

LEARNING AND ASSESSMENT PLAN

Stage 2 Integrated Learning

School

Contact Teacher

Other schools using this plan -

SACE School Code			Year		Enrolment Code			Program Variant Code (A–W)
1	1	5	2011		Stage	Subject Code		No. of Credits (10 or 20)
					2	I	L	G
								20
								A

COHORT/CONTEXT DESCRIPTION

This should describe:

- the cohort of students (e.g. student background and learning needs)

This course is designed for a class that consists of approximately 20 students, the majority of which are males. Most are motivated and skilled sports people with a genuine interest in participating in sporting activities and have been members of Henley High's Special Sport Program for up to five years. The background of the students is varied, along with sporting interests and high level. The class consists of a number of representative athletes, and many see this as an opportunity to learn more about a broader range of sports along with gaining the understanding of concepts that they can use to assist them in their sporting endeavours.

Literacy and numeracy levels are varied and some have difficulty in expressing themselves in written form. Most students are comfortable with working collaboratively through their involvement in community sport.

PROGRAM DESIGN

This should describe:

- how the program has been designed to engage the range of students in the cohort described above
- the intended delivery of the program (e.g. students will undertake elements of the program off-campus, program delivered in single and block lessons across a 5-day cycle)
- topic choices (e.g. option topics) and give details of negotiated topics.

The course will run over 2 x 100 minute lessons and 1 x 50 minute lesson per week.

The emphasis of the program is largely in the practical components with theory being presented, and work and research completed, during one of the sessions. The theory will consist of scaffolding work to aid the students in their own research and in the assessment components that require collaborative work with fellow students. It will also be used to arm the students with a basic knowledge and understanding of a variety of topics, such as training programs and biomechanics, on which to base further research on for their negotiated task. The students will also gain a greater knowledge and understanding, in addition to the skills, of the sports being undertaken.

Students focus on Key Area 1: Developing the Capability for Communication and Key Area 3: Developing the Capability for Personal Development. Students are encouraged to contribute to decision-making about the formation of working teams, and to negotiate details of some tasks to reflect their own interests.



This should explain:

- how the program provides opportunities for students to develop their capabilities and their literacy and numeracy skills (e.g. strategies and resources)

Capabilities

Opportunities are provided for students to develop in particular the capabilities of *communication* and *personal development*.

- Communicate in an open environment for a variety of purposes and for different audiences
- Use appropriate technologies and communication modes to express feelings, ideas and opinions.
- Identify and document personal skills and attributes that can contribute to a person's success as a sports person
- Examine and evaluate how involvement in sport relates to well-being and a sense of success among the students involved.

Literacy and Numeracy skills

The tasks offer a variety of assessment methods in order to maximize the potential of each student in the class. The course includes both practical and theoretical assessment, as well as individual and collaborative opportunities and can be presented in a variety of methods including written, verbal and multi media. The course also enables students to reflect on their own learning and the strategies that they have implemented in order to become successful.

Recommended by Principal or nominee (signature) _____ Date _____

Signature of SACE Board Officer _____ Date _____

SACE Board Officer Number _____ Approved / Not Approved

Accession Number _____ Expiry date of Learning and Assessment Plan _____

Subject **Integrated Learning**

School **Henley High 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)	Learning Requirements (Indicate the Learning Requirements addressed)					Assessment Design Criteria (Indicate the Assessment Design Criteria 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 each chosen key area	Application	Investigation and Analysis	Communication and Collaboration	Evaluation and Reflection	Understanding
Practical	30	Badminton	√		√	√		√	1,2	2		1,2	1,2
		Netball	√		√	√		√	1,2	2		1,2	1,2
		Touch	√		√	√		√	1,2	2		1,2	1,2
Group activity	20	Student directed lesson for peers	√	√	√	√	√	√	1,2	1,2	1,2,3	1,2	
Folio and discussion	20	Student Learning Portfolio Round Table Discussion		√		√	√	√	1		2, 3	1,2,3	1, 2
Project	30	Negotiated Task	Please refer to the Cross-disciplinary Learning Area Manual for details.										

Six to eight 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.)

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)
Practical - Badminton	Students will develop an understanding of Badminton. They will be required to demonstrate a broad range of skills and research and apply appropriate tactile and strategic knowledge, leadership and interpersonal skills. Students will maintain a reflective journal.	Time allocated – 1 term 500 word reflection
Practical - Basketball	Students will develop an understanding of Basketball. They will be required to demonstrate a broad range of skills and research and apply appropriate tactile and strategic knowledge, leadership and interpersonal skills. Students will maintain a reflective journal.	Time allocated – 1 term 500 word reflection
Practical - Volleyball	Students will develop an understanding of Volleyball. They will be required to demonstrate a broad range of skills and research and apply appropriate tactile and strategic knowledge, leadership and interpersonal skills. Students will maintain a reflective journal.	Time allocated – 1 term 500 word reflection
Group Activity	Students are required to work collaboratively with others to plan, organise, implement and evaluate a come and try session for a group of students in an activity of their interest. It is suggested that this activity be new in nature to the targeted group. There must be opportunities for all students to collaborate in sharing responsibilities, in decision making and in responding constructively to the task. Students will be required to reflect on their contribution and on the process and outcome.	Groups of 2 – 100 minute lesson Groups of 3 – 2 x 100 minute lessons Written report 750 – 1000 words



Portfolio and Round Table Discussion	Students are required to keep a portfolio of their learning in each of the activities undertaken. Their portfolio may consist of notes, diagrams, observations, reflections, photographs, tables, video analysis. Students will use their portfolio to provide evidence of their learning and will help them to discuss their learning during a round table discussion with the assessing teacher and their peers.	Folio to represent learning from three practicals, collaborative activity and negotiated task. Discussions in groups of 3 or 4. for a maximum of 10 minutes
Project (External component)	<i>Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development.</i> <i>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:</i> <ul style="list-style-type: none">• <i>an outcome (research/project-based)</i>• <i>an explanation of the connections between the program focus and the capability in a chosen key area.</i>	<i>Assessed individually.</i> <i>A maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.</i>

Addendum to:

LEARNING AND ASSESSMENT PLAN

Stage 2 Integrated Learning

School _____ Contact Teacher _____

Other schools using this plan _____

SACE School Code		

Year

Enrolment Code				
Stage	Subject Code			No. of Credits (10 or 20)
2	I	L	G	20

Program Variant Code (A–W)

CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN

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.

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.

Signature of Principal or nominee _____ Date _____