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| **CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard** | | |
| **Context:**  Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.  The content descriptions explicitly covered will be:  Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)  Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) | | |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  *Step 2: Complete the contextual information. The* ***Context*** *is drawn from teacher’s teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.  *Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.* | **In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:**   * identify information and services in their local community and make some recommendations about their suitability for young people * identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.   *Step 4: Develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.* | By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. |

**Annotated Example of Indicative Progress**

Previous level’s achievement standard as a starting point of comparison

Previous level’s achievement standard as a starting point of comparison

An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum. To support teachers to tie together what is being taught and how progress between achievement standards is described and demonstrated, the notion of “indicative progress” emerged

*Step 1: Identify the* ***Curriculum area*** *and the achievement standard level students will be working toward*

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages AUSLAN First Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Auslan Level 8 Achievement Standard** |
| In **Auslan**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. * They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe people’s physical appearance and characteristics, for example POSS1 SISTER E-M-M-A, PRO3 SHORT RED HAIR. * They use entity depicting signs to discuss movement and location. * They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents or single absent referents for example PRO1 LIKE TV. * They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features (NMFs). * They express likes, dislikes and feelings using lexical signs and affective NMFs, such as DON’T-LIKE DRAWING. * They follow directions for class routines and instructions of two or more steps, using directional terms or depicting signs such as DS:turn-left DEAD END DS:turn-right. * Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers. * They identify specific points of information in signed texts, for example, colours, numbers, size or time. * They present factual information about familiar topics, using modelled lexical signs and formulaic constructions. They demonstrate simple procedures using known signs, gestures, objects and list buoys. * They recount and sequence events, using familiar signs and visual prompts and time markers such as 3-YEARS-AGO, IN-TWO-WEEKS or LAST NIGHT. * They restrict signing to the standard signing space. * They view short imaginative and expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs. * They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner. * They translate high-frequency signs/words and expressions in simple texts. * Students identify themselves as members of different groups and describe their relationships with deaf, hard of hearing students, family members and the larger Deaf community and also with the wider ‘hearing’ world. * They consider how these different relationships contribute to their sense of identity. * They identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. * They recognise that one of the most unifying features of the Deaf community is the use of Auslan. * Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. * They know that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. * They identify and describe the handshapes, movements and locations of signs. * They identify some signs that link to visual images, for example HOUSE, DRINK, and demonstrate signs that are body anchored, such as HUNGRY or SLEEP, and non–body anchored, such as HAVE or GO-TO. * They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys. * They know that signs can be displaced in space for a range of purposes, such as to show locations or to indicate participants in a verb. * They know that signing involves telling, depicting or enacting. * Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. * They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space and explain the nature of transmission of Auslan. * They identify different ways Deaf community members communicate with each other and with members of the wider hearing community; and describe how digital forms of communication, such as social media, SMS/texting and NRS, have improved accessibility for the Deaf community and contribute to the vitality of Auslan. * They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages AUSLAN First Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **Auslan Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Auslan Level 10 Achievement Standard** |
| By the end of Level 8:   * Students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. * They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe people’s physical appearance and characteristics, for example POSS1 SISTER E-M-M-A, PRO3 SHORT RED HAIR. * They use entity depicting signs to discuss movement and location. * They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents or single absent referents for example PRO1 LIKE TV. * They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features (NMFs). * They express likes, dislikes and feelings using lexical signs and affective NMFs, such as DON’T-LIKE DRAWING. * They follow directions for class routines and instructions of two or more steps, using directional terms or depicting signs such as DS:turn-left DEAD END DS:turn-right. * Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers. * They identify specific points of information in signed texts, for example, colours, numbers, size or time. * They present factual information about familiar * topics, using modelled lexical signs and formulaic constructions. They demonstrate simple procedures using known signs, gestures, objects and list buoys. * They recount and sequence events, using familiar signs and visual prompts and time markers such as 3-YEARS-AGO, IN-TWO-WEEKS or LAST NIGHT. * They restrict signing to the standard signing space. * They view short imaginative and expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs. * They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner. * They translate high-frequency signs/words and expressions in simple texts. * Students identify themselves as members of different groups and describe their relationships with deaf, hard of hearing students, family members and the larger Deaf community and also with the wider ‘hearing’ world. * They consider how these different relationships contribute to their sense of identity. * They identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. * They recognise that one of the most unifying features of the Deaf community is the use of Auslan. * Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. * They know that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. * They identify and describe the handshapes, movements and locations of signs. * They identify some signs that link to visual images, for example HOUSE, DRINK, and demonstrate signs that are body anchored, such as HUNGRY or SLEEP, and non–body anchored, such as HAVE or GO-TO. * They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys. * They know that signs can be displaced in space for a range of purposes, such as to show locations or to indicate participants in a verb. * They know that signing involves telling, depicting or enacting. * Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. * They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space and explain the nature of transmission of Auslan. * They identify different ways Deaf community members communicate with each other and with members of the wider hearing community; and describe how digital forms of communication, such as social media, SMS/texting and NRS, have improved accessibility for the Deaf community and contribute to the vitality of Auslan. * They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture. | In **Auslan**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students use Auslan to share information, experiences, interests, thoughts and feelings in relation to their personal and immediate worlds. * They describe the appearance of people, objects and places using SASS depicting signs and spatial location, for example, HAVE DS: round-oval DS: located HERE NEXT-TO HAVE BUILDING BIG. THERE. There’s an oval there and next to it is a big building. It’s there. * They participate in shared learning activities and experiences that involve planning, transacting and problem-solving, using simple signed statements and asking for repetition and clarification when required. * They follow protocols when interacting with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in-between signers engaged in conversation without interrupting them. Students increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. * They modify some indicating verbs for non-present referents and use constructed action to represent others in recounts. * They make explicit which referent is associated with location, for example, BROTHER THERE HAVE OWN IPAD. * They recall and retell specific points of information from texts such as class messages, directions, procedures, introductions and ‘visual vernacular’ descriptions. * They create textual cohesion through the use of connectives such as lexical signs NEXT or G:WELL, or non-manual features (NMFs) and pausing. * They create bilingual texts such as notices or digital displays and resources for the classroom. * They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they adapt their ways of communicating and behaving when interacting with them. * They reflect on the experience of communicating in a visual world and on the challenges and advantages experienced by deaf people in a hearing world. * Students describe how constructed action (CA) can be shown in different ways, including eye gaze, head orientation change or body shift. * They identify where and how a signer establishes location in space, and they distinguish between real and abstract space. * They build metalanguage to talk about aspects of Auslan, for example, using terms such as SASS, NMFs, CA, depicting signs; and they make connections with terms they use in learning English, such as verb, adjective, noun. * They know that different languages and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. * They make comparisons between Auslan and signed languages in other countries. * Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person. |