



# Teacher Guidelines – Year 3

## Assessment Portfolio: About me and my community

### Assessment Description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian Curriculum achievement standards for English, Mathematics, HASS and HPE. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

### The Stage 1: Desired results

Achievement standard
<b>English</b>
Students: <b>Receptive modes</b> <ul style="list-style-type: none"><li>• understand how content can be organised using different text structures depending on the purpose of the text</li><li>• understand how language features, images and vocabulary choices are used for different effects</li><li>• listen to others' views and respond appropriately using interaction skills</li></ul> <b>Productive modes</b> <ul style="list-style-type: none"><li>• understand how language features are used to link and sequence ideas</li><li>• understand how language can be used to express feelings and opinions on topics</li><li>• texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters</li><li>• create a range of texts for familiar and unfamiliar audiences</li><li>• contribute actively to class and group discussions, asking questions, providing useful feedback and making presentation</li><li>• demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing</li><li>• use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately</li><li>• re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning</li><li>• write using joined letters that are accurately formed and consistent in size.</li></ul>
<b>Mathematics</b>
Students: <ul style="list-style-type: none"><li>• recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication</li><li>• model and represent unit fractions</li><li>• represent money values in various ways</li><li>• match positions on maps with given information</li><li>• interpret and compare data displays</li><li>• continue number patterns involving addition and subtraction.</li><li>• conduct simple data investigations for categorical variables.</li></ul>
<b>HASS</b>
Students: <ul style="list-style-type: none"><li>• identify connections between people and the characteristics of places</li><li>• explain the role of rules in their community and the importance of making decisions democratically</li><li>• They explain how and why people participate in and contribute to their communities</li></ul>

- pose questions and locate and collect information from sources, including observations, to answer these questions
- examine information to identify a point of view and interpret data to identify and describe simple distributions.
- draw simple conclusions and share their views on an issue
- Record and represent data in different formats, including labelled maps
- reflect on their learning to suggest individual action in response to an issue or challenge
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

### Health and Physical Education

Students:

- identify influences that strengthen identities
- describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity
- apply strategies for working cooperatively and apply rules fairly
- select strategies that help them stay safe, healthy

Source: ACARA, The Australian Curriculum v8.3, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

### Transfer

Students will be able to independently use their learning to:

- value diversity in their school and community
- be fair, follow rules and be responsible
- appreciate the services available to them in the community
- make informed choices about spending, saving and sharing
- contribute to their local community

### Meaning

**Students will understand that:**

- respect, empathy and valuing diversity benefits everyone
- fair isn't always equal.
- fairness is good for everyone
- rules protect people's right and rely on people meeting their responsibilities
- the collective good relies on people being honest and meeting their responsibilities
- local governments provide many goods and services needed by communities
- saving money for big things in the future can be better than spending small amounts of money all the time – "short term pain for long term gain".
- they can contribute to their local community.

**Essential Questions**

- What is my identity and where do I belong?
- Is fair always equal?
- What are potential consequences for actions (good and bad)?
- How do people benefit from and contribute to their communities?
- What services do I use and who provides them?
- Why is saving a good idea?
- How can I help my community become a better place?

### Acquisition

**Students will know:**

- their identity and the groups and places they belong to
- everyone is different but also has things in common
- strategies to improve safety and wellbeing
- the difference between equality and equity
- all children in the world have the same rights
- rules protect people's rights and with rights come responsibilities
- actions have a range of consequences, both good and bad and they can choose how they act
- the range of services provided by governments
- the benefits of saving and the short-term costs involved
- the importance of making decisions democratically
- what they can do to contribute to their community

**Students will be skilled at:**

- selecting and justifying strategies for sharing limited resources in different situations
- using strategies to improve safety and wellbeing of themselves and others
- making informed decisions by weighing up the costs and benefits, both individually and collaboratively
- distinguishing between fair and unfair situations and identifying ways to manage unfair situations
- applying mathematical understanding and reasoning to practical or real-world situations
- developing persuasive and informative texts
- reflecting on their role as community members and taking action to contribute to their community

## Stage 2: Assessment Evidence

Topic	Activity	Product
Topic 1: Belonging and inclusion	Activity 2: Understanding identity – Who am I? Activity 4: identifying groups and places I belong- - Personal response	<b>Who am I template:</b> Students use words, pictures, symbols or drawings to describe identity <b>Personal response:</b> Students identify and illustrate the groups and places to which they belong
Topic 2: Fairness and equity	Activity 4: Distributing resources – Group problem solving Activity 5: Visualising fair – Fraction bars Activity 8: Making unfair situations fair – Journal entry	<b>Worksheet:</b> Students complete a worksheet showing how to represent money amounts in different ways <b>Fraction bars template:</b> Students complete fraction bars to describe a sharing situation and explain the difference between fair and equal <b>Think Board</b> – Students represent the same number in different ways <b>Journal entry:</b> Students write a journal entry to recount an unfair situation and to decide how a different outcome may have been achieved
Topic 3: Rights, rules and responsibilities	Activity 3: Extension – Poster Activity 5: Choosing actions – Justifying choices Activity 7: Rules in the community – What if?	<b>Poster:</b> Students create a poster showing the action people can take to protect their rights to health and safety <b>Justified decision:</b> Students consider a scenario, identify possible actions and decide and justify on an action <b>Written explanation:</b> Students explain why rules exist and why they are important
Topic 4: Government Services in our Community	Activity 3: My day using services – A storyboard Activity 5: Resources in my community – Individual response Activity 6: Government decisions – Problem solving	<b>Storyboard:</b> Students illustrate through words and pictures the services they use <b>Grid map with landmarks and written answers:</b> Students find as many services as they can on a map and provide additional information such as their location, distribution and purpose <b>Worksheet:</b> Students complete a worksheet to make a decision on how many floors the council should add to its building to meet its growing needs
Topic 5: Savings and Budget	Activity 6: Budgets – Estimating and calculating Activity 7: The benefits of saving – Designing an advertisement	<b>Budget scenarios:</b> Students apply place value to complete budget scenarios <b>Print advertisement:</b> Students deconstruct advertisements and collaboratively create and advertisement convincing young people to save
Topic 6: Improving my Community	Activity 1: Introduction – Vote with your feet Activity 3: Our project – Letter writing Activity 5: My contribution – Deciding what, why and how Activity 6: Reflection – Presentation	<b>Data investigation:</b> Students design and conduct an investigation and represent and interpret the results. They use their findings to make decisions. <b>Written letter:</b> Students write to the local council persuading it to provide a particular service <b>A plan for action:</b> Students identify something they can do to support their school community, execute their plan and reflect on it <b>Presentation:</b> Students present their plans, actions and reflection with parents

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

## **Judgements about performance**

When making judgments about evidence of student performance, teachers are advised to use the assessment rubrics.

## **Stage 3: Learning plan**

The content descriptions that teachers may include in their teaching programs can be drawn from the mapping documents. These include links to the general capabilities.

Unit mapping – includes all topics

Topic 1 mapping

Topic 2 mapping

Topic 3 mapping

Topic 4 mapping

Topic 5 mapping

Topic 6 mapping