

# Activity 5: Sample response

## Coverage of learning goals

It is important students are provided with sufficient opportunities to work towards all of their learning goals selected from the *Guideline for individual learning* (GIL). Mapping the learning goals that will be covered in each unit of work is one way of ensuring that students are provided with a range of teaching and learning experiences in which to work towards all of their learning goals.

Below is an example of how to check the coverage of learning goals across a number of units of work. The selected curriculum organisers, learning focuses and learning goals align with Case study 1 from the sample response to Activity 3. The unit overviews have been taken from the sample response to Activity 4.

This mapping exercise indicates that all of the learning goals from the student's QCIA curriculum plan have been covered across the four units of work. However, it is important to consider whether the student has been provided with enough opportunities to work towards each learning goal, particularly those that are only covered in a single unit of work. More units of work may need to be developed to provide further opportunities for the student to work towards their learning goals.

			Unit 1	Unit 2	Unit 3	Unit 4
			<b>Context:</b> In this unit students will investigate the importance of budgeting and saving in order to meet needs, satisfy wants and determine standard of living. Students explore what they consume and what influences their decisions to buy various goods and services. They will develop a personal budget in order to save money to attend an event or purchase a desired item.	<b>Context:</b> In this unit students will investigate the personal qualities and skills employees need for the workforce and develop skills that will help them deal with different workplace structures and relationships. Students explore a range of workplace environments and practise strategies for being an effective member of the workforce. Where appropriate, students will identify strategies for investigating employment opportunities post-school.	<b>Context:</b> In this unit students will investigate why knowledge of the law is necessary in order to operate effectively as a member of society. They will explore their legal rights and responsibilities, including consequences of breaking the law.	In this unit students will investigate the importance of leisure and recreation in maintaining health and wellbeing and develop skills that will help them pursue appropriate leisure and recreation activities at school and throughout their adult lives. Students explore the leisure and recreation activities available in their local community, including ease of access, time factors and costs for participating. They participate in their preferred community-based leisure and recreation activities and where possible, identify strategies for continuing preferred activities post-school.
Curriculum organiser	Learning focuses	Learning goals	✓	✓	✓	✓
			✓	✓	✓	✓
Communication and technologies	<ul style="list-style-type: none"> <li>Language comprehension               <ul style="list-style-type: none"> <li>Listening</li> </ul> </li> <li>Language use               <ul style="list-style-type: none"> <li>Communicating behaviours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to one- and two-step instructions.</li> <li>Listen to and comprehend information presented in spoken texts and texts read aloud.</li> <li>Use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently ... to:               <ul style="list-style-type: none"> <li>comment on people, events and objects in the past, present and future and to ask questions</li> <li>convey knowledge about learning area topics.</li> </ul> </li> </ul>	✓	✓	✓	✓
			✓	✓	✓	✓
Community, citizenship and the environment	<ul style="list-style-type: none"> <li>Places, environments and people               <ul style="list-style-type: none"> <li>Location</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explain directions using maps and diagrams of familiar locations and places.</li> </ul>		✓		✓

<b>Leisure and recreation</b>	<ul style="list-style-type: none"> <li>Preferred leisure and recreation activities               <ul style="list-style-type: none"> <li>Identifying preferences</li> <li>Participating in activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify interests in particular physical, artistic and cultural activities.</li> <li>Identify and take up opportunities to access local community resources that support participation in physical and health-related activities.</li> <li>Identify and take up opportunities to access local community resources that support participation in artistic and cultural activities.</li> <li>Share dance, drama or music with peers to communicate emotions, experiences, ideas and stories.</li> </ul>	✓			✓	
						✓	
							✓
							✓
<b>Personal and living dimensions</b>	<ul style="list-style-type: none"> <li>Health and wellbeing               <ul style="list-style-type: none"> <li>Understanding and managing emotions</li> <li>Interacting with others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies to manage and moderate emotions in increasingly unfamiliar situations</li> <li>Practise personal and social skills to interact with and include others</li> <li>Describe characteristics of cooperative behaviour and identify evidence of these in group activities.</li> </ul>		✓	✓	✓	
				✓		✓	
	<ul style="list-style-type: none"> <li>Everyday numeracy skills               <ul style="list-style-type: none"> <li>Applying concepts of time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise that time is used to organise and describe daily events, e.g. 'before' and 'after'; 'earlier' and 'later'; 'day' and 'night'; 'yesterday', 'today' and 'tomorrow'.</li> <li>Read digital and analogue clocks to the hour, half-hour, quarter-hour and minute.</li> <li>Interpret and use timetables to explain travel options.</li> </ul>	✓	✓		✓	
	<ul style="list-style-type: none"> <li>Using money</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use combinations of coins and notes for simple purchases.</li> </ul>	✓			✓	
<b>Vocational and transition activities</b>	<ul style="list-style-type: none"> <li>Post-school pathways               <ul style="list-style-type: none"> <li>Vocational and transition options</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participate in different vocational and transition options, such as volunteering, supported employment, community participation, simulated work environments.</li> <li>Engage in and reflect on support work and community placements</li> <li>Identify and access agencies that provide information, products and services that support transition to life beyond school.</li> </ul>		✓		✓	
	<ul style="list-style-type: none"> <li>Accessing local and community resources</li> </ul>			✓		✓	
	<ul style="list-style-type: none"> <li>Skills for life beyond school               <ul style="list-style-type: none"> <li>Skills for managing self and others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversation with others and maintain comfortable eye contact.</li> </ul>	✓	✓	✓	✓	
	<ul style="list-style-type: none"> <li>Independence skills</li> </ul>	<ul style="list-style-type: none"> <li>Identify and practise strategies to complete tasks.</li> </ul>	✓	✓	✓	✓	