**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** | **Science Inquiry Skills Strand** |
|  | **Sub-strand** | **Science as a human endeavour** | **Biological sciences** | **Chemical sciences** | **Earth and space sciences** | **Physical sciences** | **Questioning and predicting** | **Planning and conducting** | **Recording and processing** | **Analysing and evaluating** | **Communicating** |
|  | **Content Descriptions** | There are objects in the world around us[(VCSSU001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU001) | Living things are part of the world around us[(VCSSU002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU002) | Objects are part of the world around us [(VCSSU003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU003) | Changes in the world around us can affect responses[(VCSSU004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU004) | Objects can be moved and touched [(VCSSU005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU005) | Objects and the world around us can be explored[(VCSSU011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU011) | Living things can look and feel different [(VCSSU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU012) | Objects can be the same or different and can look and feel different [(VCSSU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU013) | The weather and time of day can change[(VCSSU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU014) | Objects can be changed and manipulated[(VCSSU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU015) |
| **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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| **Level A Achievement Standard**Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level B Achievement Standard** |
| By the end of Level A* Students react to the properties and behaviour of familiar objects. (1)
* They react to environmental changes and respond to their effects through a positive or negative response. (2)
* Students initiate and communicate a response to, or acceptance or rejection of, familiar objects and events. (3)
 | By the end of Level B* Students can identify some familiar objects.
* They actively explore the properties of familiar objects and deliberately initiate a cause to achieve the expected effect.
* In structured situations, teachers assist the student to record observations of the weather, familiar objects and events using real objects and visual aids.
* They communicate their choices and indicate ‘yes’ and ‘no’ responses to simple questions.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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