PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Integrated Learning**

Pre-approved 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) |
|  |  |  | **2018** | **2** | **I** | **L** | **A** | **20** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved 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 for individuals within the student group. |

**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 Integrated Learning

Assessment Overview

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| **Program Focus** (e.g. outdoor activities, cultural program) | Sport, Health and Physical Activity. |

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **AU** | **IAE** | **CC** |
| **Assessment Type 1: Practical Inquiry (40%)** | TOUCH FOOTBALL:  Students demonstrate application and development of their knowledge, concepts and skills in touch football by undertaking a number of practical inquiry activities.  Students will complete an evidence-based PowerPoint outlining key skills, rules and tactics of touch football. Students will include video footage, photos and feedback from peers to critique their performance. They will undertake a final reflection and address how they have developed one or more capabilities in relation to touch football. | 1,2,3 | 3 | 1 | Interactive PowerPoint presentation.  Self-assessment informed by feedback from peers.  Written Reflection  Allocated Time: 6 Weeks |
| SAILING:  Students demonstrate application and development of their knowledge, concepts and skills in sailing by undertaking a number of practical inquiry activities. They attend a 3-day sailing camp where they have opportunities to demonstrate their initiative, leadership and collaboration, and develop their Critical and Creative Thinking capability.  Students complete pre-camp research document outlining key terms, knowledge and language needed for sailing, as well as investigation into different types of sail-boats. On camp, individual video interviews/ discussions will be conducted providing evidence of learning, safety, and development of Critical and Creative Thinking. At conclusion of camp, students will evaluate the instructors feedback, and evaluate their own learning. | 1,2,3 | 3 | 1 | Written 400 words pre-camp preparation and key terms.  Video interviews and photos of learning, safety and observation self-assessment checklist and feedback from Aquatic Instructors at Murraylands Aquatics Centre.  Allocated Time: 3 Weeks |
| BASKETBALL:  Students demonstrate application and development of their knowledge, concepts and skills in basketball by designing, undertaking and evaluating a class Basketball Tournament.  Students will work collaboratively in teams during the tournament and individually complete a Tournament Booklet. The booklet should outline their learning about basketball, the tournament and provide evidence of team evaluation. | 1,2 | 3 | 1 | Tournament Booklet including general organisation, results and team and self-assessment.  Allocated Time: 6 Weeks. |

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **Assessment Type 2: Connections (30%)** | COACHING:  Students collaborate in small groups to plan and implement a coaching unit of a chosen sport/ activity to be undertaken with a Year 8 PE class. Students explore coaching techniques by participating in the AIS Community Coaching Online Course to assist in their coaching preparation. They plan, organise, implement and evaluate the entire unit. Each student is responsible for the delivery of one 45 minute lesson and provides feedback to another group member. Students individually complete a written reflection and discuss how they have developed their Personal and Social Capability through collaboration. | 2,3 | 1,2,3 | 1,2 | Coaching Booklet including planning, organisation, implementation and self/ peer/ teacher evaluation.  AIS Online Coaching Course Certificate of completion.  Allocated Time: 5 weeks |
| PINK STUMPS DAY:  Students will nominate to be part of one of the following class committees to host a Pink Stumps Cricket Day for students within the school while supporting The McGrath Foundation Charity. 1. Promote, 2. Fundraise, 3. Organise. Each committee has specific responsibilities which include connection and collaboration with organizations, community and school. Committees meetings will take place one lesson a week for communication and organization. At the conclusion of the event students individually complete a self-assessment and evaluation including their development of a chosen capability through collaboration. | 3 | 1,2,3 | 1,2 | Folio of evidence of their contribution to the committee including meeting journals/ notes, photos, copies of emails and phone calls.  Written self-assessment and evaluation: 400 words.  Allocates Time: 5 weeks |
| **Assessment Type 3: Personal Endeavour**  **(30%)** | 6 WEEK FITNESS AND NUTRITION PROGRAM:  Students investigate, design and implement an individual program based on smart goals with formal advice from a professional in the industry (personal trainer, coach, physiotherapist, nutritionist etc.). Students research and analyse the benefits and drawbacks of selected training/ weights programs, nutrition and how to identify success rates.  Students select either Critical and Creative Thinking or Personal and Social Capability and explore the link between their chosen capability and the program they have undertaken.  At conclusion of the program students identify results in graphs and conclude with an evaluation. | 1,3 | 1,2 | 2 | 2000 word written report.  Allocated Time: 7 weeks |

***Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.***