**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** | **Technologies and Society** | **Technologies Contexts** | **Creating Designed Solutions** |
|  | **Sub-strand** | **Not applicable** | Engineering principles and systems | Food and fibre production | Food specialisations | Materials and technologies specialisations | Investigating | Generating | Producing | Evaluating | Planning and managing |
|  | **Content Description** | Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs [(VCDSTS023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS023) | Investigate how forces and the properties of materials affect the behaviour of a designed solution[(VCDSTC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC024) | Investigate food and fibre production used in modern or traditional societies[(VCDSTC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC025) | Investigate food preparation techniques used in modern or traditional societies[(VCDSTC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026) | Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes [(VCDSTC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC027) | Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions[(VCDSCD028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD028) | Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques [(VCDSCD029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD029) | Select and use materials, components, tools and equipment using safe work practices to produce designed solutions [(VCDSCD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD030) | Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment and communities [(VCDSCD031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD031) | Plan a sequence of production steps when making designed solutions [(VCDSCD032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD032) |
| **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 # |
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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2* Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments.
* They identify the features and uses of some technologies for each of the prescribed technologies contexts.
* With guidance, students create designed solutions for each of the prescribed technologies contexts.
* They describe given needs or opportunities.
* Students create and evaluate their ideas and designed solutions based on personal preferences.
* They communicate design ideas for their designed solutions, using modelling and simple drawings.
* Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.
 | By the end of Level 4* Students explain how solutions are designed to best meet needs of the communities and their environments. (1)
* They describe contributions of people in design and technologies occupations. (2)
* Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. (3)
* Students create designed solutions for each of the prescribed technologies contexts. (4)
* They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. (5)
* They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. (6)
* Students plan and sequence major steps in design and production. (7)
* They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. (8)
 |  By the end of Level 6* Students describe some competing considerations in the design of solutions taking into account sustainability.
* They describe how design and technologies contribute to meeting present and future needs.
* Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.
* Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities.
* They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions.
* They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.
* Students record project plans including production processes.
* They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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