**English: Listening and Speaking**

**The student:**

Interprets different perspectives on ideas and issues in a range of structured and unstructured situations, recognising how socio-cultural factors and background knowledge influence interpretation; and controls a range of strategies to experiment with verbal and non-verbal conventions and to achieve specific effects.

* LS 6.1

Conveys detailed information about food items researched and explores different perspectives on healthy lifestyle choices in discussion, in discussion board posts and in screenplay.

* LS 6.3

Understands that speakers use language structures and conventions to influence audiences and experiments with these during presentation and during screenplay to achieve particular effects.

* LS 6.4

Controls a wide range of strategies and uses them to achieve specific effects.

**English: Writing**

**The student:**

Writes with a clear sense of purpose and structure, exploring different perspectives, experimenting with language conventions and varying their expression to enhance effect and to meet the expectations of different audiences; and uses appropriate strategies to evaluate and review their writing.

* W 6.1

Writes with a clear sense of purpose and structure and explores different perspectives when writing detailed information and ideas or different audiences.

* W 6.2

Controls writing and varies expression to enhance the effect and to meet the expectations of different audiences, purposes and contexts.

* W 6.3

Uses and experiments with a range of language structures and features to meet the expectations of different audiences and purposes.

* W 6.4

Controls a wide range of strategies and applies them to shape their writing.

**Health and Physical Education:**

**Knowledge and Understandings -** *Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle***.**

**The student:**

* Takes positive actions to enhance good personal health
* Can identify factors that upset the balance between physical, emotional, social and mental aspects of health
* Takes positive actions to enhance the dimensions of health

**Self-management Skills –** *Students demonstrate self-management skills, which enable them to make informed decisions for healthy, active lifestyles.*

**The student:**

* Can incorporate Plan A and Plan B in your action plan
* Develop ways to reflect and evaluate

**Interpersonal Skills –** *Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.*

**The student:**

* Appropriately communicates in groups
* Makes clear, reasoned statements
* Contributes to group cohesiveness
* Identifies appropriate ways to seek help and support

**Society and Environment: Investigate, Communicate and Participate**

**The student:**

Formulates hypothesis for the investigation, identifying main aspects to be considered while deciding on appropriate resources. They justify conclusions by examining the available evidence and evaluating decisions.

* ICP 6.1

Analyses the investigation and task requirements while using social and environmental conceptual understandings to identify the main aspects to be considered.

* ICP 6.4

When communicating findings develops conclusions, justifies personal stances by discussing logically and considering viewpoints and evidence presented by others.

**Technology and Enterprise: Technology Skills**

**The student:**

Selects techniques, procedures and resources while organising and using available tools and equipment efficiently, to effectively meet the requirements of the task.

* TS 6.1

Selects and organises resources, considering the requirements of the task, when creating and modifying technologies.

* TS 6.2

Understands, selects and safely applies operational procedures to efficiently achieve defined standards of quality when using appropriate applications.

* TS 6.3

Selects techniques to manipulate resources efficiently to achieve quality and safety when creating and modifying technologies.

**The Arts: Arts Ideas**

**The student:**

Develops and presents screenplay for specific purpose and audience, choosing from a wide range of ideas and issues related to healthy lifestyle choices with reference to past and contemporary forms and practices.

* ASP 6

Applies arts skills, techniques, technologies and processes to specific styles and forms in the development and presentation of arts works.

#### DRAMA

**Creating:** Students integrate elements, concepts and materials to structure their own drama, using extended roles/characters and dramatic action, drawing on a range of forms, conventions and styles, with detailed knowledge of some of them. They extend given structures and combine the ideas from known forms, structures, conventions and traditions with their own to create new drama that incorporates sophisticated and/or abstract ideas. They use specific drama terminology effectively.

**Exploring:** Students research a wide range of sources to inform their drama and use the information gained to explore the influence of other artists, styles and conventions. They experiment with these to find new ways of communicating their ideas.

**Developing:** Students develop and refine their drama processes, extending given structures individually or collaboratively to find solutions to a range of problems.

**Presenting:** Students present their drama for a wide variety of purposes, audiences and performance spaces. They plan for a range of performance variables and show initiative in applying known processes to modify preparation, organisation and performance in response to particular audiences.

#### MEDIA

**Creating:** Students integrate elements of media: media forms, media codes and conventions, narrative and genre, concepts and materials to structure their own media works. They extend given structures and use the ideas from known forms, structures and conventions to create new media works that incorporate sophisticated and/or abstract ideas. They use specific media terminology effectively.

**Exploring:** Students explore and experiment with codes and conventions through processes of selection, omission and emphasis to demonstrate their understanding of how values and viewpoints can be constructed. They experiment with these to find new ways of communicating their ideas.

**Developing:** Students develop and refine their media works individually or collaboratively, extending given structures to find solutions to a range of problems.

**Presenting:** Students plan media presentations for a wide range of purposes and audiences. They present detailed design proposals, scripts and plans and show initiative in applying known processes to modify their media for particular audiences.

**Assessment: The indicators identified may be used to develop assessment checklists, matrixes, rubrics etc. Depending on focus and level of student development, teachers may choose some or all of the outcomes identified**

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| --- | --- |
| **Assessment Item** | **Outcomes** |
| PowerPoint Presentation | **English: Listening and Speaking**  **LS 6.1**  **The student:**   * Processes ideas and information with regard to chosen food items. * Conveys detailed information about food items researched.   **LS 6.3**  **The student:**   * Understands that speakers use language structures and conventions to influence audiences. * Experiments with language structures and conventions during presentations to achieve particular effects.   **LS 6.4**  **The student:**   * Uses language structures and conventions to influence audiences and achieve particular effects. * manages a wide range of registers and adapts volume, pace, intonation and gesture to suit the needs of the audience. * recognises the importance of introducing and concluding presentations, using staging cues such as ‘firstly’ or ‘finally’ to help others to follow their train of thought.   **English: Writing**  **W 6.1**  **The student:**   * Writes with a clear sense of purpose and structure, exploring identified food items. * Uses a range of text types to draw conclusions about food items.   **W 6.2**  **The student**   * Controls writing and varies expression to enhance the effect and to meet the expectations of audience. * produces a presentation that conveys a clear sense of purpose which is structured around identified food items. * Provides supporting information to convey information about food items. * Orients readers appropriately and succinctly, sustaining appropriate tone and authorial position throughout presentation. * predicts some of the characteristics and expectations of particular audiences, adjusting presentation to suit the needs of the audience. * modifies presentation, experimenting with content and style with the aim of informing the audience.   **W 6.3**  **The student**   * uses and experiments with a range of language structures and features to suit the audience and purpose of presentation. * experiments with vocabulary and phrasing in an attempt to enhance originality, variety or accuracy. * uses a variety of simple, compound and complex sentences to produce fluent and succinct writing. * achieves textual coherence through appropriate use of transitions and cohesive ties such as ‘similarly’, ‘finally’, ‘however’ and ‘furthermore’.   **W 6.4**  **The student**   * controls a range of strategies and applies them to shape a presentation that is succinct and informative. * considers the purpose and audience of presentation, applying and manipulating elements to achieve the desired effect. * uses pre-writing processes to generate ideas and information for food items. * Revises and edits presentation for clarity and variety, and for appropriateness of presentation purpose. |
| Plan of Action | **Health and Physical Education:**  **Knowledge and Understandings**  **The student:**   * Knows and understands health and physical activity concepts that enable informed decisions for a healthy, active lifestyle**.** * Identifies healthy and unhealthy lifestyle choices and takes positive actions to enhance good personal health * Identify factors that upset the balance between physical, emotional, social and mental aspects of health   **Self-management Skills**  **The student:**   * Demonstrates self-management skills, which enable them to make informed decisions for healthy, active lifestyles. * Evaluates lifestyle choices to develop positive steps and formulate a action plans. * Identifies and develops ways to reflect and evaluate. |
| Script | **Society and Environment: Investigate, Communicate and Participate**  **ICP 6.1**  **The student:**   * formulates script, collaborating with others and sharing ideas and information to develop and intended direction of script. * decides on the aspects that need to be considered to ensure screenplay achieves purpose of the script.   **ICP 6.4**  **The student:**   * justifies personal stance through discussion of relevant points identified throughout the investigation such as plan of action, their understanding of healthy and unhealthy lifestyle choices etc. * empathises with others which translates into an appropriate script that communicates messages about health and wellbeing. |
| Screenplay | **Technology and Enterprise: Technology Skills**  **TS 6.1**  **The student:**   * independently organises the required resources by considering the requirements of their script, design and purpose of screenplay. * works efficiently, collaborating and sharing ideas and using appropriate resources. * organises time effectively, recognising strategies to organise resources and enable efficient completion of the task, ensuring production plans and deadlines are met.   **TS 6.2**  **The student:**   * understands, selects and applies resources and operational procedures to efficiently achieve a good quality screenplay. * Applies complex processes and strategies to ensure technology is used efficiently and effectively. * Applies appropriate operational procedures when using technology enabling them to meet the requirements of the task and purpose of their design for the screenplay.   **TS 6.3**  **The student:**   * Applies techniques to efficiently manipulate technology when creating screenplay. * develops practices for the safe, efficient use of these technology. * Begins to transfer skills and practices between technologies.   Physical Education  **Interpersonal Skills**  **The student**   * demonstrates the interpersonal skills necessary for effective relationships and healthy, active lifestyles. * Appropriately communicates in groups. * Makes clear, reasoned statements, which respect the position of group members. * Contributes to group cohesiveness. * Identifies appropriate ways to seek help and support.   The Arts: Arts Ideas  ASP 6  **The student:**   * integrates elements, concepts and materials to structure their screenplay, using extended roles/characters and dramatic action, and drawing on a range of forms, conventions and styles to convey messages of health and wellbeing * researches a range of sources to inform their screenplay, experimenting with these to find new ways of communicating messages of health and wellbeing. * presents their screenplay with the view of reaching a variety of audiences. * Plans for a range of performance variables and shows initiative in applying known processes to modify preparation, organisation and performance in response to audience requirements. * integrates elements of media: media forms, media codes and conventions, narrative and genre, concepts and materials when editing their screenplay. * explores and experiments with codes and conventions through processes of selection, omission and emphasis to demonstrate their values and viewpoints with regard to health and wellbeing. * experiments with codes and conventions to find new ways of communicating healthy lifestyle choices. |