**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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|  | **Science Understanding Strand** |
|  | **Sub-strand** | **Science as a human endeavour** | **Biological sciences** | **Chemical sciences** | **Earth and space sciences** | **Physical sciences** |
|  | **Content Descriptions** | Science knowledge helps people to understand the effects of their actions [(VCSSU056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU056) | Living things can be grouped on the basis of observable features and can be distinguished from non-living things [(VCSSU057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU057) | Different living things have different life cycles and depend on each other and the environment to survive[(VCSSU058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU058) | A change of state between solid and liquid can be caused by adding or removing heat [(VCSSU059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU059) | Natural and processed materials have a range of physical properties; these properties can influence their use [(VCSSU060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU060) | Earth’s rotation on its axis causes regular changes, including night and day [(VCSSU061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU061) | Earth’s surface changes over time as a result of natural processes and human activity [(VCSSU062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU062) | Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object [(VCSSU063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU063) | Forces can be exerted by one object on another through direct contact or from a distance[(VCSSU064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU064) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Science Inquiry Skills Strand** |
|  | **Sub-strand** | **Questioning and predicting** | **Planning and conducting** | **Recording and processing** | **Analysing and evaluating** | **Communicating** |
|  | **Content Descriptions** | With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge[(VCSIS065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS065) | Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests [(VCSIS066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS066) | Safely use appropriate materials, tools, equipment and technologies [(VCSIS067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS067) | Use formal measurements in the collection and recording of observations [(VCSIS068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS068) | Use a range of methods including tables and column graphs to represent data and to identify patterns and trends[(VCSIS069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS069) | Compare results with predictions, suggesting possible reasons for findings [(VCSIS070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS070) | Reflect on an investigation, including whether a test was fair or not [(VCSIS071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS071) | Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language [(VCSIS072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS072) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievementstandard # | CD  | Achievement standard # |
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*See following page for Achievement Standards and Assessments Section*

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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2* Students describe examples of how people use science in their daily lives.
* They identify and describe examples of the external features and basic needs of living things.
* They describe how different places meet the needs of living things.
* They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects.
* They discuss how light and sound can be produced and sensed.
* They identify and describe the changes to objects, materials, resources, living things and things in their local environment.
* They suggest how the environment affects them and other living things.
* Students pose and respond to questions about familiar objects and events and predict outcomes of investigations.
* They use their senses to explore the world around them and record informal measurements to make and compare observations.
* They record, sort and represent their observations and communicate their ideas to others.
 | By the end of Level 4* Students describe situations where science understanding can influence their own and others’ actions.
* They explain the effects of Earth’s rotation on its axis. (1)
* They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. (2)
* They explain how heat is involved in changes of state between solid and liquid. (3)
* They link the physical properties of materials to their use. (4)
* They discuss how natural and human processes cause changes to Earth’s surface. (5)
* They use contact and non-contact forces to describe interactions between objects. (6)
* They group living things based on observable features and distinguish them from non-living things. (7)
* They describe relationships that assist the survival of living things. (8)
* They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival. (9)
* Students describe how they use science investigations to identify patterns and relationships and to respond to questions. (10)
* They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge. (11)
* They discuss ways to conduct investigations and suggest why a test was fair or not. (12)
* They safely use equipment to make and record formal measurements and observations. (13)
* They use provided tables and column graphs to organise and identify patterns and trends in data.(14)
* Students suggest explanations for observations and compare their findings with their predictions. (15)
* They use formal and informal scientific language to communicate their observations, methods and findings. (16)
 | By the end of Level 6* Students explain how scientific knowledge is used in decision making and develops from many people’s contributions.
* They discuss how scientific understandings, discoveries and inventions affect peoples’ lives.
* They compare the properties and behaviours of solids, liquids and gases.
* They compare observable changes to materials and classify these changes as reversible or irreversible.
* They explain everyday phenomena associated with the absorption, reflection and refraction of light.
* They compare different ways in which energy can be transformed from one form to another to generate electricity and evaluate their suitability for particular purposes.
* They construct electric circuits and distinguish between open and closed circuits.
* They explain how natural events cause rapid change to Earth’s surface and use models to describe the key features of our Solar System.
* They analyse how structural and behavioural adaptations of living things enhance their survival, and predict and describe the effect of environmental changes on individual living things.
* Students follow procedures to develop questions that they can investigate and design investigations into simple cause-and-effect relationships.
* When planning experimental methods, they identify and justify the variables they choose to change and measure in fair tests.
* They make predictions based on previous experiences or general rules.
* They identify and manage potential safety risks.
* They make and record accurate observations as tables, diagrams or descriptions.
* They organise data into tables and graphs to identify and analyse patterns and relationships.
* They compare patterns in data with their predictions when explaining their findings.
* They suggest where improvements to their experimental methods or research could improve the quality of their data.
* They refer to data when they report findings and use appropriate representations and simple reports to communicate their ideas, methods, findings and explanations.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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