**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.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Self-Awareness and Management** | **Social Awareness and Management** |
|  | **Sub-strand** | **Recognition and expression of emotions** | **Development of resilience** | **Relationships and diversity** | **Collaboration** |
|  | **Content Description** | Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions[(VCPSCSE008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE008) | Identify personal strengths and describe how these strengths are useful in school or family life[(VCPSCSE009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE009) | Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations [(VCPSCSE010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE010) | Identify how families can have a range of relationships [(VCPSCSO011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO011) | Listen to others’ ideas, and recognise that others may see things differently [(VCPSCSO012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO012) | Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behavior[(VCPSCSO013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO013) | Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks [(VCPSCSO014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO014) | Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict [(VCPSCSO015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO015) |
| **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 # |
| 1. Emotional Literacy
 |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |
| 1. Personal Strengths
 |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7 |  |  |
| 1. Stress Management
 |  |  |  | 1 |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity
 |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations
 |  |  |  |  |  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |
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| **Foundation Level Achievement Standard** | **Levels 1 and 2 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard** |
| By the end of Foundation Level* Students identify and express a range of emotions in their interactions with others.
* They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths.
* They recognise that attempting new and challenging tasks are an important part of their development.
* Students identify different types of relationships.
* They begin to identify and practise basic skills for including and working with others in groups.
 | By the end of Level 2* Students show an awareness of the feelings and needs of others. (1)
* They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. (2)
* They recognise the importance of persisting when faced with new and challenging tasks. (3)
* Students recognise the diversity of families and communities. (4)
* They describe similarities and differences in points of view between themselves and others. (5)
* They demonstrate ways to interact with and care for others. (6)
* They describe their contribution to group tasks. (7)
* They practise solving simple problems, recognising there are many ways to resolve conflict. (8)
 | By the end of Level 4* Students explain the consequences of emotional responses in a range of social situations.
* They recognise personal strengths and challenges and identify skills they would like to develop.
* They suggest strategies for coping with difficult situations.
* They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.
* Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups.
* They describe factors that contribute to positive relationships with peers, other people at school and in the community.
* They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities.
* They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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