

# Teacher Guidelines – Year 1

## Assessment Portfolio: A World Where I Know How to Share

### 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, HPE and/or The Arts. 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.

### Stage 1: Desired results

Achievement standard
<b>English</b>
Students: Receptive modes <ul style="list-style-type: none"><li>• read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images</li><li>• listen to others when taking part in conversations, using appropriate language features and interaction skills</li></ul> Productive modes <ul style="list-style-type: none"><li>• create texts that show understanding of the connection between writing, speech and images</li><li>• create short texts for a small range of purposes</li><li>• interact in pair, group and class discussions, taking turns when responding</li><li>• make short presentations on familiar topics</li><li>• provide details about ideas or events when writing</li><li>• accurately spell high-frequency words and words with regular spelling patterns</li><li>• use capital letters and full stops and correctly form all upper- and lower-case letters.</li></ul>
<b>Mathematics</b>
Students: <ul style="list-style-type: none"><li>• describe number sequences resulting from skip counting by 2s, 5s and 10s</li><li>• recognise Australian coins according to their value</li><li>• carry out simple additions and subtractions using counting strategies</li><li>• continue simple patterns involving numbers collect data by asking questions, draw simple data displays and make simple inferences.</li></ul>
<b>Health and Physical Education</b>
Students: <ul style="list-style-type: none"><li>• identify how emotional responses impact on others' feelings</li><li>• describe how to keep themselves and others healthy, safe</li><li>• demonstrate positive ways to interact with others.</li></ul>
<b>The Arts</b>
Students: <ul style="list-style-type: none"><li>• make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</li><li>• describe artworks they make</li></ul>

- Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

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:

- be fair, be kind and respect others
- follow rules and be responsible
- make considered choices about spending, saving and sharing
- contribute to their classroom community

## Meaning

### Students will understand that:

- fairness and sharing are good for everyone.
- their community shares
- rules protect their rights and the rights of others
- they have a responsibility to follow rules.
- they can choose to spend or save but to buy what they want, they may need to save
- they can contribute to their classroom community by behaving respectfully and following rules.

### Essential Questions

- What is fairness and what does it look like?
- How do I choose to share?
- How is a world without sharing different from a world with sharing?
- Why are rules and responsibilities important?
- Why should I choose to save?
- How do I contribute to our classroom community?

## Acquisition

### Students will know:

- the difference between fair and unfair and what actions are needed to make unfair situations fair
- the difference between fair sharing and equal sharing
- how the sharing of resources nurtures their community and world
- the different ways that people in the classroom share, and the importance of sharing to them
- how classroom rules help all students to be safe, happy and learn
- the difference between spending and saving money
- how responsible students behave to support their classroom and community.

### Students will be skilled at:

- recognising fair and unfair situations, how these situations make people feel and what actions they can take to be fair
- modelling sharing in practical situations and making choices on how to share limited resources
- applying mathematical understanding and reasoning to practical or real-world situations
- making connections between rules and responsibilities
- making informed decisions by weighing up the pros and cons of different choices
- collecting and representing data to draw conclusions
- communicating their experiences and views about values in a range of forms.

## Stage 2: Assessment Evidence

Topic	Activity	Product
<b>Topic 1:</b> Fairness	Activity 5: Unfair Situations – Role play Activity 6: Reflection – Freeze Frame and Thought Tracking	<b>Observation record:</b> Observations of students as they interact, communicate and work collaboratively  <b>Annotated photographs:</b> Students role play an unfair situation and freeze when asked. They annotate their freeze frames revealing thoughts and feelings of characters
<b>Topic 2:</b> Sharing is a Choice	Activity 4: Sharing preferences – Individual T Charts and group problem-solving Activity 5: Reflection - Class pictograph and ten frame sharing	<b>Individual T Chart:</b> Students complete a T Chart of what sharing looks like and feels like to them  <b>Ten Frame templates:</b> Students count, and show fair and unfair sharing scenarios using 10 frames
<b>Topic 3:</b> A World with or Without Sharing	Activity 5: A School Without Sharing – Individual Literary Response	<b>Storyboard:</b> Students create A School Without Sharing” storyboard, using a repetitive noun and verb sentence structure
<b>Topic 4:</b> Rules and Responsibilities in the Classroom	Activity 2: Classroom Rules – Student Illustrations. Activity 3: A Classroom Without Rules – Sentence Construction	<b>Poster:</b> Students illustrate what a classroom rule “looks like” and writes a matching sentence  <b>Observation record:</b> Students read aloud their group’s story of a classroom with rules
<b>Topic 5:</b> Spending and Saving for Needs and Wants	Activity 7: Reflection – Collecting and displaying data	<b>Skip counting worksheet:</b> Students skip count to find missing numbers in a sequence and identify and order Australian coins  <b>Spend or save survey:</b> Students collect data and create and interpret a pictograph of the class spending and saving preferences
<b>Topic 6:</b> How I Contribute to my Classroom Community	Activity 2: Demonstrating Learning –Performances Activity 3: Documenting Learning – Construction of Class Big Book Activity 4: Celebrating learning	<b>Photographs and written descriptions:</b> Students describe photographed actions of a value or responsibility  <b>Presentation:</b> Students present their descriptions to peers, parents and community members

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