**Examples of learning intentions and success criteria**

**Example – VCE Physics**

**Aspect of Australian Curriculum**:

Explain the concepts of proper time (*t*o) and proper length (*L*o) as quantities that are measured in the frame of reference in which objects are at rest

**We Are Learning To (WALT)….**

* Use our understanding of the Lorentz Factor to determine the time dilation in different frames of reference.

**So That…**

* So that we can determine changes in experienced time for moving objects

**I can……**……….

* Use appropriate formula to determine values for the Lorentz Factor given the velocity in that frame of reference.
* Use appropriate formula to determine proper time.

t= Yt0

**Example – VCE English**

**Unit 3 Outcome 1**:

Explain the concepts of proper time (*t*o) and proper length (*L*o) as quantities that are measured in the frame of reference in which objects are at rest

**We Are Learning To (WALT)….**

* Critically analyse texts and the ways in which authors construct meaning.

**So That…**

* we may learn from texts and expand our thinking about our own lives

**I can…………….**

* Identify the structures, features and conventions used by authors to construct meaning in a range of literary texts
* Discuss these structures, features and conventions in a formal piece of writing
* Develop strategies and techniques for constructing a supported analysis of a text, including a knowledge of the metalanguage appropriate to the analysis and to the text type

**Example – Maths**

**We Are Learning To (WALT)….**

* Add fractions and use appropriate mathematical language

**I can……**……….

* make the denominator in each fraction the same by finding a common multiple
* multiply each numerator by the same number you have multiplied the denominator by
* add the numerators
* if the numerator is bigger than the denominator, then change into a mixed number

**Example - Science**

**We Are Learning To (WALT)….**

* Identify the seven characteristics of life are.

**I can……**……….

* State the seven characteristics of life as being movement, respiration, growth, reproduction, excretion and nutrition
* Use the mnemonic “Mr. Gren” to remember any characteristics I have forgotten.

**Example - VCE Physical Education**

**We Are Learning To (WALT)….**

(Derived from Unit 3 Outcome 2)

Identify and describe the many contributing factors to fatigue as well as recovery strategies used to return to pre-exercise conditions and promote optimal performance.

**So that…..**

* Athletes are able to identify fatigue mechanisms and apply appropriate recovery strategies to enhance performance.

**I can……**………. (Derived from Unit 3 Outcome 2)

* Explain how the multi-factorial mechanisms (including fuel depletion, metabolic by-products and thermoregulation) associated with muscular fatigue affects performance.
* Explain passive and active recovery methods to assist in returning the body to pre-exercise levels.
* Compare and contrast suitable recovery strategies used to counteract fatigue mechanisms.

**Example – Science (Level 7)**

**We Are Learning To (WALT)….**

To write a procedural (context: a science experiment)

(Linked to the Achievement Standard: To communicate my ideas, methods and findings using scientific language and procedures)

**I can……**……….

* Write an introduction that explains the purpose of the experiment
* Write a hypothesis predicting possible outcomes
* List the equipment to be used
* Write a step-by-step explanation, clearly labelled in sequential order
* Include a results section (table / diagram)
* A conclusion that includes what was observed, and whether or not the hypothesis was proven

**Example - Maths (Level 7)**

**We Are Learning To (WALT)….**

To [calculate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Calculate) mean, mode, median and range for data sets (from achievement standard)

**I can……**……….

* Calculate the mode by finding the most common value
* Calculate the range by taking the smallest value from the largest value
* Calculate the median by writing all the data in a list from smallest to largest and then crossing off one value from each end until you are left with the mid-point (if you are left with two values, the mid-point is the number half way between them). The mid point is the median.
* Calculate the mean by finding the total of all the values in the set of data and dividing it by the number of values there.

**Example 4 - Music**

**We Are Learning To (WALT)….**

* to recognise diatonic chords and compose a chord progression using diatonic chords

**I can……**……….

* recognise aurally the quality of diatonic chords - major and minor
* play diatonic chords in isolation
* explain the pattern of chords in a major scale and can compose a progression of chords using these diatonic chords
* notate this chord progression using the scale degree note and chord quality using a chord chart.

**Example - Physical Education (Level 7/8)**

**We Are Learning To (WALT)….**

* perform a lay-up (linked to the achievement standard of [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) control and accuracy when performing specialised movement skills)

**I can……**……….

* Jump off the opposite foot to the hand laying up the ball
* Drive the leg on the same side as the hand laying up the ball
* Picked the ball up from the dribble towards the top of the chest and past the forehead
* Separate the two hands with the inside arm extending to protect the body and ball from defenders to the front and side.
* Fully extend the shooting arm pushing through the ball and finishing with a flick of the wrist