**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **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.
 |

|  |  |  |
| --- | --- | --- |
| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |