**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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|  | **Strand** | **Government and Democracy** | | | | | | | | **Laws and Citizens** | | | | **Citizenship, Diversity and Identity** | | | | | | | |
|  | **Content Descriptions** | Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system  [(VCCCG008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG008) | | Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system  [(VCCCG009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG009) | | Identify and discuss the key features of the Australian electoral process  [(VCCCG010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG010) | | Identify the roles and responsibilities of electors and representatives in Australia's democracy  [(VCCCG011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG011) | | Explain how state/territory and federal laws are initiated and passed through parliament  [(VCCCL012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL012) | | Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system  [(VCCCL013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL013) | | Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society  [(VCCCC014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC014) | | Identify different points of view on a contemporary issue relating to democracy and citizenship  [(VCCCC015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC015) | | Investigate how people with shared beliefs and values work together to achieve their goals and plan for action  [(VCCCC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC016) | | Examine the concept of global citizenship  [(VCCCC017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC017) | |
| **Unit** | **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** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4   * Students explain how decisions can be made democratically and the role of local government. * They recognise the importance of rules and distinguish between rules and laws. * They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. | By the end of Level 6   * Students identify the values that underpin Australia’s democracy and explain the importance of the electoral process. (1) * They describe the purpose of key institutions and levels of government in Australia’s democracy. (2) * They explain the role of different people in Australia’s legal system and the role of parliaments in creating law. (3) * They identify various ways people can participate effectively in groups to achieve shared goals. (4) * Students explain what it means to be an Australian citizen and how people can participate as global citizens. (5) * They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. (6) * They identify possible solutions to an issue as part of a plan for action. (7) | By the end of Level 8   * Atudents explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. * They analyse features of Australian democracy, and explain features that enable active participation. * They explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made. * Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. * They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. * They identify ways they can be active and informed citizens, and take action, in different contexts. |

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| **Assessments** | | |  |  | |  |
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