**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** | **Government and Democracy** | **Laws and Citizens** | **Citizenship, Diversity and Identity** |
|  | **Content Descriptions** | Identify features of government and law and describe key democratic values [(VCCCG001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG001) | Identify how and why decisions are made democratically in communities [(VCCCG002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG002) | Explain the roles of local government and some familiar services provided at the local level[(VCCCG003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG003) | Explain how and why people make rules[(VCCCL004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL004) | Distinguish between rules and laws and discuss why rules and laws are important [(VCCCL005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL005) | Investigate why and how people participate within communities and cultural and social groups[(VCCCC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC006) | Describe the different cultural, religious and/or social groups to which they and others in the community may belong [(VCCCC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC007) |
| **Unit** | **Semester/Year** | 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 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 4* Students explain how decisions can be made democratically and the role of local government. (1)
* They recognise the importance of rules and distinguish between rules and laws. (2)
* They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. (3)
 | By the end of Level 6* Students identify the values that underpin Australia’s democracy and explain the importance of the electoral process.
* They describe the purpose of key institutions and levels of government in Australia’s democracy.
* They explain the role of different people in Australia’s legal system and the role of parliaments in creating law.
* They identify various ways people can participate effectively in groups to achieve shared goals.
* Students explain what it means to be an Australian citizen and how people can participate as global citizens.
* They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues.
* They identify possible solutions to an issue as part of a plan for action.
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| **Assessments** |  |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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