**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** | Identify and explore the expression of emotions in social situations and the impact on self and others[(VCPSCSE016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE016) | Identify personal strengths and select personal qualities that could be further developed[(VCPSCSE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE017) | Identify how persistence and adaptability can be used when faced with challenging situations and change[(VCPSCSE018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE018) | Name and describe the skills required to work independently [(VCPSCSE019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE019) | Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion[(VCPSCSO020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO020) | Describe the ways in which similarities and differences can effect relationships [(VCPSCSO021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO021) | Identify the importance of including others in activities, groups and games [(VCPSCSO022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO022) | Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate[(VCPSCSO023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO023) | Identify conflicts that may occur in peer groups and suggest possible causes and resolutions[(VCPSCSO024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO024) |
| **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
 |  |  |  |  |  | 2,3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 |  |  |  | 1,3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving
 | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Stress Management
 |  |  |  | 1 |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity
 |  |  |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |

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| **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 5 and 6 Achievement Standard** |
| 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.
 | By the end of Level 4* Students explain the consequences of emotional responses in a range of social situations. (1)
* They recognise personal strengths and challenges and identify skills they would like to develop. (2)
* They suggest strategies for coping with difficult situations. (3)
* They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. (4)
* Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. (5)
* They describe factors that contribute to positive relationships with peers, other people at school and in the community. (6)
* They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. (7)
* They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. (8)
 | 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.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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