**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** | | **Questions and Possibilities** | | | | | | **Reasoning** | | | | | | | | | | **Meta-Cognition** | | | | | |
|  | **Content Description** | | Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities [(VCCCTQ021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ021) | | Experiment with alternative ideas and actions by setting preconceptions to one side  [(VCCCTQ022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ022) | | Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities  [(VCCCTQ023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ023) | | Investigate common reasoning errors including contradiction and inconsistency, and the influence of context  [(VCCCTR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR024) | | Consider the importance of giving reasons and evidence and how the strength of these can be evaluated  [(VCCCTR025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR025) | | Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated  [(VCCCTR026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR026) | | Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty [VCCCTR027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR027) | | Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas  [(VCCCTR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR028) | | Investigate thinking processes using visual models and language strategies  [(VCCCTM029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM029) | | Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations [(VCCCTM030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM030) | | Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals [(VCCCTM031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM031) | |
| **Unit** | **Learning Area/s** | **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 # |
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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4   * Students explain how to construct open and closed questions and use them for different purposes. * Students select and apply techniques to generate a range of ideas that extend how problems are solved. * Students describe and structure arguments with clearly identified aims, premises and conclusions. * They use and explain a range of strategies to develop their arguments. * They identify the need to make distinctions and apply strategies to make these. * Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. * They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. * Students select and apply a range of problem-solving strategies. | By the end of Level 6   * Students apply questioning as a tool to focus or expand thinking.(1) * They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations.(2) * Students distinguish between valid and sound arguments and between deductive and inductive reasoning.(3) * They explain how reasons and evidence can be evaluated.(4) * They explain and apply basic techniques to construct valid arguments and test the strength of arguments.(5) * Students represent thinking processes using visual models and language.(6) * They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information.(7) * Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.(8) | By the end of Level 8   * Students prioritise the elements of a question and justify their selection. * Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts. * Students explain different ways to settle matters of fact and matters of value and issues concerned with these. * They explain and apply a range of techniques to test the strength of arguments. * Students use a range of strategies to represent ideas and explain and justify thinking processes to others. * They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. * Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking. |

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