**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** | | Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions  [(VCPSCSE008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE008) | | Identify personal strengths and describe how these strengths are useful in school or family life  [(VCPSCSE009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE009) | | Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations  [(VCPSCSE010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE010) | | Identify how families can have a range of relationships  [(VCPSCSO011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO011) | | Listen to others’ ideas, and recognise that others may see things differently  [(VCPSCSO012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO012) | | Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behavior  [(VCPSCSO013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO013) | | Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks  [(VCPSCSO014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO014) | | Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict  [(VCPSCSO015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO015) | |
| **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 # |
| 1. Emotional Literacy |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |
| 1. Personal Strengths |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Coping |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem Solving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7 |  |  |
| 1. Stress Management |  |  |  | 1 |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |
| 1. Help-Seeking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Gender and Identity |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Positive Gender Relations |  |  |  |  |  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |
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| **Foundation Level Achievement Standard** | **Levels 1 and 2 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Foundation Level   * Students identify and express a range of emotions in their interactions with others. * They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. * They recognise that attempting new and challenging tasks are an important part of their development. * Students identify different types of relationships. * They begin to identify and practise basic skills for including and working with others in groups. | By the end of Level 2   * Students show an awareness of the feelings and needs of others. (1) * They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. (2) * They recognise the importance of persisting when faced with new and challenging tasks. (3) * Students recognise the diversity of families and communities. (4) * They describe similarities and differences in points of view between themselves and others. (5) * They demonstrate ways to interact with and care for others. (6) * They describe their contribution to group tasks. (7) * They practise solving simple problems, recognising there are many ways to resolve conflict. (8) | 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. |

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