# Learning and Assessment Plan Exemplar

Stage 2 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) |
|  |  |  |  | **2** | **S** | **F** | **A** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 4: The Environment and Key area 5: Animal Care | | | | | | | | | | | | |

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 2 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.

| 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, 7 | Collage  Students have opportunities to:   * take photos or to select pictures of the natural and built environment and to arrange in a collage * contribute their individual collage to a class collage of the natural and built environment * record their individual collages in their electronic or written folio of work.   Support available according to student need. | ✓ |  | ✓ | Photographs or pictures in collage form  Class collage  Folio of work |
| 2, 6 | Class presentation  Students have opportunities to:   * discuss and/or contribute examples of animals that show the diversity of the animal world * select and use Power Point or Photoshop to present images demonstrating their selection of the diversity of animals to the class * record their selection of animals in their written or electronic folio.   Support available according to student need. | ✓ |  | ✓ | Photographs or pictures  Folio of work |
| 4, 5, 6 | Brochure  Students have opportunities to:   * investigate one or a number of animal classifications for example, marsupials, invertebrates, vertebrates, reptiles * demonstrate in electronic or written brochure form the unique features of the group or groups of animals they have investigated * record their brochures in their written or electronic folios of work.   Support available according to student need. | ✓ |  | ✓ | Electronic or written brochure  Folio of work |
| 3, 4, 5 | Research  Students have opportunities to:   * choose an animal to research * access information about the features, needs and life cycle of the animal and prepare a presentation for the class about the chosen animal * record their research in their written or electronic folios of work.   Support available according to student need. | ✓ |  | ✓ | Electronic or written, photographic presentation |
| 3, 4, 5, 6 | Excursion 1  Students have opportunities to:   * access the internet to investigate centres for animal research * take part in an excursion to a research facility for animals. This may include the Marine Discovery Centre, Adelaide or Monarto Zoos, Warrawong Sanctuary, Adelaide Museum, aquatics Centres (Department of Education and Child Development (DECD) * prepare questions to be investigated during the excursion and to record the excursion through photographs. Questions focus on the features, lifecycles and needs of animals and animal diversity * record their participation in the excursion in their written or electronic folios of work.   Support available according to student need. | ✓ | ✓ | ✓ | Lists of website addresses in folio  List of questions and answers  Photographs of excursion |
| 1, 2, 3, 6, 7 | Excursion 2  Students have opportunities to:   * access the internet to investigate centres for animal care * take part in an excursion to a facility that cares for animals. This may include the Marine Discovery Centre, Adelaide or Monarto Zoos, Warrawong Sanctuary, Animal Welfare League (AWL), Royal Society for the Prevention of Cruelty to Animals (RSPCA) * prepare questions to be investigated during the excursion and to record the excursion through photographs. Questions focus on animals and the natural environment, animal needs, animal diversity and environmental care * record their participation in the excursion in their electronic or written folios of work.   Support available according to student need. | ✓ | ✓ | ✓ |  |
| 8 | Folio of work – written or electronic  Students have opportunities to keep a written or electronic folio of assessments under different categories, for example, collage, brochure, excursions, research.  Support available according to student need. | ✓ |  | ✓ | Completed folio of work |

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 | *Recognise the differences between the built and natural environment.* |
|  | 2 | *Further recognise that all living things such as animals are part of the natural environment.* |
|  | 3 | *Identify the basic needs of animals.* |
|  | 4 | *Identify the parts of animals.* |
|  | 5 | *Further investigate the life cycles of animals*. |
|  | 6 | *Observe the diversity of animals*. |
|  | 7 | *Further appreciate and care for the environment.* |
|  | 8 | *Continue keeping a record of 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.*