

Teacher Guidelines – Year 4

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

English

Students:

- interact with others, and listen to and create spoken and/or multimodal texts including stories
- share and extend ideas, opinions and information with audiences, using relevant details from learnt topics or texts
- use text structures to organise and link ideas
- use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice
- read, view and comprehend texts created to inform, influence and/or engage audiences
- describe the characteristic features of different text structures
- describe how language features including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts
- create written and/or multimodal texts including stories or purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts
- use paragraphs to organise and link ideas
- use language features including complex sentences, topic specific vocabulary and literary devices, and/or visual features
- write texts using clearly formed letters with developing fluency
- spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge

Mathematics

Students:

- use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting the results in terms of the situation
- use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently
- choose rounding and estimation strategies to determine whether results of calculations are reasonable
- recognise equivalent fractions and make connections between fraction and decimal notations
- count and represent fractions on a number line
- find unknown values in numerical equations involving addition and subtraction
- create and interpret grid references
- create many-to-one data displays, assess the suitability of displays for representing data
- They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context

HASS

Students:

- describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity
- develop questions and locate, collect and record information and data from a range of sources and formats
- interpret and analyse information and data to identify perspectives, and draw conclusions
- propose considered actions or responses
- use ideas from sources and relevant subject-specific terms to present descriptions and explanations

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 and active

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 3: 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 | Who am I template: Students use words, pictures, symbols or drawings to describe identity Personal response: 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 | Worksheet: Students complete a worksheet showing how to represent money amounts in different ways Fraction bars template: Students complete fraction bars to describe a sharing situation and explain the difference between fair and equal Think Board – Students represent the same number in different ways Journal entry: 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? | Poster: Students create a poster showing the action people can take to protect their rights to health and safety Justified decision: Students consider a scenario, identify possible actions and decide and justify on an action Written explanation: 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 | Observation record: Students listen to and comprehend the story: A week in the life of Callington Storyboard: Students illustrate through words and pictures the services they use Grid map with landmarks and written answers: Students find as many services as they can on a map and provide additional information such as their location, distribution and purpose Worksheet: 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 | Activity | Product |
|---------------------------------|--|---|
| Topic 5: Savings and Budget | Activity 6: Budgets – Estimating and calculating Activity 7: The benefits of saving – Designing an advertisement | Budget scenarios: Students apply place value to complete budget scenarios Print advertisement: 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 4: What might other need? – A give and take of diversity Activity 5: My contribution – Deciding what, why and how Activity 6: Reflection – Presentation | Data investigation: Students design and conduct an investigation and represent and interpret the results. They use their findings to make decisions. Written letter: Students write to the local council persuading it to provide a particular service Scenarios worksheet: Students decide what people in different scenarios might need or want in order to feel they belong to the community A plan for action: Students identify something they can do to support their school community, execute their plan and reflect on it Presentation: 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 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](#)