**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** | | Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements  [(VCCCTQ032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ032) | | Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives  [(VCCCTQ033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ033) | | Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts  [(VCCCTQ034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ034) | | Examine common reasoning errors including circular arguments and cause and effect fallacies  [(VCCCTR035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR035) | | Investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect  [(VCCCTR036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR036) | | Investigate when counter examples might be used in expressing a point of view  [(VCCCTR037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR037) | | Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions  [(VCCCTR038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR038) | | Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas  [(VCCCTR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR039) | | Consider a range of strategies to represent ideas and explain and justify thinking processes to others  [(VCCCTM040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM040) | | Examine a range of learning strategies and how to select strategies that best meet the requirements of a task  [(VCCCTM041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM041) | | Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals  [(VCCCTM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM042) | |
| **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 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 6   * Students apply questioning as a tool to focus or expand thinking. * They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. * Students distinguish between valid and sound arguments and between deductive and inductive reasoning. * They explain how reasons and evidence can be evaluated. * They explain and apply basic techniques to construct valid arguments and test the strength of arguments. * Students represent thinking processes using visual models and language. * They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. * 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. | By the end of Level 8   * Students prioritise the elements of a question and justify their selection. (1) * 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.(2) * Students explain different ways to settle matters of fact and matters of value and issues concerned with these. (3) * They explain and apply a range of techniques to test the strength of arguments. (4) * Students use a range of strategies to represent ideas and explain and justify thinking processes to others. (5) * They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. (6) * 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. (7) | By the end of Level 10   * Students construct and evaluate questions, including their own, for their effectiveness. * They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. * Students structure complex valid arguments. * They explain and apply a range of techniques to test validity within and between arguments. * Students identify, articulate, analyse and reflect on their own and others thinking processes. * They use, monitor, evaluate and redirect as necessary a range of learning strategies. * Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes. |

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