**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** | | |  |  | | |
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