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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 ITALIAN Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Italian Level 8 Achievement Standard** |
| In **Italian**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. * They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. * They participate in classroom routines and respond to classroom instructions, questions and directions. * They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. * They use gesture and some formulaic expressions to support oral interaction. * Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. * They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as e, ma, *però, anche, perché* and *invece* to create simple texts using known vocabulary and structures. * Students are aware of similarities between Italian and English and understand that they borrow from each other. They recognise that literal translation between languages is not always possible. * They reflect on how culture is evident in experiences, images and texts. * They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of text types such as letters, emails, descriptions and narratives. * They are aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian. * They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. * They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and consider how their response may be shaped by their own language(s) and culture(s). |

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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 ITALIAN Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Italian Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Italian Level 10 Achievement Standard** |
| By the end of Level 8:   * Students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. * They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. * They participate in classroom routines and respond to classroom instructions, questions and directions. * They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. * They use gesture and some formulaic expressions to support oral interaction. * Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. * They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as e, ma, *però, anche, perché* and *invece* to create simple texts using known vocabulary and structures. * Students are aware of similarities between Italian and English and understand that they borrow from each other. They recognise that literal translation between languages is not always possible. * They reflect on how culture is evident in experiences, images and texts. * They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of text types such as letters, emails, descriptions and narratives. * They are aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian. * They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. * They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and consider how their response may be shaped by their own language(s) and culture(s). | In **Italian**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students use a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. * They communicate thoughts and opinions; make comparisons and contrasts (for example, *a* *differenza di; invece*), and offer reasons for points of view, opinions and preferences. * They express desires and plans for the future. * They give presentations, and formulate and respond to a range of questions. * They interpret information and attitudes in a range of informational and imaginative texts. * They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (*prima … poi … infine*); and qualify statements, for example, through the use of relative clauses. * They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. * They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives. * Students have developed a metalanguage to analyse and discuss features of language choice and use and cultural practice. * They analyse texts, noticing features such as tone, sequences and relationships of events in time. * They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. * They recognise that Italian language use varies according to context, purpose and mode. * They consider social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. * They are aware of particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and recognise that certain concepts cannot be translated readily from Italian to English and from English into Italian. * They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. * They recognise the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity. |