**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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|  | **Science Understanding Strand** | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Science as a human endeavour** | | **Biological sciences** | | | | **Chemical sciences** | | | | **Earth and space sciences** | | | | **Physical sciences** | | | |
|  | **Content Descriptions** | Science knowledge helps people to understand the effects of their actions  [(VCSSU056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU056) | | Living things can be grouped on the basis of observable features and can be distinguished from non-living things  [(VCSSU057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU057) | | Different living things have different life cycles and depend on each other and the environment to survive  [(VCSSU058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU058) | | A change of state between solid and liquid can be caused by adding or removing heat  [(VCSSU059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU059) | | Natural and processed materials have a range of physical properties; these properties can influence their use  [(VCSSU060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU060) | | Earth’s rotation on its axis causes regular changes, including night and day  [(VCSSU061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU061) | | Earth’s surface changes over time as a result of natural processes and human activity  [(VCSSU062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU062) | | Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object  [(VCSSU063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU063) | | Forces can be exerted by one object on another through direct contact or from a distance  [(VCSSU064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU064) | |
| **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 # |
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|  | **Science Inquiry Skills Strand** | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Questioning and predicting** | | **Planning and conducting** | | | | **Recording and processing** | | | | **Analysing and evaluating** | | | | **Communicating** | |
|  | **Content Descriptions** | With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge  [(VCSIS065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS065) | | Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests  [(VCSIS066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS066) | | Safely use appropriate materials, tools, equipment and technologies  [(VCSIS067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS067) | | Use formal measurements in the collection and recording of observations  [(VCSIS068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS068) | | Use a range of methods including tables and column graphs to represent data and to identify patterns and trends  [(VCSIS069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS069) | | Compare results with predictions, suggesting possible reasons for findings  [(VCSIS070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS070) | | Reflect on an investigation, including whether a test was fair or not  [(VCSIS071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS071) | | Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language  [(VCSIS072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS072) | |
| **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 # |
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*See following page for Achievement Standards and Assessments Section*

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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), is used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2   * Students describe examples of how people use science in their daily lives. * They identify and describe examples of the external features and basic needs of living things. * They describe how different places meet the needs of living things. * They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. * They discuss how light and sound can be produced and sensed. * They identify and describe the changes to objects, materials, resources, living things and things in their local environment. * They suggest how the environment affects them and other living things. * Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. * They use their senses to explore the world around them and record informal measurements to make and compare observations. * They record, sort and represent their observations and communicate their ideas to others. | By the end of Level 4   * Students describe situations where science understanding can influence their own and others’ actions. * They explain the effects of Earth’s rotation on its axis. (1) * They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. (2) * They explain how heat is involved in changes of state between solid and liquid. (3) * They link the physical properties of materials to their use. (4) * They discuss how natural and human processes cause changes to Earth’s surface. (5) * They use contact and non-contact forces to describe interactions between objects. (6) * They group living things based on observable features and distinguish them from non-living things. (7) * They describe relationships that assist the survival of living things. (8) * They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival. (9) * Students describe how they use science investigations to identify patterns and relationships and to respond to questions. (10) * They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge. (11) * They discuss ways to conduct investigations and suggest why a test was fair or not. (12) * They safely use equipment to make and record formal measurements and observations. (13) * They use provided tables and column graphs to organise and identify patterns and trends in data.(14) * Students suggest explanations for observations and compare their findings with their predictions. (15) * They use formal and informal scientific language to communicate their observations, methods and findings. (16) | By the end of Level 6   * Students explain how scientific knowledge is used in decision making and develops from many people’s contributions. * They discuss how scientific understandings, discoveries and inventions affect peoples’ lives. * They compare the properties and behaviours of solids, liquids and gases. * They compare observable changes to materials and classify these changes as reversible or irreversible. * They explain everyday phenomena associated with the absorption, reflection and refraction of light. * They compare different ways in which energy can be transformed from one form to another to generate electricity and evaluate their suitability for particular purposes. * They construct electric circuits and distinguish between open and closed circuits. * They explain how natural events cause rapid change to Earth’s surface and use models to describe the key features of our Solar System. * They analyse how structural and behavioural adaptations of living things enhance their survival, and predict and describe the effect of environmental changes on individual living things. * Students follow procedures to develop questions that they can investigate and design investigations into simple cause-and-effect relationships. * When planning experimental methods, they identify and justify the variables they choose to change and measure in fair tests. * They make predictions based on previous experiences or general rules. * They identify and manage potential safety risks. * They make and record accurate observations as tables, diagrams or descriptions. * They organise data into tables and graphs to identify and analyse patterns and relationships. * They compare patterns in data with their predictions when explaining their findings. * They suggest where improvements to their experimental methods or research could improve the quality of their data. * They refer to data when they report findings and use appropriate representations and simple reports to communicate their ideas, methods, findings and explanations. |

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