**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** | | Describe how and why emotional responses may change in different contexts [(VCPSCSE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE034) | | Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement  [(VCPSCSE035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE035) | | Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036) | | Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals [(VCPSCSE037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE037) | | Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others [(VCPSCSO038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO038) | | Investigate human rights and discuss how these contribute to a cohesive community [(VCPSCSO039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO039) | | Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed [(VCPSCSO040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO040) | | Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team [(VCPSCSO041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO041) | | Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict [(VCPSCSO042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO042) | |
| **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 |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |  |  |  |  |  | 9 |
| 1. Stress Management |  |  |  | 1 |  |  |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity | Refer to part 1 below. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1,7 |  |  |  |  |
| Part 1: [Gender Respect and Relationships](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK) |  |  |  |  |  |  |  |  |  |  |  | 6 |  |  |  | 7 |  |  |  |  |
| Part 2: [Gender Respect and Relationships](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK) |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |  | 7 |  |  |  | 9 |

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| **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. | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 6   * Students describe different ways to express emotions and the relationship between emotions and behaviour. * They describe the influence that personal qualities and strengths have on achieving success. * They undertake some extended tasks independently and describe task progress. * They identify and describe personal attributes important in developing resilience. * Students recognise and appreciate the uniqueness of all people. * They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. * They identify characteristics of respectful relationships. * They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. * They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. | By the end of Level 8   * Students reflect on the influence of emotions on behaviour, learning and relationships. (1) * They use feedback to identify their achievements and prioritise areas for improvement. (2) * They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work.(3) * They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability. (4) * Students explain the impact of valuing diversity and promoting human rights in the community. (5) * They explore the values and beliefs of different groups in society. (6) * They identify indicators of respectful relationships in a range of social and work-related situations. (7) * They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. (8) * They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. (9) | By the end of Level 10   * Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. * They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. * They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. * Students analyse the effects of actions that repress human rights and limit the expression of diverse views. * They analyse factors that influence different types of relationships. * They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. * They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. * They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |