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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 ROMAN ALPHABET Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Roman Alphabet Level 8 Achievement Standard** |
| In **Roman Alphabet**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. * They interact with others orally and in writing, asking and responding to questions, and expressing preferences. * They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. * Students describe qualities of appearance, colour, character and condition, and identify quantities using numbers and fractions. * They respond to and create texts to describe real and imagined events and characters. * Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. * They form simple sentences and link ideas using conjunctions. * They refer to others using pronouns and use these in possessive form. * They refer to events in time and place using time markers and/or tenses. * Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. * They translate texts, identifying culture-specific language such as vocabulary related to cultural practices, artefacts and the environment. * Students comment on their experiences of and feelings about using the language, observing how it fits with their sense of self. * Students understand that the language is used by some communities in daily life and that it is constantly changing. * They recognise that spoken and written forms can vary. * They recognise the flexibility of sentence structure while adhering to rules of word order. * They use metalanguage to describe and compare features and rules of sentence construction. Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue. * They notice how language changes according to people and their relationships, such as using informal language with friends and formal language with teachers and adults. * Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with the studied 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 ROMAN ALPHABET Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Roman Alphabet Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Roman Alphabet Level 10 Achievement Standard** |
| By the end of Level 8:   * Students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. * They interact with others orally and in writing, asking and responding to questions, and expressing preferences. * They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. * Students describe qualities of appearance, colour, character and condition, and identify quantities using numbers and fractions. * They respond to and create texts to describe real and imagined events and characters. * Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. * They form simple sentences and link ideas using conjunctions. * They refer to others using pronouns and use these in possessive form. * They refer to events in time and place using time markers and/or tenses. * Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. * They translate texts, identifying culture-specific language such as vocabulary related to cultural practices, artefacts and the environment. * Students comment on their experiences of and feelings about using the language, observing how it fits with their sense of self. * Students understand that the language is used by some communities in daily life and that it is constantly changing. * They recognise that spoken and written forms can vary. * They recognise the flexibility of sentence structure while adhering to rules of word order. * They use metalanguage to describe and compare features and rules of sentence construction. Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue. * They notice how language changes according to people and their relationships, such as using informal language with friends and formal language with teachers and adults. * Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with the studied language and culture. | In **Roman Alphabet**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students interact with peers and adults using written and spoken language to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment. * They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. * When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions. * In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of verbs, pronouns, and noun forms. They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. Students use embedded clauses to expand ideas, and create cohesion and interest by using cohesive devices. They refer to the past, present and future. Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. * They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others. * They understand that language use varies according to context, purpose, audience and mode, and that languages change over time. * They recognise colloquial forms and make connections between these and their formal counterparts. * They use metalanguage to discuss features of language, texts and grammar such as sentence construction. * They use bilingual dictionaries with confidence. Students recognise that the language borrows from a range of other languages. * They comment on the connection between language and culture evident in language such as terms for artefacts, cultural practices, ideas and values. |