**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** | **9 and 10** |
|  | **Strand** | **Cultural Practices** | **Cultural Diversity** | **Cultural Practices** | **Cultural Diversity** | **Cultural Practices** | **Cultural Diversity** |
|  | **Content Description** | Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced [(VCICCB009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB009) | Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures [(VCICCB010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB010) | Identify barriers to and means of reaching understandings within and between culturally diverse groups [(VCICCD011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD011) | Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups [(VCICCD012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD012) | Analyse the dynamic nature of own and others cultural practices in a range of contexts [(VCICCB013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB013) | Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations [(VCICCB014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB014) | Identify the challenges and benefits of living and working in a culturally diverse society[(VCICCD015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD015) | Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community [(VCICCD016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD016) | Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices [(VCICCB017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB017) | Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts [(VCICCB018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB018) | Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world [(VCICCD019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD019) | Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion[(VCICCD020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD020) |
| **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 # | 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 are able to compare a range of cultural practices and explain their influence on people’s relationships.
* They explain what they have learnt about themselves and others from intercultural experiences.
* Students explain the role of cultural traditions in the development of various identities.
* They develop critical perspective on and respect for their own and others cultures.
 | By the end of Level 6* Students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours. (1)
* Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited. (2)
 | By the end of Level 8* Students explain how cultural practices may change over time in a range of contexts. (3)
* They understand how cultural groups can be represented, and comment on the effects of these representations. (4)
* Students understand the challenges and benefits of living and working in culturally diverse communities.(5)
 | By the end of Level 10* Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world. (6)
* They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts. (7)
* Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion. (8)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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