**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** | **5 and 6** |
|  | **Strand** | **Cultural Practices** | **Cultural Diversity** | **Cultural Practices** | **Cultural Diversity** | **Cultural Practices** | **Cultural Diversity** |
|  | **Content Description** | Identify what is familiar and what is different in the ways culturally diverse individuals and families live[(VCICCB001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB001) | Describe their experiences of intercultural encounters in which they have been involved [(VCICCB002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB002) | Identify and discuss cultural diversity in the school and/or community [(VCICCD003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD003) | Imagine and explain what their responses might be if they were placed in a different cultural situation or setting [(VCICCD004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD004) | Compare their own and others cultural practices, showing how these may influence the ways people relate to each other [(VCICCB005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB005) | Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures [(VCICCB006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB006) | Explain the role of cultural traditions in the development of personal, group and national identities[(VCICCD007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD007) | Identify how understandings between culturally diverse groups can be encouraged and achieved[(VCICCD008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD008) | 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) |
| **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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| **Foundation to Level 2 Achievement Standard**  | **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 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 begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. (1)
* They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community. (2)
* Students explain how they might respond in different cultural situations. (3)
 | By the end of Level 4* Students are able to compare a range of cultural practices and explain their influence on people’s relationships. (4)
* They explain what they have learnt about themselves and others from intercultural experiences. (5)
* Students explain the role of cultural traditions in the development of various identities. (6)
* They develop critical perspective on and respect for their own and others cultures.(7)
 | 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. (8)
* 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. (9)
 | By the end of Level 8* Students explain how cultural practices may change over time in a range of contexts.
* They understand how cultural groups can be represented, and comment on the effects of these representations.
* Students understand the challenges and benefits of living and working in culturally diverse communities.
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| **Assessments** |  |  |
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