# Learning and Assessment Plan Exemplar

Stage 1 Modified: Language and Culture

Learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **L** | **A** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Stories and Storytelling and Key area 4: Language for Different Purposes | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

|  |
| --- |
| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Modified: Language and Culture (10-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)* | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| Literacy | Personal and Social |
| 1 | About Me – conversations in Greek  Over the semester the student will be involved in a number of oral interactions with the teacher on a range of topics:   * family * hobbies * sport | 🗸 | 🗸 | Evidence will include:  Oral recordings  Teacher questions with annotations  Teacher observations and notes |
| 2 | Planning a holiday for a friend  The student will research (with support) tourist activities in and around Adelaide and regional south Australia to plan a holiday for a friend visiting form Greece. The student will visit Tourist Information Centre in Adelaide to gather brochures, maps etc. He will also carry out internet searches for information. The plan will include some or all of the following:   * places to visit * events to attend * transport arrangements * cost of entry etc. * options of places to eat   He will present the planned holiday for a friend to his teacher. | 🗸 | 🗸 | Oral presentation recording  Students folio of research material  Teacher observations and notes |
| 3 | My holiday in Greece  During the term the student is holidaying in Greece with his family. He will prepare a visual presentation e.g. PowerPoint or Photo Story or through a social media platform, including photos from his holiday and give a supporting oral presentation on his holiday highlights. | 🗸 |  | Oral recoding. PowerPoint / Photo Story. Print out of slides  Teacher observations and notes |

Identification of Personal Learning Goals

|  |  |  |
| --- | --- | --- |
| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *The student will develop oral communication skills by having regular conversations with his teacher on a range of topics including family, interests and hobbies.* |
|  | 2 | *The student will plan a holiday for a friend visiting Adelaide from Greece.* |
|  | 3 | *The student will give an oral presentation, supported with photographs, on ‘My holiday in Greece’.* |

*Three to five assessments for a 10-credit subject.*

***\*Capabilities***

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*