# Learning and Assessment Plan Exemplar

Stage 2 Modified: Language 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) |
|  |  |  |  | **2** | **L** | **C** | **A** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Stories and Storytelling and Key area 3: Language of Social Interaction | | | | | | | | | | | | |

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: Language and Culture (10-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 | PD |
| 1 | Italian Poster  Students complete a project exploring some basics of Italian culture. Students are guided through formal and structured teaching and are then be able to select a particular aspect of Italian culture they wish to research (food, music, geography, history).  Students then present a folio of their research and a final poster which includes a compulsory section on greetings and introductions  Support available according to student need. | 🗸 | 🗸 | Annotated poster with photos, captions and research materials.  Students have the option of presenting it in the form of a poster, digital presentation and/or oral presentation. |
| 1, 4 | Interaction  Students participate in a number of structured and guided interactions.  In small groups of two or three students communicate with each other using basic Italian greetings.  Support available according to student need. | 🗸 | 🗸 | The interactions will be recorded (audio) and students may select to video record a particular interaction of their choosing as evidence. |
| 2 | Narrative  Students have the opportunity to consolidate their knowledge of basic narrative structure through the study of traditional Italian folktales and children’s stories.  Students are assessed on the creation of an original tale, one based on a narrative studied in class or a combination of both.  Support available according to student need. | 🗸 | 🗸 | The final submission is in the form of a picture book, with length and complexity determined by individual goals.  Students have the option to negotiate the use of IT and/ or other multimedia. |
| 1, 3, 4 | Food Stall  Students have the opportunity to work collaboratively in small groups to prepare a traditional Italian meal with the guidance of a community member.  They then attend a stall at a local Italian community fete.  Support available according to student need. | 🗸 | 🗸 | Students present a portfolio of annotated photographs of the two activities.  This is supported by weekly journals and a final evaluation. |

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 | *Further develop the ability to interact with others using basic greeting / introductions (in Italian).* |
|  | 2 | *Further develop the ability to recount and create simple narrative stories (in Italian).* |
|  | 3 | *Further demonstrate the confidence and ability to participate in local (Italian) community events.* |
|  | 4 | *Demonstrate an awareness of other cultures by collaborating with others.* |

*Three to five assessments for a 10-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.*