**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** | Investigate the characteristics of effective questions in different contexts to examine information and test possibilities [(VCCCTQ043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ043) | Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions [(VCCCTQ044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ044) | Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions[(VCCCTQ045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ045) | Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question [(VCCCTR046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR046) | Examine how to identify and analyse suppressed premises and assumptions [(VCCCTR047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR047) | Investigate the nature and use of counter examples structured as arguments [(VCCCTR048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR048) | Consider ambiguity and equivocation and how they affect the strength of arguments [(VCCCTR049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR049) | Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion [(VCCCTR050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR050) | Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases [(VCCCTM051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM051) | Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary [(VCCCTM052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM052) | Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability[(VCCCTM053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM053) |
| **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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| **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 8* Students prioritise the elements of a question and justify their selection.
* Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts.
* Students explain different ways to settle matters of fact and matters of value and issues concerned with these.
* They explain and apply a range of techniques to test the strength of arguments.
* Students use a range of strategies to represent ideas and explain and justify thinking processes to others.
* They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task.
* Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking.
 | By the end of Level 10* Students construct and evaluate questions, including their own, for their effectiveness. (1)
* They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. (2)
* Students structure complex valid arguments. (3)
* They explain and apply a range of techniques to test validity within and between arguments. (4)
* Students identify, articulate, analyse and reflect on their own and others thinking processes. (5)
* They use, monitor, evaluate and redirect as necessary a range of learning strategies. (6)
* Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes. (7)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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