**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
If you need help completing the template view the curriculum mapping instructions document.

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|  | **Level** | **Level A** | **Level B** | **Level C** | **Level D** |
|  | **Strand** | **Technologies and Society** | **Technologies Contexts** | **Creating Designed Solutions** | **Technologies and Society** | **Technologies Contexts** | **Creating Designed Solutions** | **Technologies and Society** | **Technologies Contexts** | **Creating Designed Solutions** | **Technologies and Society** | **Technologies Contexts** | **Creating Designed Solutions** |
|  | **Content Description** | Experience how people create familiar designed solutions to meet their needs[(VCDSTS001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS001) | Experience the characteristics and properties of familiar designed solutions in at least one technologies context [(VCDSTC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC002) | React to a designed solution that has been created and produced safely to meet their needs[(VCDSCD003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD003) | Explore the use of familiar designed solutions to meet their needs [(VCDSTS004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS004) | Explore the characteristics and properties of familiar designed solutions in at least one technologies context [(VCDSTC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC005) | Experience and explore how designed solutions are created and produced safely to meet personal needs[(VCDSCD006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD006) | Match familiar designed solutions to the personal needs they meet[(VCDSTS007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS007) | Examine and indicate the characteristics and properties of familiar designed solutions in at least two technologies contexts [(VCDSTC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC008) | Examine and indicate how designed solutions are created and produced safely to meet needs[(VCDSCD009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD009) | Explore how people create familiar designed solutions and identify their ability to meet personal and local community needs[(VCDSTS010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS010) | Explore and communicate the characteristics and properties of familiar designed solutions in at least two technologies contexts [(VCDSTC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC011) | Explore and communicate how designed solutions are generated and produced to meet needs[(VCDSCD012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD012) |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Level A Achievement Standard** | **Level B Achievement Standard** | **Level C Achievement Standard** | **Level D Achievement Standard** | **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. |
| By the end of Level A* Students react to significant designed solutions that meet their needs. (1)
* With guidance, students experience designed solutions in at least one technologies context. (2)
* They begin to communicate their needs and indicate a choice or preference through accept and reject actions. (3)
* Students react to the use of tools and equipment and experience the sequenced steps involved in producing a designed solution. (4)
 | By the end of Level B* Students are using some familiar designed solutions appropriately to meet their needs. (5)
* With guidance, students explore designed solutions in at least one technologies context. (6)
* They experience designed solution ideas and select materials and components based on personal preferences. (7)
* Students follow a design process step by step and use tools safely when prompted. (8)
 | By the end of Level C* Students use and identify the purpose of familiar designed solutions. (9)
* They match some designed solutions to a need. (10)
* Students use designed solutions in at least two technologies contexts. (11)
* With guidance, students reflect on created and produced designed solutions, developing ideas based on personal preferences. (12)
* They begin to follow simple sequenced steps and teacher direction to use tools and equipment safely when producing designed solutions. (13)
 | By the end of Level D* Students describe the purpose of familiar designed solutions and what needs they meet. (14)
* Students use designed solutions in at least two technologies contexts, identifying significant features. (15)
* With guidance, students create designed solutions evaluating their ideas based on personal preferences. (16)
* They select materials based on some understanding of their properties and characteristics. (17)
* They follow simple sequenced steps to create a designed solution and demonstrate safe use of tools and equipment. (18)
 | 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.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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