|  |  |  |
| --- | --- | --- |
| **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*

|  |  |  |
| --- | --- | --- |
| 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 Second 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 use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. * They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction. * They use lexical signs, gestures and affective non-manual features (NMFs) to indicate understanding, interest or lack of interest, for example, AGREE YES or PRO1 AGREE or PRO1 KNOW WHAT MEAN, BUT… * They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical NMFs. * Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions, for example, PRO2 TYPE PRO1 WRITE. * They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair or SCHOOL UNIFORM HAVE DS:long-thin-tie. * They compare routines, interests and leisure activities, using signs for timing and frequency, simple depicting verbs for showing location, and appropriate sequencing. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off. * Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning. * They summarise and retell key points of information in correct sequence using list buoys. * They plan, rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices. * Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events. * They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying NMFs and lexical signs to indicate manner. They translate and interpret short texts using Signbank, and give examples of how languages do not always translate directly. * They create bilingual texts and resources for the classroom, for example, glossaries and captions for their own and each other’s short stories. * They explain the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan. * Students know that Auslan is a legitimate language, 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, NMFs and gestures and can be expressed through whole signs or fingerspelling. * They identify and describe the handshapes, movements and locations of signs. * They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type and know that spatial relationships are typically expressed with entity DSs. * They know that signs can be displaced in space for a range of purposes, such as to show locations or show the participants in a verb. * They know that signing involves telling, depicting or enacting. * They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK. * They know that the function of constructed action is to represent the words, thoughts or actions of themselves or others. * They use metalanguage to talk about Auslan, for example using terms such as depicting signs, indicating verbs, non-manual features, handshapes, pointing signs and clauses. 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 explore the influence on Auslan of other signed languages, such as BSL, ISL and ASL, as well as English over different periods of time and in different domains of language use, and consider reasons for these influences. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have improved accessibility for the Deaf community and contribute to the vitality of the language. * Students recognise that Auslan has been transmitted across generations and describe ways it has been documented and recorded. * They reflect on ways that culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions; and they understand that the most unifying factor of the Deaf community is the use of Auslan. |

|  |  |  |
| --- | --- | --- |
| 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 Second 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 use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. * They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction. * They use lexical signs, gestures and affective non-manual features (NMFs) to indicate understanding, interest or lack of interest, for example, AGREE YES or PRO1 AGREE or PRO1 KNOW WHAT MEAN, BUT… * They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical NMFs. * Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions, for example, PRO2 TYPE PRO1 WRITE. * They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair or SCHOOL UNIFORM HAVE DS:long-thin-tie. * They compare routines, interests and leisure activities, using signs for timing and frequency, simple depicting verbs for showing location, and appropriate sequencing. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off. * Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning. * They summarise and retell key points of information in correct sequence using list buoys. * They plan, rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices. * Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events. * They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying NMFs and lexical signs to indicate manner. They translate and interpret short texts using Signbank, and give examples of how languages do not always translate directly. * They create bilingual texts and resources for the classroom, for example, glossaries and captions for their own and each other’s short stories. * They explain the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan. * Students know that Auslan is a legitimate language, 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, NMFs and gestures and can be expressed through whole signs or fingerspelling. * They identify and describe the handshapes, movements and locations of signs. * They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type and know that spatial relationships are typically expressed with entity DSs. * They know that signs can be displaced in space for a range of purposes, such as to show locations or show the participants in a verb. * They know that signing involves telling, depicting or enacting. * They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK. * They know that the function of constructed action is to represent the words, thoughts or actions of themselves or others. * They use metalanguage to talk about Auslan, for example using terms such as depicting signs, indicating verbs, non-manual features, handshapes, pointing signs and clauses. 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 explore the influence on Auslan of other signed languages, such as BSL, ISL and ASL, as well as English over different periods of time and in different domains of language use, and consider reasons for these influences. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have improved accessibility for the Deaf community and contribute to the vitality of the language. * Students recognise that Auslan has been transmitted across generations and describe ways it has been documented and recorded. * They reflect on ways that culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions; and they understand that the most unifying factor of the Deaf community is the use of Auslan. | In **Auslan**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community. * They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other’s comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL-all. * They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborate sentence structures, such as embedding clauses; and use discourse markers such as SURPRISE, INCREDIBLE, WOW or UM. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language. They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation. * Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning. * They demonstrate understanding by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. * They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses. * They plan, draft and present informative and imaginative texts, linking and sequencing ideas using conjunctions such as BUT or IF… THEN… as well as joining clauses with NMFs to build cohesion and to extend clauses. * With support, they use constructed action (CA) to portray characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, for example PRO1 ASK-her and use more complex entity depicting signs, for example DS(point):man-walks-slowly. They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence. * Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They reflect on how their own ways of communicating may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate. * Students identify and describe instances of CA in signed texts and explain how signers use CA and depicting signs in composite utterances. * They identify and classify non-manual features in signed texts and describe their function. * They know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. * They distinguish between viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present. * Students investigate and analyse the nature of variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. * They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality. * They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. * 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. |