**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** | | **Foundation to 2** | | | | | | **3 and 4** | | | | | | | | | |
|  | **Strand** | | **Understanding Concepts** | | **Decision Making and Actions** | | | | **Understanding Concepts** | | | | | | **Decision Making and Actions** | | | |
|  | **Content Description** | | Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts  [(VCECU001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU001) | | Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so  [(VCECD002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD002) | | Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved  [(VCECD003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD003) | | Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations  [(VCECU004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU004) | | Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why  [(VCECU005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU005) | | Discuss the ways to identify ethical considerations in a range of problems  [(VCECU006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU006) | | Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse  [(VCECD007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD007) | | Discuss the role of personal values and dispositions in ethical decision-making and actions  [(VCECD008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD008) | |
| **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 # |
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| **Foundation to Level 2 Achievement Standard** | **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. | | |
| By the end of Level 2   * Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes. (1) * Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. (2) * They explain that personal feelings may influence the way people behave in situations where ethical issues are involved. (3) | 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. (4) * They explain how to identify ethical considerations in problems. (5) * Students use examples to evaluate ethical actions in relation to their outcomes. (6) * They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability. (7) | By the end of Level 6   * Students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. * They explain different ways to respond to ethical problems and identify issues related to these. * Students identify different ethical issues associated with a particular problem. * They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making. |

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| **Assessments** | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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