# Learning and Assessment Plan Exemplar

Stage 1 Subject: Physical Education: Modified

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** | **P** | **E** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area  Key Area 1: Personal Improvement  Key Area 2: Leisure and Recreational Activities | | | | | | | | | | | | |

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: Physical Education (10-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)* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| Personal and Social | Critical and Creative thinking | Numeracy |
| 1 | Let’s Play  Over the semester students will participate in a variety of games as a team and individually. These may include Frisbee, cricket, table tennis, basketball.  Student will learn skills to actively participate in sports and recreational activities. Students will learn how to safely set-up and pack away equipment (as required). | P | P |  | Teacher observations and checklists of student’s ability to participate and be actively involved in a range of aspects of games including: setting up, packing up, scoring, and umpiring.  Photographic evidence. |
| 2 | Bushwalking  Students will plan for, and complete, a 5 – 8 km bushwalk. They will learn about preparation activities and safety issues.  Students will be required to demonstrate preparedness for the walk with respect to fitness and equipment (e.g. appropriate clothing, hat, sunscreen, and backpack). | P |  | P | Teacher observations and notes.  Photographic evidence. |
| 4 | How fit am I?  Students will learn about healthy living issues including diet and exercise. Students will assess their own levels of fitness and dietary intake. Through a group discussion students will share with the class their personal evaluations. | P | P | P | Student folio of notes (may be scribed), pictures, graphs etc.  Teacher observations. |
| 4 | How can I improve my health?  Students consider how they may be able to improve an aspect or aspects of their personal fitness or diet and develop an improvement plan. Students encouraged to use a digital device and/or App such as Fit Bit. | P | P | P | PowerPoint (or similar) presentation to the class showing their understanding of the importance of healthy living and their own improvement plan. |
| 3 | Healthy spaces  With support students will complete an audit of local health facilities and open spaces for recreational activities. They will find out what services are provided in these places and spaces.  As a group students will work together and collate their findings into an annotated collage. |  | P | P | Teacher observations and notes.  Photographic evidence of the annotated class collage. |

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 | *Students will play games and participate in sporting activities in a range of settings, group and individual. (For example, Frisbee, cricket basketball and table tennis).* |
|  | 2 | *Students will actively participate in outdoor fitness activities such as aquatics and/or bush walking.* |
|  | 3 | *Students will research community health facilities, including open spaces for fitness activities, and share this with peers.* |
|  | 4 | *Students will learn about diet and explore healthy eating habits and demonstrate this through a food diary which will also include a personal improvement plan.* |

*Three to five assessments for a 10-credit subject.*

*Capabilities:*

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*