**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** | | |  |  | | |
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