**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" \o "View elaborations and additional details of VCPSCSE026) | | 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 # |
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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** | | |  |  | | |
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