**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%22%20%5Co%20%22View%20elaborations%20and%20additional%20details%20of%20VCPSCSO004) | 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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