# Learning and Assessment Plan Exemplar

Stage 2 Modified: Health

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) |
|  |  |  |  | **2** | **H** | **E** | **M** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Personal Health, Key area 2: Healthy Living, Key area 3: Relationships and Key area 5: Safe Living | | | | | | | | | | | | |

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 |  |

Stage 2 Modified: Health (20-credits)

# Assessment overview

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 | PD |
| 1, 2 | Personal health – hygiene and grooming  Students investigate aspects of personal hygiene, for example hair, skin, teeth, hands, nails, feet, using health websites and other resources. Students collect pictures and prepare a collage of examples of one or more of the following - healthy hair, skin, teeth, hands, nails, feet.  Students have opportunities to work collaboratively or individually to present a PowerPoint or folio on how to care for one of the above.  Students to share learning with the class.  Students prepare a script for making a specialist’s appointment e.g. dentist, podiatrist, manicurist, etc. |  | ✓ | ✓ | Each student presents a Power Point or folio electronically and/or in hard copy.  Audio or written script for making an appointment. |
| 4 | Excursion (visit to health centre)  Students research various health centres on the internet and record information in their learning portfolios. Information includes the name of the centre, location, contact details and services available.  Each student contributes information to a class services directory. Students visit a chosen regional or metropolitan health centre to assess services available and long term accessibility. | ✓ | ✓ | ✓ | Recorded information about a selected health centre.  Verbal, written (may be scribed) and/or photographic record of excursion. |
| 5, 6 | Personal safety – safe and unsafe situations  As part of a teacher-directed class activity, students assess a range of safe and unsafe situations and consider how people might respond in these situations to keep themselves safe.  Students:   * collect examples of potentially safe and unsafe situations using photos from, e.g. magazines and newspapers. * research community organisations that assist in helping the individual and community to keep safe using the internet and other resources * keep for future reference and as part of living more independently, a record of organisations, contact details and the services they offer to help keep themselves and the community safe.   Teacher reference  South Australian Community Services Directory  Keeping Safe: Child Protection Curriculum (2008 the State of South Australia Department of Education and Children’s Services) |  | ✓ | ✓ | Electronic or hard copy collage of potentially safe and unsafe situations.  Electronic or hard copy list of community organisations, their contact details and services that assist in keeping the community safe. |
| 3, 4 | Swimming program  Students will be assisted to prepare for and participate in a small group with swimming instruction eight 1 hour sessions  This will be part of a swimming program for students with disabilities. Assessment will be conducted by qualified swimming instructors and records kept in relation to each student’s swimming and water safety. | ✓ | ✓ | ✓ | Participation and achievements will be recorded on record sheets and photographically. |
| 1, 5, 6 | Promoting healthy relationships  Students:   * distinguish between different types of relationships and the degrees of intimacy appropriate to each * use the ‘Circles’ program to classify relationships with people in their daily lives; placing people in circle zones depending on their familiarity to the student and considering what might be appropriate behaviours for each of these different types of relationships. * develop individual and interpersonal relationship skills, a positive self-concept, values and enhanced decision-making abilities to assist them to form safe and intimate relationships now and in the future.   Learning will be through class discussion and the ‘Circles’ activity and through viewing videos.  Teacher reference  Keeping Safe: Child Protection Curriculum (2008 the State of South Australia Department of Education and Children’s Services)  The ‘Circles’ Program | ✓ |  | ✓ | Peer and teacher assessment checklist on working in a small group.  Teacher observational checklist and student reflection checklist.  Completed worksheet on the ‘Circle’ concept |
| 1, 4 | Recreation and fitness  Students participate in an activity outside school. The activity will be negotiated and discussed with family/student advocates at the time the students’ education and transition plans are documented.  Student families and caregivers have opportunities to support students to engage in community settings.  Teachers have opportunities to seek evidence of student participation and achievement from families and relevant community members. |  |  |  | Evidence of learning will be gathered from reports via the communication book, photographs and other evidence provided by students’ families and advocates.  Evidence of learning may also come from reports from organisers of activities re student progress and future potential for engagement. In community activities. |

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 | *Continue to work collaboratively to share and present learning.* |
|  | 2 | *Investigate how personal hygiene and grooming activities can contribute to well-being.* |
|  | 3 | *Develop knowledge of safety procedures in the water, and skills in observing these procedures.* |
|  | 4 | *Identify strategies and activities in a setting outside school that meet future recreation, health and fitness needs.* |
|  | 5 | *Develop deeper knowledge and understanding of safe and unsafe situations and the ability to respond appropriately to keep safe.* |
|  | 6 | *Develop a deeper understanding of appropriate and inappropriate behaviours in different types of relationships.* |

*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.*