**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** | Explore the links between their emotions and their behaviour [(VCPSCSE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE025) | Reflect on how personal strengths have assisted in achieving success at home, at school or in the community [VCPSCSE026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE026%22%20%5Co%20%22View%20elaborations%20and%20additional%20details%20of%20VCPSCSE026) | Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations[(VCPSCSE027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE027) | Identify the skills for working independently and describe their performance when undertaking independent tasks [(VCPSCSE028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE028) | Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences[(VCPSCSO029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO029) | Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual [(VCPSCSO030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO030) | Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved [(VCPSCSO031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO031) | Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles[(VCPSCSO032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO032) | Describe the various causes of conflict and evaluate possible strategies to address conflict[(VCPSCSO033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO033) |
| **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 # |
| 1. Emotional Literacy
 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Personal Strengths
 |  |  |  |  |  | 2 |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 |  |  |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management
 |  |  |  | 1,4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity
 |  |  |  |  |  |  |  |  |  |  |  | 5 |  | 6 |  |  |  |  |  |  |
| 1. Positive Gender Relations
 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 7 |  |  |  |  |

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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 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.
 | By the end of Level 6* Students describe different ways to express emotions and the relationship between emotions and behaviour. (1)
* They describe the influence that personal qualities and strengths have on achieving success. (2)
* They undertake some extended tasks independently and describe task progress. (3)
* They identify and describe personal attributes important in developing resilience. (4)
* Students recognise and appreciate the uniqueness of all people. (5)
* They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. (6)
* They identify characteristics of respectful relationships. (7)
* They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. (8)
* They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. (9)
 | By the end of Level 8* Students reflect on the influence of emotions on behaviour, learning and relationships.
* They use feedback to identify their achievements and prioritise areas for improvement.
* They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work.
* They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability.
* Students explain the impact of valuing diversity and promoting human rights in the community.
* They explore the values and beliefs of different groups in society.
* They identify indicators of respectful relationships in a range of social and work-related situations.
* They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.
* They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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