**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)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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** | Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043) | Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge [(VCPSCSE044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE044) | Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045) | Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046) | Analyse how divergent values and beliefs contribute to different perspectives on social issues[(VCPSCSO047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO047) | Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights[(VCPSCSO048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO048) | Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships[(VCPSCSO049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO049) | Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals [(VCPSCSO050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO050) | Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts[(VCPSCSO051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO051) |
| **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
 |  |  |  |  |  | 3 |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping
 |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving
 |  |  |  | 1 |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  | 8 |
| 1. Stress Management
 |  |  |  | 1 |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking
 |  |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |
| [The Power Connection](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK) |  |  |  | 1 |  |  |  |  |  | 3 |  |  |  |  |  | 5 |  |  |  |  |
| [Gender, Power and the Media](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK)  | Resources to come |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Levels 7 and 8 Achievement Standard**  | **Levels 9 and 10 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  |
| 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.
 | By the end of Level 10* Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. (1)
* They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. (2)
* They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. (3)
* Students analyse the effects of actions that repress human rights and limit the expression of diverse views. (4)
* They analyse factors that influence different types of relationships. (5)
* 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. (6)
* They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. (7)
* They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. (8)
 |

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