# Learning and Assessment Plan Exemplar

Stage 2 Business Innovation: 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) |
|  |  |  |  | **2** | **B** | **V** | **A** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Financial Understanding  Key area 4: Technology in Everyday Living  Key area 7: Enterprise | | | | | | | | | | | | |

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: Business Innovation (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)* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| Literacy | ICT | Numeracy |
| 1, 2, 3, 6 | **Journal**  Students will regularly record events and information regarding the progress of the business and enterprise to improve literacy and numeracy skills.  Students are encouraged to do this without prompting to improve their ability to work independently. | 🗸 |  | 🗸 | Journal which will include time and date of each entry. |
| 5, 6 | **Photo Album**  Students will take photos on a regular basis of equipment used, chickens, housing, hens etc and place these in either a hard copy or digital photo album |  | 🗸 | 🗸 | Draft plan of album.  Photos album. |
| 1, 4 | **Use an incubator**  Student will set up the incubator and check it daily to ensure it is operating correctly.  Students will develop and understanding about the importance of temperature and humidity in relation to the hatching of eggs. |  |  | 🗸 | Photographs and journal entries.  Teacher notes and observations. |
| 1, 3, 4 | **Spreadsheets**  Students will prepare and use spreadsheets to record temperature and humidity of the incubator. Chickens will also be weighed regularly and this data recorded.  Information recorded in their journals will be transferred to Excel spreadsheets. | 🗸 | 🗸 | 🗸 | Printout of spreadsheet in folio.  Teacher notes and observations. |
| 1, 3, 6 | **Using a calendar**  Students will use a calendar for a range of purposes including:   * Counting days until chicks are due to hatch * Determine when the type of feed needs to be changed * work out when the chicks are due to start laying * Keep track of the chicks age in weeks |  | 🗸 | 🗸 | Yearly planner and/or device calendar. |
| 4, 5 | **Preparing a budget**  Students, with assistance, will keep a record of costs and income. At the end of the enterprise, they will assess whether the business was profitable or not. |  | 🗸 | 🗸 | Printout of spreadsheet in folio.  Teacher notes and observations. |
| 1, 2 | **Animal ethics**  Students, with assistance, will measure the dimensions and area of the brooder. Students will then carry out research and determine whether it complies with the Animal Ethics requirements for the number of chickens. | 🗸 | 🗸 | 🗸 | Journal and photographic evidence. |
| 1, 6 | **Counting eggs**  Once the hens have begun laying student will collect eggs daily and count and record the number. |  |  | 🗸 | Journal entries.  Teacher notes and observations. |
| 1, 2 | **For sale**  With support, students will find sales outlets for the eggs and poultry and count the money received. | 🗸 |  | 🗸 | Journal entries.  Teacher notes and observations. |

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 | Continue to improve numeracy skills in a range of ways including counting and measurement. |
|  | 2 | Continue improving literacy skills, particularly financial literacy. |
|  | 3 | Further improve skills in using a calendar. |
|  | 4 | Further develop ICT skills by using spreadsheets for a range of purposes including temperature and humidity of incubator. |
|  | 5 | Continue to use technology in a range of ways including improving photography skills. |
|  | 6 | Learning to work more independently and responsibly by showing initiative across the year. |

*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.*