

# 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 v.9 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>
<p>Students:</p> <ul style="list-style-type: none"><li>• interact with others, and listen to and create spoken and/or multimodal texts including stories</li><li>• relate ideas; express opinion, preferences; and include relevant details from learnt topics or texts</li><li>• group, logically sequence and link ideas</li><li>• use language features including topic-specific vocabulary, and/or visual features and features of voice</li><li>• read, view and comprehend texts, recognising their purpose and audience</li><li>• identify literal meaning</li><li>• describe how texts are structured and presented</li><li>• describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning</li><li>• create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts</li><li>• use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features</li><li>• write texts using letters that are accurately formed and consistent in size</li><li>• spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words</li></ul>
<b>Mathematics</b>
<p>Students:</p> <ul style="list-style-type: none"><li>• extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers</li><li>• use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies</li><li>• represent unit fractions and their multiples in different ways</li><li>• make estimates and determine the reasonableness of financial and other calculations</li><li>• find unknown values in number sentences involving addition and subtraction</li><li>• represent money values in different ways</li><li>• interpret and create two-dimensional representations of familiar environments</li><li>• conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context</li><li>• record, represent and compare data they have collected</li></ul>
<b>HASS</b>
<p>Students:</p> <ul style="list-style-type: none"><li>• identify connections of people to places</li><li>• describe the importance of rules and people's contributions to communities</li><li>• develop questions and locate, collect and record information and data from different sources</li><li>• interpret information and data in different formats</li><li>• analyse information and data to identify perspectives and they draw conclusions</li></ul>

- propose actions or responses
- use subject-specific terms to present descriptions and explanations

## Health and Physical Education

Students:

- identify influences that strengthen identities
- apply skills and strategies to interact respectfully with others
- describe the influences that inclusion have on choices and actions
- describe and apply strategies to keep themselves and others safe
- apply strategies to enhance their own and others' health, safety

Source: ACARA, The Australian Curriculum v.9, <https://v9.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 6: Extension: Think Board 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 1: Introduction – Callington’s life Activity 3: My day using services – A storyboard Activity 5: Resources in my community – Individual response Activity 6: Government decisions – Problem solving	<b>Observation record:</b> Students listen to and comprehend the story: A week in the life of Callington <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	Activity	Product
Topic 6: Improving my Community	Activity 1: Introduction – Vote with your feet Activity 3: Our project – Letter writing Activity 4: What might others need? – A give and take of diversity Activity 5: My contribution – Deciding what, why and how Activity 6: Reflection – Presentation	<p><b>Data investigation:</b> Students design and conduct an investigation and represent and interpret the results. They use their findings to make decisions.</p> <p><b>Written letter:</b> Students write to the local council persuading it to provide a particular service</p> <p><b>Scenarios worksheet:</b> Students decide what people in different scenarios might need or want in order to feel they belong to the community</p> <p><b>A plan for action:</b> Students identify something they can do to support their school community, execute their plan and reflect on it</p> <p><b>Presentation:</b> Students present their plans, actions and reflection with parents</p>

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 and general capabilities that teachers may include in their teaching programs can be drawn from the linked curriculum mapping documents on each topic page.

[Topic 1](#)

[Topic 2](#)

[Topic 3](#)

[Topic 4](#)

[Topic 5](#)

[Topic 6](#)