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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 SPANISH Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Spanish Level 8 Achievement Standard** |
| In **Spanish**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, *Hola amigo,* *¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*. * They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar…?, ¿Cómo se dice… en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que… ¡Qué sorpresa!*). * When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice …?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*). * They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. * They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. * When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos*, *un amigo español, unas estudiantes extranjeras*). * Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for ‘to be’ (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*). * They apply Spanish writing conventions such as inverted question and exclamation marks (for example *¡No me digas!).* * They work in Spanish and English to translate texts, and create simple bilingual texts. * They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges. * Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’, noun’ and ‘agreement’ that are used in English learning, and incorporating concepts such as grammatical gender. * They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*). * Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. * They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as ‘patio’, ‘chocolate’ and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*. * They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*). |

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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 SPANISH Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Spanish Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Spanish Level 10 Achievement Standard** |
| By the end of Level 8:   * Students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, *Hola amigo,* *¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*. * They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar…?, ¿Cómo se dice… en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que… ¡Qué sorpresa!*). * When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice …?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*). * They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. * They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. * When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos*, *un amigo español, unas estudiantes extranjeras*). * Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for ‘to be’ (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*). * They apply Spanish writing conventions such as inverted question and exclamation marks (for example *¡No me digas!).* * They work in Spanish and English to translate texts, and create simple bilingual texts. * They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges. * Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’, noun’ and ‘agreement’ that are used in English learning, and incorporating concepts such as grammatical gender. * They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*). * Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. * They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as ‘patio’, ‘chocolate’ and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*. * They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*). | In **Spanish**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. * Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. * When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque …, me parece mejor … ¿qué os parece si…?*) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, *Me parece que…*, *¿qué les parece?, Que* *buena idea*, *me opongo*). * They apply rules of pronunciation, stress and intonation to a range of sentence types. * They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. * They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. * They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). * They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. * They use relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha*, *con frecuencia*) to extend and elaborate their written texts. * They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas,* *adobe, vaquero, Vive en el quinto pino, … más largo que un día sin pan*. * They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use. * Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use of *ceceo* and *seseo* in different regions and countries. * They use metalanguage to explain features of language (formal and informal language) and grammar (for example, *las formas negativas*, *el futuro próximo con el verbo ir, masculino, femenino, singular, plural*), and for reflecting on the experience of Spanish language and culture learning. * They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*). * They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. * They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. * Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. * They know that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain. * They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others. |