**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** | Construct and use open and closed questions for different purposes [(VCCCTQ010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ010) | Explore reactions to a given situation or problem and consider the effect of pre-established preferences[(VCCCTQ011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ011) | Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas [(VCCCTQ012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ012) | Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view [(VCCCTR013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR013) | Distinguish between main and peripheral ideas in own and others information and points of view[(VCCCTR014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR014) | Investigate why and when the consequences of a point of view should be considered [(VCCCTR015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR015) | Identify and use ‘If, then…’ and ‘what if…’ reasoning[(VCCCTR016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR016) | Explore distinctions when organising and sorting information and ideas from a range of sources[(VCCCTR017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR017) | Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies[(VCCCTM018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM018) | Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal[(VCCCTM019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM019) | Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses [(VCCCTM020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM020) |
| **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 # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Foundation – 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 use and give examples of different kinds of questions.
* Students generate ideas that are new to them and make choices after considering personal preferences.
* Students identify words that indicate components of a point of view.
* They use reasons and examples for different purposes.
* Students express and describe thinking activity.
* They practice some learning strategies.
* Students demonstrate and articulate some problem-solving approaches.
 | By the end of Level 4* Students explain how to construct open and closed questions and use them for different purposes.(1)
* Students select and apply techniques to generate a range of ideas that extend how problems are solved.(2)
* Students describe and structure arguments with clearly identified aims, premises and conclusions. (3)
* They use and explain a range of strategies to develop their arguments.(4)
* They identify the need to make distinctions and apply strategies to make these.(5)
* Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies.(6)
* They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation.(7)
* Students select and apply a range of problem-solving strategies.(8)
 | By the end of Level 6 * Students apply questioning as a tool to focus or expand thinking.
* They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations.
* Students distinguish between valid and sound arguments and between deductive and inductive reasoning.
* They explain how reasons and evidence can be evaluated.
* They explain and apply basic techniques to construct valid arguments and test the strength of arguments.
* Students represent thinking processes using visual models and language.
* They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information.
* Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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