**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** | | **Questions and Possibilities** | | | | | | **Reasoning** | | | | | | **Meta-Cognition** | | | | | |
|  | **Content Description** | | Identify, describe and use different kinds of question stems to gather information and ideas  [(VCCCTQ001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ001) | | Consider personal reactions to situations or problems and how these reactions may influence thinking  [(VCCCTQ002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ002) | | Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities  [(VCCCTQ003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ003) | | Examine words that show reasons and words that show conclusions  [(VCCCTR004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR004) | | Compare and contrast information and ideas in own and others reasoning  [(VCCCTR005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR005) | | Consider how reasons and examples are used to support a point of view and illustrate meaning  [(VCCCTR006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR006) | | Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self  [(VCCCTM007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM007) | | Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics  [(VCCCTM008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM008) | | Investigate ways to problem-solve, using egocentric and experiential language  [(VCCCTM009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM009) | |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Foundation - 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 use and give examples of different kinds of questions. (1) * Students generate ideas that are new to them and make choices after considering personal preferences. (2) * Students identify words that indicate components of a point of view. (3) * They use reasons and examples for different purposes. (4) * Students express and describe thinking activity. (5) * They practice some learning strategies. (6) * Students demonstrate and articulate some problem-solving approaches. (7) | 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. |

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