**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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|  | **Level** | **5 and 6** | **7 and 8** |
|  | **Strand** | **Understanding Concepts** | **Decision Making and Actions** | **Understanding Concepts** | **Decision Making and Actions** |
|  | **Content Description** | Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued[(VCECU009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU009) | Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles[(VCECU010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU010) | Examine how problems may contain more than one ethical issue [(VCECU011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU011) | Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends[(VCECD012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD012) | Discuss the role and significance of conscience and reasoning in ethical decision-making [(VCECD013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD013) | Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups [(VCECU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU014) | Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought [(VCECU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU015) | Investigate criteria for determining the relative importance of matters of ethical concern [(VCECU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU016) | Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action [(VCECD017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD017) | Discuss the role of context and experience in ethical decision-making and actions [(VCECD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD018) |
| **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 # |
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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard** |
|  | Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. |  |
| By the end of Level 4* Students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts.
* They explain how to identify ethical considerations in problems.
* Students use examples to evaluate ethical actions in relation to their outcomes.
* They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability.
 | By the end of Level 6* Students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. (1)
* They explain different ways to respond to ethical problems and identify issues related to these. (2)
* Students identify different ethical issues associated with a particular problem. (3)
* They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making. (4)
 | By the end of Level 8* Students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. (5)
* They articulate how criteria can be applied to determine the importance of ethical concerns. (6)
* Students analyse the differences in principles between people and groups. (7)
* They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. (8)
* They analyse the role of context and experience in ethical decision-making and action. (9)
 | By the end of Level 10* Students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.
* Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues.
* They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions.
* They explain how different factors involved in ethical decision-making can be managed.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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