM022VCAMAP024 |
| **9** | To share our understanding of media arts | Student choice project | Colourscape, Adobe Spark, Garage Band, Keynote, iMovie, iMovie Trailer. VCAMAE021VCAMAM022VCAMAP023VCAMAP024 |
| **10** | To reflect on what we have learnt about Media Arts | Reflection  | VCAMAM022VCAMAP023VCAMAP024 |
| **Assessment** | Key Assessment Task:Students were encouraged to share their understanding of Media Arts by creating a personal choice project using the variety of apps and skills they have learnt during Term 2 and presenting it in the app, Keynote. Achievement Standards to assess this term: |

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| **Term 3** |
| **Unit Title** | HGC Arcade |
| **Key Understandings** | * Understand the Engineering Design process
* Understand how to use different cardboard building techniques
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| **Vocabulary** |  |
| **Week** | **Learning Intention** | **Task/ Activities** | **Resources/ Linked Achievement Standard** |
| **1** | To understand Caine’s Arcade and how we can create our own. | Introduction to HGC Arcade* outline link between Caine’s Arcade, HGC Arcade
* Introduction to Engineering Design Process
* List of games Caine made and materials he used.
 | <http://cainesarcade.com/>[VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)[VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)VCDSCD020 |
| **2** | To understand what sustainable materials are and how we can use them.  | Intro to Sustainable MaterialsBuilding Skills Workshop* using Make:do Saws
* Using hot glue safely
* cutting and glueing
* using tape
* Moving parts
 | VCDSTS013VCDSTC017VCDSCD018VCDSCD020 |
| **3** | To carefully plan an arcade machine using sustainable materials. | Engineering Design Process* Planning phase
* choosing the right materials
 | VCDSTS013VCDSTC017VCDSCD018VCDSCD019VCDSCD020VCDSCD022 |
| **4** | To create an arcade machine using sustainable materials. | Model Building Skills - moving objects | VCDSTS013VCDSTC014VCDSTC017VCDSCD018VCDSCD019VCDSCD020 |
| **5** | To create an arcade machine using sustainable materials |  | VCDSTS013VCDSTC014VCDSTC017VCDSCD018VCDSCD019VCDSCD020 |
| **6** | To create an arcade machine using sustainable materials |  | VCDSTS013VCDSTC014VCDSTC017VCDSCD018VCDSCD019VCDSCD020 |
| **7** | To create an arcade machine using sustainable materials |  | VCDSTS013VCDSTC014VCDSTC017VCDSCD018VCDSCD019VCDSCD020 |
| **8** | To design and create an advertisement for our arcade machine so that we are ready to share them with others. | * Create an advertising poster
* Planning a cost using tokens
 | VCDSCD019VCAMAP023 |
| **9** | To present our arcade game and provide feedback to our peers.  | * Students present their arcade games to an audience
 | [VCDTDI016](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016)[VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) |
| **10** | To reflect on what we have learnt this term.  | End of Semester Reflection* reflecting on our learning
 | [VCDTDI016](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016)[VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) |
| **Assessment** | Key Assessment Task:Achievement Standards to assess this term: |

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| **Term 4** |
| **Unit Title** | Dash and Dot |
| **Key Understandings** | * design thinking can help us solve problems
* robots, like computers, need code to operate
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| **Vocabulary** | coding, complex parameters, sequencing, event handlers, algorithm, loops, multiple loops |
| **Week** | **Learning Intention** | **Task/ Activities** | **Resources/ Linked Achievement Standard** |
| **1** | To understand the features and capabilities of Dash and Dot so that we know what we can code them to do.  | * Reflect on what we know about coding (refer to Scratch Jr - Term1)
* Introduce Dash and Dot and the Blockly app.
* Robot handling expectations and roles in group work
* Digital Sandbox Time
 | [Dash and Dot Show 1](https://www.youtube.com/watch?v=9nM3WsevvfM) |
| **2** | To understand sequencing so that we can program Dash with complex behaviours | * Review of what sequencing means
* Intro to term Complex Parameters
* roles in group work (robot wrangler and lead programmer)
* Understanding and experimenting with measurements on Dash
 | [Sequencing: Complex Parameters](https://portal.makewonder.com/#/curriculum/complex-parameters) |
| **3** | To demonstrate an event so that we understand their importance in coding. | * review what an algorithm is
* review what an event and an event handler is. In Scratch Jr, what were the event handlers?
* Unplugged activity
* [Reflection](https://education.makewonder.com/assets/files/resources.pdf) (discuss importance of it and how we can reflect - use Seesaw Activity)
 | [Unplugged: Event Handlers](https://portal.makewonder.com/#/curriculum/event-handlers) |
| **4** | To demonstrate an event so that we understand their importance in coding. | * Reflect on what Event handlers are
* Intro the ‘When’ blocks in Blockly
* Creating a simple program with events
* [Reflection](https://education.makewonder.com/assets/files/resources.pdf)
 | [Events: Event Handlers Part 1](https://portal.makewonder.com/#/curriculum/event-handlers-part-1)[Unplugged: The Big Event](https://www.youtube.com/watch?v=u0WV9shCoak&feature=youtu.be) (video) |
| **5****STEAM WEEK** | To understand that there can be multiple events when programming and demonstrate this with Dash.  | * Reflect on what Event Handlers are
* Explain that we can use multiple events
* creating a simple program for Dash with multiple events
* [Reflection](https://education.makewonder.com/assets/files/resources.pdf)
 | [Events: Event Handlers Part 2](https://portal.makewonder.com/#/curriculum/event-handlers-part-2) |
| **6** | To understand what a loop is so that we can use them to be more efficient when coding.  | * Introduce term loop
* explain we can have multiple loops
* noticing where loops can be included
* [Reflection](https://education.makewonder.com/assets/files/resources.pdf)
 | [Loops: Multiple Loops](https://portal.makewonder.com/#/curriculum/multiple-loops) |
| **7** | To understand the Design Thinking Process so that we can use Dash and Dot to solve a problem.  | * intro to [Design Thinking Process](https://s3-us-west-1.amazonaws.com/lesson-plans-prod/downloadables/b405486f/2_5_Design%20Thinking%20Presentation.pdf) and [workbook](https://s3-us-west-1.amazonaws.com/lesson-plans-prod/downloadables/05faeb28/2_3_Design%20Thinking%20Workbook.pdf)
* Brainstorm classroom problems
* Define and explain your problem
* Plan an accessory
 | [Assessment: Designing Solutions for the Classroom](https://portal.makewonder.com/#/curriculum/designing-solutions-for-the-classroom) |
| **8** | To use the design thinking process so that we can create an accessory for Dash and Dot. | * reflect on Design Thinking process and what our solution was
* building accessory for Dash/ Dot
 | [Assessment: Designing Solutions for the Classroom](https://portal.makewonder.com/#/curriculum/designing-solutions-for-the-classroom) |
| **9** | To use the design thinking process so that we can create an accessory for Dash and Dot. | * reflect on Design Thinking process and what our solution was
* finish building accessory for Dash/ Dot
* test our design
* find ways we could improve our design.
 | [Assessment: Designing Solutions for the Classroom](https://portal.makewonder.com/#/curriculum/designing-solutions-for-the-classroom) |
| **10** | To reflect on what we have learnt this term.  | End of Semester Reflection* [Reflection](https://education.makewonder.com/assets/files/resources.pdf)
 | [VCDTDI016](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016)[VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) |
| **11** | Activities Week  | * STEAM Activities
* Tinker Time
* Clean Up
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| **Assessment** | Key Assessment Task:**N/A**Achievement Standards to assess this term: |