**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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|  | **Strand** | **Technologies and Society** | | **Technologies Contexts** | | | | | | | | **Creating Designed Solutions** | | | | | | | | | |
|  | **Sub-strand** | **Not applicable** | | Engineering principles and systems | | Food and fibre production | | Food specialisations | | Materials and technologies specialisations | | Investigating | | Generating | | Producing | | Evaluating | | Planning and managing | |
|  | **Content Description** | 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 how technologies use forces to create movement in designed solutions  [(VCDSTC014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC014) | | Explore how plants and animals are grown for food, clothing and shelter  [(VCDSTC015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC015) | | Explore how food is selected and prepared for healthy eating  [(VCDSTC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016) | | Explore the characteristics and properties of materials and components that are used to create designed solutions  [(VCDSTC017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC017) | | 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 modeling  [(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) | |
| **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 # |
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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 describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. (1) * They identify the features and uses of some technologies for each of the prescribed technologies contexts. (2) * With guidance, students create designed solutions for each of the prescribed technologies contexts. (3) * They describe given needs or opportunities. (4) * Students create and evaluate their ideas and designed solutions based on personal preferences. (5) * They communicate design ideas for their designed solutions, using modelling and simple drawings. (6) * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. (7) | By the end of Level 4   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. |

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| **Assessments** | | |  |  | | |
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