**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** | | Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations  [(VCPSCSE001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE001) | | Identify their likes and dislikes, needs and wants, abilities and strengths  [(VCPSCSE002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE002) | | Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems  [(VCPSCSE003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE003) | | Identify a range of groups to which they, their family and members of their class belong  [VCPSCSO004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO004" \o "View elaborations and additional details of VCPSCSO004) | | Practise the skills required to include others and make friends with peers, teachers and other adults  [(VCPSCSO005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO005) | | Name and practise basic skills required to work collaboratively with peers  [(VCPSCSO006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO006) | | Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict  [(VCPSCSO007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO007) | |
| **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 # |
| 1. Emotional Literacy |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Personal Strengths |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving |  |  |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |
| 1. Stress Management |  |  |  | 1 |  |  |  | 3 |  |  |  |  |  |  |  |  |
| 1. Help-Seeking | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations |  |  |  | 1 |  |  |  |  |  |  |  | 5 |  |  |  |  |
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| **Foundation Level Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 1 and 2 Achievement Standard** |
| By the end of Foundation Level   * Students identify and express a range of emotions in their interactions with others. (1) * They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. (2) * They recognise that attempting new and challenging tasks are an important part of their development. (3) * Students identify different types of relationships. (4) * They begin to identify and practise basic skills for including and working with others in groups. (5) | By the end of Level 2   * Students show an awareness of the feelings and needs of others. * They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. * They recognise the importance of persisting when faced with new and challenging tasks. * Students recognise the diversity of families and communities. * They describe similarities and differences in points of view between themselves and others. * They demonstrate ways to interact with and care for others. * They describe their contribution to group tasks. * They practise solving simple problems, recognising there are many ways to resolve conflict. |

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| **Assessments** | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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