



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 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:

Receptive modes

- understand that texts have different text structures depending on purpose and context
- explain how language features, images and vocabulary are used to engage the interest of audiences
- listen for and share key points in discussions.

Productive modes

- use language features to create coherence and add detail to their texts
- understand how to express an opinion based on information in a text
- create texts that show understanding of how images and detail can be used to extend key ideas
- create structured texts to explain ideas for different audiences.
- make presentations and contribute actively to class and group discussions, varying language according to context
- demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Mathematics

Students:

- choose appropriate strategies for calculations involving multiplication and division
- recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places
- solve simple purchasing problems
- describe number patterns resulting from multiplication.
- interpret information contained in maps
- describe different methods for data collection and representation, and evaluate their effectiveness
- locate familiar fractions on a number line
- continue number sequences involving multiples of single-digit numbers
- construct data displays from given or collected data.

HASS

Students:

- identify structures that support their local community and recognise the importance of laws in society.
- describe factors that shape a person's identity and sense of belonging
- develop questions to investigate
- locate and collect information and data from different sources, including observations
- interpret data and information to identify and describe distributions and simple patterns and draw conclusions
- share their points of view, respecting the views of others.

- sort, record and represent data in different formats, including large-scale maps
- reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action
- present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

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

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 laws exist and why they are important
Topic 4: Government Services in our Community	Activity 3: My day using services – A storyboard Activity 4: Government services - Categorising Activity 5: Resources in my community – Individual response Activity 6: Government decisions – Problem solving	Storyboard: Students illustrate through words and pictures the services they use Photographic evidence: Students collaboratively categorise a range of local government services 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 5: Savings and Budget	Activity 6: Budgets – Estimating and calculating Activity 7: The benefits of saving – Designing an advertisement	Budget scenarios: Students complete each budget scenario Print advertisement: Students create an advertisement to convince young people to save
Topic 6: Improving my Community	Activity 3: Our project – Letter writing Activity 5: My contribution – Deciding what, why and how Activity 6: Reflection – Presentation	Written letter: Students write to the local council persuading it to provide a particular service 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 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