# Learning and Assessment Plan Exemplar

Stage 1 Modified: Society 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.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **S** | **O** | **M** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key Area 1: Society, Culture and the Environment and Key Area 3: People, Events, and Issues in Australia’s History | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| 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.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Modified: Society and Culture (20-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)*  *Communication – Citizenship– Learning–Personal Development - Work* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| Cp | L | Cn |
| 1, 3, 6 | Learning your address  With assistance, students have opportunities to use a street directory and/or Google Earth to find their house, street and suburb.  The level of adult assistance required by students to achieve goals/capabilities ranges from significant to minimal depending on the student, the activity and context. |  | 🗸 | 🗸 | Evidence of learning for assessment may include photocopies from street directories of the student’s street and suburb or computer printouts from Google Earth of student’s house, street and suburb. Maps and/or computer printouts to be stored in the student’s learning folios.  The work to be undertaken over a two week period which can be extended if needed. |
| 2, 3, 4 | Developing an awareness of state and national identity  Students have opportunities to collect pictures of the maps, flags, coat of arms and flora and fauna emblems of each state and territory and save them in an electronic folder marked ‘SocCult’.  With assistance, students use the information collected to make a simple Power Point presentation about Australia, its states and territories and near neighbours. Students present their Power Point presentations to the rest of the class and receive feedback. They also have opportunities to complete a self-assessment checklist. | 🗸 | 🗸 | 🗸 | Evidence of learning for assessment may include: Power Point presentation, annotated work sheets to guide students in small steps through the task, slide printouts, self-assessment checklist and teacher notes on presentation to class.  The work is undertaken over a six week period which can be extended if needed. |
| 2, 3, 6 | Designing a travel brochure / postcard for a destination of your choice.  Students have opportunities to research local tourist spots in and around Adelaide. They choose and participate in an excursion to one of these tourist locations. Using either a Word or Publisher template, students make a brochure / flyer / postcard for this location using photos and other records of the excursion and online information.  Annotated work sheets guide students in small steps through the task, drafts and final copy. The level of adult assistance required by students to achieve goals/capabilities ranges from significant to minimal depending on the student, the activity and context. |  | 🗸 | 🗸 | Evidence of learning for assessment may include brochure / flyer / postcard.  Self-assessment checklist and peer feedback is provided.  Work is completed over a 6 week period which can be extended if needed. |
| 2, 3, 5 | Planning your Australian dream holiday  Students have opportunities to research and choose an appropriate destination within Australia for their ‘Dream Holiday’. Students research different possibilities of travelling there and the relevant time, cost and advantage / disadvantage of each method of travel.  Once they have decided upon all the details, students (with assistance) produce a very simple travel itinerary for their trip. The itinerary should include a map of Australia indicating the holiday destination location. Much of the work is undertaken as a group with teacher direction and guidance. | 🗸 |  | 🗸 | Evidence of learning for assessment may include itinerary, drafts and final copy, teacher notes, task sheets map and completed worksheets, copies of source information used. |
| 3, 6 | Locating football home grounds in Australia  Students research each of the Australian football teams’ home locations around Australia This is essentially a group activity during which students, either in small groups or individually, research different aspects of these locations. They then contribute their findings to the group presentation. This information is added to a large class poster of a map of Australia.  Students receive feedback on their level of contribution, cooperation and participation in this activity.  This task is highly teacher directed. | 🗸 | 🗸 |  | Evidence of learning for assessment may include finished poster, annotated work sheets which guide students in small steps through the task, copies of information presented to the group and used in the final product, self-assessment checklist and peer and teacher feedback on contribution, cooperation and participation in the project.  Work is completed over an 8 week period which can be extended if needed. |
| 4, 6 | Learning Folio  With appropriate levels of support students:   * establish and maintain a folio to store and present evidence of their learning throughout the year for this subject. * include evidence of worksheets undertaken, information researched and collected for different activities and drafts and final copies of assessment materials * include photographic evidence where appropriate use this folio as a basis of learning review meetings with the teacher |  | 🗸 | 🗸 | Evidence of learning for assessment may include a recording of the review meetings, student’s draft and good copy materials included in the folio, self-assessment checklist and teacher notes.  This folio is undertaken as an ongoing across the year. |

Identification of Personal Learning Goals

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| 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 | *Know their own address and have some awareness of the significance of each line of their address.* |
|  | 2 | *Develop a greater awareness of Australian identity.* |
|  | 3 | *Recognise relevant places on a map, atlas or Google Earth, and have a growing awareness of some of the human and physical features connected to these places.* |
|  | 4 | *Demonstrate a growing awareness of where Australia is in the world, for example, its states and territories, flags, flora and fauna, national identity and near neighbours.* |
|  | 5 | *Develop a simple understanding of the different types of transport that can be used to visit places and the relevant costs and time taken.* |
|  | 6 | *Develop and maintain a folio of work using, where appropriate, information and communications technology applications to record and present evidence of their learning.* |

*Six to ten assessments for a 20-credit subject.*

*\* Communication (Cn); Citizenship (Cp); Personal Development (PD); Learning (L); Work (W)*

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