**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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Science Understanding Strand** | | | | | | | | | | **Science Inquiry Skills Strand** | | | | | | | | | |
|  | **Sub-strand** | **Science as a human endeavour** | | | **Biological sciences** | | **Chemical sciences** | | **Earth and space sciences** | | **Physical sciences** | | **Questioning and predicting** | | **Planning and conducting** | | **Recording and processing** | | **Analysing and evaluating** | | **Communicating** | |
|  | **Content Descriptions** | Objects and the world around us can be explored  [(VCSSU011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU011) | | | Living things can look and feel different  [(VCSSU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU012) | | Objects can be the same or different and can look and feel different  [(VCSSU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU013) | | The weather and time of day can change  [(VCSSU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU014) | | Objects can be changed and manipulated  [(VCSSU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU015) | | Engage in simple cause-and-effect exploration  [(VCSIS016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS016) | | Explore using their senses  [(VCSIS017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS017) | | Use ‘yes’ or ‘no’ response, pictures, photos and concrete objects to demonstrate their findings  [(VCSIS018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS018) | | Supported to make links between causes and effects  [(VCSIS019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS019) | | Respond to language used to label and describe properties and begin to identify familiar objects  [(VCSIS020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS020) | |
| **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 # |
|  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Level A Achievement Standard** | **Level B Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level C Achievement Standard** |
| By the end of Level A   * Students react to the properties and behaviour of familiar objects. * They react to environmental changes and respond to their effects through a positive or negative response. * Students initiate and communicate a response to, or acceptance or rejection of, familiar objects and events. | By the end of Level B   * Students can identify some familiar objects. (1) * They actively explore the properties of familiar objects and deliberately initiate a cause to achieve the expected effect.(2) * In structured situations, teachers assist the student to record observations of the weather, familiar objects and events using real objects and visual aids. (3) * They communicate their choices and indicate ‘yes’ and ‘no’ responses to simple questions. (4) | By the end of Level C   * Students participate in structured investigations that look at the names and properties of living things and objects. * They label, sort and group objects based on one specific property or characteristic. * Students share discoveries through alternative augmentative communication and the use of objects, images and pictures. |

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