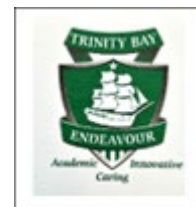


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Course Planner Term 1

Year 7 Digital Design



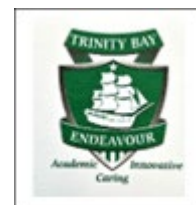
Class: Year 7

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	UNIT 1: THE INVENTION PROCESS <ul style="list-style-type: none"> • Getting to know you activities • The Invention Process • Safety 	
Week 2	UNIT 1: THE INVENTION PROCESS <ul style="list-style-type: none"> • Introduction to design (product) • Accessing QLearn, OneDrive, Outlook and PowerPoint 	Product sketch and annotation
Week 3	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Think it: Get a great idea for an invention • Explore it: Get informed by researching past inventions and ideas 	
Week 4	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Sketch it: Draw pictures and diagrams to figure out how your invention might work 	Task 1: Think it & Explore it PowerPoint (QLearn)
Week 5	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Sketch it: TinkerCAD • Tweak it: Keep improving your idea 	
Week 6	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Create it: Build a prototype of your idea • Working safely with tools 	Task 2: Sketch it PowerPoint (QLearn)
Week 7	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Create it: Build a prototype of your idea 	
Week 8	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Share it: Market your invention to people who might buy it • Finish PowerPoint and submit to QLearn 	SUMMATIVE ASSESSMENT Task 3: Physical prototype and Final PowerPoint (QLearn)
Week 9	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Share it: Market your invention to people who might buy it • Advertising your product! 	
Week 10	UNIT 1: <ul style="list-style-type: none"> • Share it: Market your invention to people who might buy it • The Invention Process – Reflections 	

Trinity Bay State High School

Course Planner Term 1

Year 7 Digital Technologies



Class: Year 7

Week	Curriculum Intent	Formative Tasks & Summat Assessment
Week 1	UNIT 1: DIGITAL SYSTEMS <ul style="list-style-type: none"> • Technology at Trinity Bay – Logging in, QLearn, SharePoint and OneSchool • Using Microsoft 365 (OneDrive, Outlook, Word, PowerPoint, Whiteboard) • OneDrive (Cloud) organisation 	
Week 2	UNIT 1: DIGITAL SYSTEMS <ul style="list-style-type: none"> • Using Microsoft 365 (OneDrive, Outlook, Word, PowerPoint, Whiteboard) • Documenting how to access the digital systems at Trinity Bay in PowerPoint 	
Week 3	UNIT 1: DIGITAL SYSTEMS <ul style="list-style-type: none"> • Finalising PowerPoint for submission • Uploading assessment on QLearn 	ICT Diagnostic Portfolio (QLearn)
Week 4	UNIT 1: CYBERSECURITY <ul style="list-style-type: none"> • Minecraft Cybersafety module 	Certificate of Completion (QLearn)
Week 5	UNIT 1: DIGITAL FOOTPRINTS <ul style="list-style-type: none"> • Minecraft Digital Footprint module 	Certificate of Completion (QLearn)
Week 6	UNIT 1: DIGITAL SOLUTIONS <ul style="list-style-type: none"> • Identify the needs of a user from a real world problem • Organise needs into functional and non-functional requirements 	User Story Functionality Table (QLearn)
Week 7	UNIT 1: DIGITAL SOLUTIONS <ul style="list-style-type: none"> • Using Makecode and Micro:bits • Using Inputs, Processes (decisions) and Outputs to create an algorithm • Documenting algorithm through a flowchart on PowerPoint 	Algorithm Flowchart (QLearn)
Week 8	UNIT 1: DIGITAL SOLUTIONS <ul style="list-style-type: none"> • Using Makecode to create the solution to a user's problem • Testing and debugging algorithms 	
Week 9	UNIT 1: DIGITAL SOLUTIONS <ul style="list-style-type: none"> • Evaluating your solution against the functional and non-functional requirements 	SUMMATIVE ASSESSMENT: Micro Digital Solution (QLearn)
Week 10	UNIT 1: DIGITAL ETIQUETTE <ul style="list-style-type: none"> • Minecraft Building Challenge • Working with others online 	

Trinity Bay State High School

Course Planner Term 1

Year 8 Digital Design Technologies



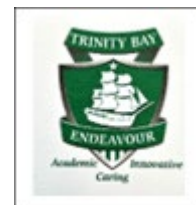
Class: Year 8 (Term 1 – 4)

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	UNIT 1: DIGITAL SYSTEMS <ul style="list-style-type: none"> • Technology at Trinity Bay – Logging in, QLearn, SharePoint and OneSchool • Using Microsoft 365 (OneDrive, Outlook, Word, PowerPoint, Whiteboard) • OneDrive (Cloud) organisation 	
Week 2	Applying the Invention Process: Inputs and Outputs <ul style="list-style-type: none"> • Build a (cardboard) bridge • Understanding sensors 	
Week 3	Exploring sensors in the home <ul style="list-style-type: none"> • Where do we use sensors in the home? • Introduction of Term project 	
Week 4	Justifying the placement of sensors <ul style="list-style-type: none"> • How to write a justification • Completing the justification of a first sensor in the smart home 	
Week 5	Justification and placement of sensors <ul style="list-style-type: none"> • Completing the justification of a first sensor in the smart home • Starting second sensor in my smart home 	
Week 6	Checkpoint: Draft submission of Folio <ul style="list-style-type: none"> • Using templates to check my justification • Self-evaluating my justifications and my writing 	Checkpoint: Draft folio due (QLearn)
Week 7	Feedback and improvement <ul style="list-style-type: none"> • How to apply feedback to improve my work • Identifying areas of improvement 	
Week 8	Continuing development of project <ul style="list-style-type: none"> • Completing features of my Folio and Project • Identifying what I can do to make my project better 	
Week 9	Making sure my work aligns with the criteria <ul style="list-style-type: none"> • Checking my work meets the criteria • Completing and submitting my Folio and Project 	SUMMATIVE ASSESSMENT DUE: Folio and Project (QLearn)
Week 10	Digital Design: Craft week <ul style="list-style-type: none"> • Paddle pop stick Building Challenge • Exploring where I can take Digital Design 	

Trinity Bay State High School

Course Planner Term 1

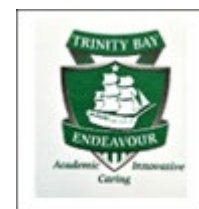
Year 8 Digital Design



Class: Year 8

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	UNIT 1: THE INVENTION PROCESS <ul style="list-style-type: none"> • Getting to know you activities • The Invention Process • Safety 	
Week 2	UNIT 1: THE INVENTION PROCESS <ul style="list-style-type: none"> • Introduction to design (product) • Accessing QLearn, OneDrive, Outlook and PowerPoint 	Product sketch and annotation
Week 3	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Think it: Get a great idea for an invention • Explore it: Get informed by researching past inventions and ideas 	
Week 4	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Sketch it: Draw pictures and diagrams to figure out how your invention might work 	Task 1: Think it & Explore it PowerPoint (QLearn)
Week 5	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Sketch it: TinkerCAD • Tweak it: Keep improving your idea 	
Week 6	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Create it: Build a prototype of your idea • Working safely with tools 	Task 2: Sketch it PowerPoint (QLearn)
Week 7	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Create it: Build a prototype of your idea 	
Week 8	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Share it: Market your invention to people who might buy it • Finish PowerPoint and submit to QLearn 	SUMMATIVE ASSESSMENT Task 3: Physical prototype and Final PowerPoint (QLearn)
Week 9	UNIT 1: WHEELCHAIR DESIGN <ul style="list-style-type: none"> • Share it: Market your invention to people who might buy it • Advertising your product! 	
Week 10	UNIT 1: <ul style="list-style-type: none"> • Share it: Market your invention to people who might buy it • The Invention Process – Reflections 	

Trinity Bay State High School
Course Planner Term 1
Year 8 Digital Technologies



Class: Year 8 (Term 1 – 4)

Week	Curriculum Intent	Key Points/Artefacts/Assessment
1	<p>Learning Intention:</p> <p>to access, organise and use key online cloud environments</p> <p>Success Criteria:</p> <p>I can successfully locate and open OneDrive and save documents.</p> <p>I can successfully access and use Microsoft Whiteboard to collaborate with others</p> <p>I can access and use common utilities within Microsoft 365 including email, SharePoint, word and PowerPoint</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Opening and saving of PowerPoint Portfolio template • Assessment Task
2	<p>Learning Intention:</p> <p>to access, organise and use key online cloud environments</p> <p>Success Criteria:</p> <p>I can successfully locate and open OneDrive and save documents.</p> <p>I can successfully access and use Microsoft Whiteboard to collaborate with others</p> <p>I can access and use common utilities within Microsoft 365 including email, SharePoint, word and PowerPoint</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Upload of portfolio to Qlearn • Assessment Task
3	<p>Learning Intention:</p> <p>to understand that data as systematically organised numbers (QLearn, MS)</p> <p>Success Criteria:</p> <p>I can use Microsoft Excel to create graphs.</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Data representation • Assessment Task

Week	Curriculum Intent	Key Points/Artefacts/Assessment
	I can access and use online platforms to participate in surveys. I have created	
4	<p>Learning Intention:</p> <p>IDENTIFY and Determine hardware components of PC, Tablet, mobile device. Recognise main types of networks that devices communicate through.</p> <p>Success Criteria:</p> <p>I have participated in and completed Computer Build Challenge. I can explain the difference between bluetooth, local, and wide area networks.</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Successful participate in and complete all activities
5	<p>Learning Intention:</p> <p>IDENTIFY binary as the foundational language of digital environments. Apply binary conversions.</p> <p>Success Criteria:</p> <p>I have participated in and completed the Binary Code Breaker challenge</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Evidence of Learning: <ul style="list-style-type: none"> ○ Successful participate in and complete Code Breaker Challenge
6	<p>Learning Intention:</p> <p>UNDERSTAND how images are represented in digital systems.</p> <p>Success Criteria:</p> <p>I have created and manipulated data to create and/or modify a sprite in Arcade Makecode.</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Submitted sprite data arrays to QLearn
7	<p>Learning Intention:</p> <p>GENERATE a game or animation that responds to user input.</p> <p>Success Criteria:</p> <p>I have GENERATED and documented an algorithm to work with Makecode. I have documented this and submitted this on Qlearn.</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Sprite event algorithm completed •
8	<p>Learning Intention:</p> <p>GENERATE code on Makecode to solve the User's problem</p> <p>Success Criteria:</p> <p>I have GENERATED code in Makecode to create a digital solution. I have documented this on PowerPoint.</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Practice code • Screenshot of code for digital solution

Week	Curriculum Intent	Key Points/Artefacts/Assessment
9	<p>Learning Intention:</p> <p>EVALUATE code for your digital solution</p> <p>Success Criteria:</p> <p>I have completed my code and evaluated my solution against the design criteria on my PowerPoint. I have submitted this PowerPoint on QLearn.</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Evaluation and powerpoint uploaded to Qlearn
10	<p>Learning Intention:</p> <p>GENERATE and DEVELOP creative building ideas.</p> <p>Success Criteria:</p> <p>I have participated in the Development Challenge.</p>	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Adherence to rules for online etiquette.

Trinity Bay State High School

Course Planner Term 4



Year 9 – Digital Technologies

Class: Games Programming

Teacher/s: Mr. Davey, Mr. Tyson

Achievement Standard:

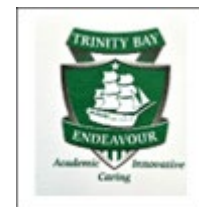
- They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.
- Students plan and manage digital projects using an iterative approach.
- They define and decompose complex problems in terms of functional and non-functional requirements.

Week	Lesson Title	Tasks and Assessment
Week 1	Getting started with Arcade	Complete concept tutorials
	Tutorials	Task: "Create a basic game from 3+ concepts".
Week 2	Flowcharts – understanding branching	Start Jungle Jump Tutorial Extend the level.
	Understanding conditions	Create flowchart for Jump algorithm. (Q Learn submission) Task: "Describe how to make jumping work."
Week 3	Tracing algorithms	Trace algorithms in Jungle Jump
		Document "block boost" algorithm. (Q Learn submission) Copy and paste code. Task: "Identify the problem with the algorithm. Describe how you would solve this problem" Task: "Trace the algorithm and identify where you could check for a condition before placing the block"
Week 4	Modifying algorithms	Modify block placement
		Block bounce boost
Week 5	Arcade "Block" Games	Choose a game. Identify and trace 2 algorithms.
	OR Doodle Jump clone	(Q Learn submission)
Week 6	Scroller	Plan a level. Identify how pickups and obstacles create a challenging and rewarding game. (Q Learn upload)
		Implement given algorithm. (Jump)
Week 7	Scroller	Develop game mechanic that uses state to control gameplay/behaviour
Week 8	Scroller	Plan and implement a second level
		Continue developing game mechanic
Week 9	Scroller	Finalise game.
		Play another students game and complete feedback sheet.
Week 10		

Trinity Bay State High School

Course Planner Term 4

Year 9 Robotics



Class: Year 9

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Machine learning – object detection <ul style="list-style-type: none"> • Create an object detection model in pictoblox • Use object detection model in a block program 	
Week 2	Assessment Task - intro <ul style="list-style-type: none"> • Introduction to machine learning and block coding assessment task 	Submission of task option and brief
Week 3	Assessment task continued <ul style="list-style-type: none"> • Model training • Block programming 	Submission of assessment
Week 4	Introduction to spheros <ul style="list-style-type: none"> • Participation in activities focusing on manually controlling sphero • Bridge challenge, maze navigation etc 	Reflection task
Week 5	Sphero <ul style="list-style-type: none"> • Model the solar system • Use coordinates programming to navigate a maze 	
Week 6	Sphero – assessment task <ul style="list-style-type: none"> • Create a learning activity the teaches coding 	Submit lesson plan
Week 7	Sphero showcase <ul style="list-style-type: none"> • Run activities with year 7 class 	
Week 8	Lego mindstorm challenge <ul style="list-style-type: none"> • Learn to program EV3 bricks 	
Week 9	Lego mindstorm challenge <ul style="list-style-type: none"> • Build lego vehicle to match task and EV3 programming 	
Week 10	Sort robotics kits	

Course Planner – 2024

Subject: Year 9 Digital Design

Topics: Vinyl cutter/3D printer design project



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Week	This Unit is Term 4 (2 Lessons per Week)	Assessment	Feedback
Week 1	Introduction to Project Part A: Investigating and defining - Technologies and society - Features of technologies		
Week 2	Part A: Investigating and defining - Existing logos - Criteria for success		
Week 3	Part A: Investigating and defining - Criteria for success - Intro to AutoCAD	Part A Due	
Week 4	Part B: Generating and designing - 3 initial sketch ideas		
Week 5	Part B: Generating and designing - 3 initial sketch ideas - Final design idea		
Week 6	Part B: Generating and designing - Final design idea	Part B Due	
Week 7	Part C: Producing and implementing - Produce AutoCAD final design drawing		
Week 8	Part C: Producing and implementing - Produce AutoCAD final design drawing	Part C Due	
Week 9	Part D: Evaluation Project DUE	Part D Due	
Week 10			

Trinity Bay State High School
Course Planner Term 4
Year 10 Design



Class: Year10

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Introduction to Assessment <ul style="list-style-type: none"> • unpacking the task and research • Students are tasked with designing a product, service, or environment to help promote, celebrate and encapsulate the Trinity Bay State High School Spirit which is shown in one of the many groups which is organised at the school. 	
Week 2	Design Brief and Design Criteria <ul style="list-style-type: none"> • Class time for task completion as student write their design brief and design criteria based on their chosen group and research 	
Week 3	Visual Documentation of Design Process and Ideation <ul style="list-style-type: none"> • Students represent their ideas and design concepts using schematic sketching, ideation sketching, and low-fidelity prototyping. • Students guided in creating a visual display of design concepts. 	
Week 4	Visual Documentation <ul style="list-style-type: none"> • Students represent their ideas and design concepts using schematic sketching, ideation sketching, and low-fidelity prototyping. • Students guided in creating a visual display of design concepts 	
Week 5	Visual Documentation cont. <ul style="list-style-type: none"> • Students represent their ideas and design concepts using schematic sketching, ideation sketching, and low-fidelity prototyping. • Students guided in creating a visual display of design concepts 	Draft due
Week 6	Design Proposal <ul style="list-style-type: none"> • Students evaluate the strengths, limitations, and implications of their design concepts against design criteria to make refinements. • Students communicate a visual presentation of their design concept using illustrations and low-fidelity prototypes 	
Week 7	Final Submission Due <ul style="list-style-type: none"> • Class time for finalizing and submitting the project, including multimodal submissions for review 	Final Submission Due
Week 8	Design Challenge	



Class Course Planner – 2024 Semester 2 Term 4

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Class: 11 ICJ

Teacher/s: Tyson

Term Week	Curriculum Intent – eSports	Assessment x 6	Feedback x 5
T4 Wk1	Title – Introduction to web design <ul style="list-style-type: none"> Introduce the project requirements: students will build a website for their esports brand and include products they developed. Discussion on what makes an effective website (e.g., user-friendly design, aesthetics, functionality). Exploration of platforms: WordPress, Wix, Shopify, or custom coding with HTML/CSS. 	First 3 pages of website: Intro, Main and Channel	
T4 Wk2	Title – Web Basics <ul style="list-style-type: none"> Principles of design: layout, colour schemes, typography, and responsive design. Hands-on Activity: Sketch a basic layout for their website, considering brand aesthetics and user flow. 	Next page of website: Products	First 3 Pages Feedback
T4 Wk3	Title – Products and Brand <ul style="list-style-type: none"> Selection and placement of images Product descriptions 		Product Page Feedback
T4 Wk4	Title – Self marketing <ul style="list-style-type: none"> Adding blogs to improve SEO Adding videos to website 	Next page of website: Blog	
T4 Wk5	Title – Web Building Advanced <ul style="list-style-type: none"> Making page user friendly (Optional) Adding Shopping cart/Apps/Games Adding Social Media links 	Next page of website: Social	Blog Page Feedback
T4 Wk6	Title – Troubleshooting <ul style="list-style-type: none"> Surveying others for feedback on site Addressing and fixing potential issues 	Class Survey	Social Page Feedback
T4 Wk7	Title - Assessment Due <ul style="list-style-type: none"> Finalise website Submit 	Complete website	
T4 Wk8	Title – Reflection <ul style="list-style-type: none"> Assessment Feedback and grade Reflection on Term 4 and Year 		Assessment
T4 Wk9			
T4 Wk10			

Trinity Bay State High School

Course Planner Term 4

Year 11 – Digital Solutions



Class: Games Programming

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	<ul style="list-style-type: none"> • Review FIA3 process • IA1 Handout. 	
Week 2	<ul style="list-style-type: none"> • Start Explore phase: IA1 • Researching the context • Identify criteria for successful solution. Plan ahead 	
Week 3	<ul style="list-style-type: none"> • Refine Exploration phase. • Sketch UI • Start development of solution 	Submit Initial Exploration phase
Week 4	<ul style="list-style-type: none"> • Identify Data flows • Analyse and Develop data requirements 	
Week 5	<ul style="list-style-type: none"> • Refine draft of development • 	Submit draft development
Week 6	<ul style="list-style-type: none"> • Generate Lo-Fidelity prototype (no-code mock-up) 	
Week 7	<ul style="list-style-type: none"> • • Evaluate solution against your criteria 	
Week 8	<ul style="list-style-type: none"> • 	MONDAY – Final Due