LEARNING AND ASSESSMENT PLAN

Stage 2 Integrated Learning II

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| --- | --- | --- | --- |
| School |  | Contact Teacher |  |
| Other schools using this plan |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Communication | X |  |  |
|  |  |  |  |  |  |  |
| Key Area of Study | Learning |  | Work |  | **Program Focus** | Power of Words |
|  |  |  | *(please tick 1 or 2)* |  |  | (e.g. cultural program, outdoor activities) |

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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
| **2** | **5** | **9** | **2014** | **2** | **I** | **L** | **H** | **10** | **A** |

COHORT/CONTEXT DESCRIPTION

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| * This program is specifically designed for a group of Year 12 girls who need 10 extra SACE credits to achieve either their SACE or an ATAR (or both). The girls are all good friends from a similar socio-economic and cultural background, and have a passion for communication and art generally.
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PROGRAM DESIGN

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| * The program has specifically been designed in negotiation with the students. The girls have had an opportunity to chose which key area of study they think would most appeal to them, and then choose they ways that they would like to present their student well-being focus.
* Students will need to investigate positive ways of encouraging both their peers and younger students, and design creative ways of communicating these positive words.
* The program is designed to run with one 45 minute lesson a week of teacher interaction with the students, plus two full day holiday sessions at school to complete some of the practical and group work.
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CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

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| Capabilities* Opportunities are provided for the students to develop the capability of communication through the creation of a positive message comic book plus presentation to the Year 12 students, as well as the opportunity to work together with a group and liaise with members of both the school and wider community. Students will also develop the capability of communication as they research the effect (both positive and negative) that words can have when communicating.

Literacy and Numeracy skills* Opportunities are provided for students to use appropriate and effective language when working with others and in developing reports. Emerging technologies are also used to access and present data. Numeracy skills are developed through planning for and ordering of materials for the practical and group activities,
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| --- | --- | --- | --- | --- | --- |
| Subject: | **Stage 2 Integrated Learning II** | School: |  | Contact Teacher: |  |

ASSESSMENT OVERVIEW

Complete the table below to demonstrate how the set of assessments addresses all of the learning requirements and assessment design criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| Weighting of Assessment Types | Name of Assessment(as described in the assessment details following)Please add/delete rows as necessary | **Learning Requirements**(Indicate the Learning Requirements addressed) | **Assessment Design Criteria**(Indicate the specific features to be addressed) |
| Develop and apply knowledge, concepts, and skills to achieve a purpose | Investigate and analyse concepts, ideas, and skills from different perspectives, using a variety of sources | Work collaboratively with others | Demonstrate self-awareness in reflecting on, and evaluating learning | Communicate ideas and informed opinions | Develop and understand connections between the program focus and the capability in a chosen area of study | Application | Investigation and Analysis | Communication and Collaboration | Evaluation and Reflection | Understanding |
| Assessment Type | Weighting (%) |
| Practical | *30* | Comic Book Creation | simple-blue-tick-hi |  | simple-blue-tick-hi | simple-blue-tick-hi |  | simple-blue-tick-hi | 2 | 1,2 |  | 1,2 | 1,2 |
| Group activity | *20* | “End of Year 12 Day” Presentation | simple-blue-tick-hi | simple-blue-tick-hi | simple-blue-tick-hi |  | simple-blue-tick-hi |  | 1,2 | 1,2 | 1,2,3 | 1,2 |  |
| Folio and discussion | *20* | Power of Words |  | simple-blue-tick-hi |  | simple-blue-tick-hi | simple-blue-tick-hi | simple-blue-tick-hi | 1 |  | 2,3 | 1,2 | 1,2 |
| *Project* | *30* |  | *Please refer to the Subject Operational Information* |

**Four assessments**: Please refer to the *Integrated Learning Subject Outline*.

*(Note: to record any changes to the assessment outline, please use the Addendum to Learning and Assessment Plan attached.)*

*This Learning and Assessment Plan has been used with the kind permission of B Stapleton, Seaview High School*

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| Subject: | **Stage 2 Integrated Learning II** | School: | Seaview High School | Contact Teacher: | Bill Stapleton |

ASSESSMENT DETAILS

Use the table below to provide details of the assessments designed to provide opportunities for the range of students in the cohort to show evidence of their learning against the performance standards.

| Name of Assessment(Assessment Type) | Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard) | Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| Comic Book Creation(Practical) | Students design, plan and create a comic book that presents a positive message and communicates the importance of the power of words to primary school students. They will need to research appropriate communication techniques for a younger audience, and work together in a pair to create their comic book in a design of their own choosing. | Photographic Evidence of the stages of the comic book development, plus final copy of the completed comic book.Self-assessment and reflective evaluation up to a maximum of 500 words.Completed by the end of Term 3. |
| “End of Year 12 Day” Presentation(Group Activity) | Students to organise a presentation to their fellow students about "End of Year 12 Day", regarding the expectations plus activities they have planned for the day. They will need to demonstrate collaboration in their planning of the activity, record all planning and discussion notes, responsibilities allocated, feedback from their peers as well as personal reflection on how the event went and what they would do differently. | Photographic evidence of the activity to accompany a self-assessment and reflective evaluation, up to a maximum of 500 words.Completed by end of Week 3 Term 4. |
| Power of Words(Folio and Discussion) | Students present a folio of their research into the different forms of communication, and how verbal communication has the power to both build up and destroy. In particular, they should focus on their own preferred methods of communication and identify a focus for the folio that connects with the program focus and capability. | Analysis and understanding of Communication capability. Up to a maximum of 1000 words.Discussions with each student contributing 5 minutes of speaking time.Completed by the end of Term 3. |
| *Project**(External assessment)* | *Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development.**The project is likely to be a research-based or a practical project-based task, or a combination of these. It is recommended that the students present the project in two parts:**an outcome (research/project-based)**an explanation of the connections between the program focus and a capability in a chosen key area.* | *Assessed individually.**A maximum of 1000 words if written or 6 minutes for an oral presentation, or the equivalent in multimodal form.* |

Addendum to:

LEARNING AND ASSESSMENT PLAN

Stage 2 Integrated Learning II

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| Other schools using this plan |  |

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|  |  |  | Communication |  |  |  |
|  |  |  |  |  |  |  |
| **Key Area of Study** | Learning |  | Work |  | **Program Focus** |  |
|  |  |  | *(please tick 1 or 2)* |  |  | (e.g. cultural program, outdoor activities) |

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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
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|  |  |  |  | **2** | **I** | **L** | **H** | **10** |  |

CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN

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| Describe any changes made to the Learning and Assessment Plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:* what changes have been made to the plan
* the rationale for making the changes
* whether these changes have been made for all students, or individuals within the student group.
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PRINCIPAL ENDORSEMENT

The changes made to the Learning and Assessment Plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of Principal or nominee |  | Date |  |