# Learning and Assessment Plan Exemplar

Stage 1 Modified: Scientific Studies

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** | **F** | **M** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Horticulture and Key area 4: The Environment | | | | | | | | | | | | |

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: Scientific Studies (20-credits)

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

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| 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) |
| Cn | Cp | L |
| 1, 3, 4, 6 | Potting a seedling  Students pot a seedling and care for it in the classroom. The process is modelled first as a sequence of steps which demonstrates safe work practice and correct use of equipment. 1:1 teacher support is provided as required. |  |  | 🗸 | Video and/or photographs of participation in activity.  Cut and paste sequence in science book, written observations. |
| 1, 3, 4, 6 | Plant needs: water  Students observe what happens to plant growth and survival when watering is restricted for a short period of time. 1:1 teacher support is provided as required.  Modelling of the activity is provided and students are carefully briefed before and after the assessment. Sensitive students are monitored carefully throughout the activity. | 🗸 |  | 🗸 | Worksheet recording observations, photographs of participation in activity, written observations. |
| 1, 3, 4, 6 | Plant needs: sunlight  Students observe what happens to plant growth and survival when exposure to sunlight is restricted for a short period of time. 1:1 teacher support is provided as required.  Modelling of the activity is provided and students are briefed carefully before and after the assessment. Sensitive students are monitored carefully throughout the activity. | 🗸 |  | 🗸 | Worksheet recording observations, photographs of participation in activity, written observations. |
| 2, 4 | Plant parts  Students engage in hands-on exploration of marigold seedlings and use labels or pointing to identify the roots, stem, leaves and flowers. Modelling of the activity is provided and 1:1 teacher support is also available as required. | 🗸 |  | 🗸 | Video and/or photographs of participation in activity and labelled seedlings, written observations. |
| 2, 3 | Life cycle  Students explore the stages of the life cycle using live plant materials, germinating seeds, soil and water. Modelling of the activity is provided and 1:1 teacher support is also available as required. |  | 🗸 | 🗸 | Cut and paste record in science book sequencing the different stages, photographs of participation in activity, written observations. |
| 4, 5 | Diversity  Students explore (look, touch, smell) and experience the diversity of plants by visiting school gardens and playgrounds, local plant nurseries and Botanic Garden. Students consider the importance of plants in the community.  Modelling of the activity is provided and 1:1 teacher support is also available as required. | 🗸 | 🗸 | 🗸 | Video and/or photographs of participation, written observations.  Journal / diary (may be scribed).  Class discussion. |

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 | *Identify the basic needs of plants to live and grow.* |
|  | 2 | *Identify the parts of a plant: roots, stem, leaves and flowers.* |
|  | 3 | *Investigate the life cycle of a plant through their gardening experience.* |
|  | 4 | *Experience the sensory aspects of living plants through gardening.* |
|  | 5 | *Observe and record the diversity of plants in a range of settings such as playgrounds and Botanic Gardens.* |
|  | 6 | *Develop skills in using garden equipment and demonstrate safe working practices.* |

*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.*