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