**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** | Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system [(VCCCG008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG008) | Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system[(VCCCG009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG009) | Identify and discuss the key features of the Australian electoral process [(VCCCG010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG010) | Identify the roles and responsibilities of electors and representatives in Australia's democracy[(VCCCG011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG011) | Explain how state/territory and federal laws are initiated and passed through parliament [(VCCCL012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL012) | Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system[(VCCCL013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL013) | Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society [(VCCCC014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC014) | Identify different points of view on a contemporary issue relating to democracy and citizenship[(VCCCC015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC015) | Investigate how people with shared beliefs and values work together to achieve their goals and plan for action[(VCCCC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC016) | Examine the concept of global citizenship[(VCCCC017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC017) |
| **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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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard**  |
| By the end of Level 4* Students explain how decisions can be made democratically and the role of local government.
* They recognise the importance of rules and distinguish between rules and laws.
* They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging.
 | By the end of Level 6* Students identify the values that underpin Australia’s democracy and explain the importance of the electoral process. (1)
* They describe the purpose of key institutions and levels of government in Australia’s democracy. (2)
* They explain the role of different people in Australia’s legal system and the role of parliaments in creating law. (3)
* They identify various ways people can participate effectively in groups to achieve shared goals. (4)
* Students explain what it means to be an Australian citizen and how people can participate as global citizens. (5)
* They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. (6)
* They identify possible solutions to an issue as part of a plan for action. (7)
 | By the end of Level 8* Atudents explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy.
* They analyse features of Australian democracy, and explain features that enable active participation.
* They explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made.
* Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society.
* They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging.
* They identify ways they can be active and informed citizens, and take action, in different contexts.
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| **Assessments** |  |  |  |
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