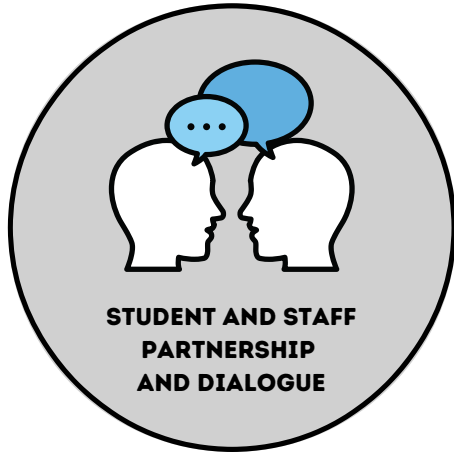


Consideration of Achievement Standards (Australian Curriculum)



Teacher Role: engage students in meaningful discussion about the learning required by the achievement standards, supporting the need for connection, and activate their prior understandings in this area. **Use** this conversation to guide planning for the topic.

PRACTICE EXAMPLE 1:

Examples of unpacking the Australian Curriculum Achievement Standards with Junior Primary students, using student friendly language, across different learning areas, in order engage students in discussion about learning to come.

PRACTICE EXAMPLE 2:

Examples from an ongoing scenario-based learning project, highlighting the incorporation of new Achievement Standards, assessments of prior knowledge and inclusion of student voice within planning and direction.

1

Achievement Standards for Mathematics

Year 2: Students compare and classify shapes, describing features using formal spatial terms.

Year 3: Students make, compare and classifies objects using key features.

Formal achievement standards rephrased into "I can" statements in student-friendly language

I can...



name, sort and make shapes according to their *key features*.



I can...



compare the similarities and differences of shapes and objects using *formal language*.



"Why do we need to know what shape language is?"

name: what it's called

sort: putting things in different categories or in order

make: build, create, recreate

compare: looking at the differences and how they are similar

"What's formal?"

"What are key features?"

"Why do we need to know about this?"

"What are shapes?"

"Why do we need to know how to compare?"

"Are shapes limitless?"

"Why do we need shapes?"

Students called upon to define the key vocabulary, language recorded in whole-group discussion.

Student questions invited and recorded to incite curiosity.

1

Achievement Standards for the Arts: Media Arts focus

Year 3: Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

Formal achievement standards rephrased into "I can" statements in student-friendly language

I CAN: make media art that shows my thinking.

I can...
make and share art and media art that shows my thinking.

Can we choose what art to make? - Moss
What is media art? - Annabelle
How does media art share your thinking? - Austen
Who invented media art? - Charlotte
Who invented the word media? - Riley
Why is it called media art? - Austen
Why do we do media art? - Pea
Why is some art easy to make but super expensive? - Lucas

DIGITAL TECHNOLOGY that we use to communicate
ART = creativity to communicate

Students called upon to define the key vocabulary, language recorded in whole-group discussion.

Student questions invited and recorded to incite curiosity.

2

Achievement Standards for Design Technology

Year 2/3: For the 'food and fibre' context, (student) identifies and describes the features and uses of technologies → L2 explore how plants and animals are grown for food, clothing and shelter → L3 how do technologies help us produce food and fibre?

Formal achievement standards rephrased into "I can" statements in student-friendly language

How do we feed our community?

"We need a farm, a breeding farm, we can use plants for clothes, a sustainable farm. A normal farm should be near a forest so other animals can eat and spread seeds." - Lucas

"We need animals farms for meat - cows, pigs, sheep. We need crops for food. We can't kill too many carnivores because if we kill all of them, then all the plants will be gone because there would only be herbivores." Moss

"Pigs" - Paxton

"we should have a sheep farm for food and more sheep" - Norah

"I need cows for milk - a dairy farm" - Bethany

"Crickets and mealworm farms - we don't want to farm too many cows, chickens, pigs because they'll go extinct. Some countries eat dogs and we shouldn't do that. We also shouldn't eat snakes or crocodiles." - Charlotte

"We need bison or something really fluffy, like sheep, to make clothing, or else what are we going to do? Cotton for clothes. We should not plow our farms before we plant something, otherwise you already have something that plows it - worms - and they'd get killed" - William

"We need bees to pollinate flowers, so we can make honey and fruit" - Austen



How do we farm sustainably?

"Edible flowers. If you farm crops, then as soon as you harvest, you should plant new ones straight away" - Delly

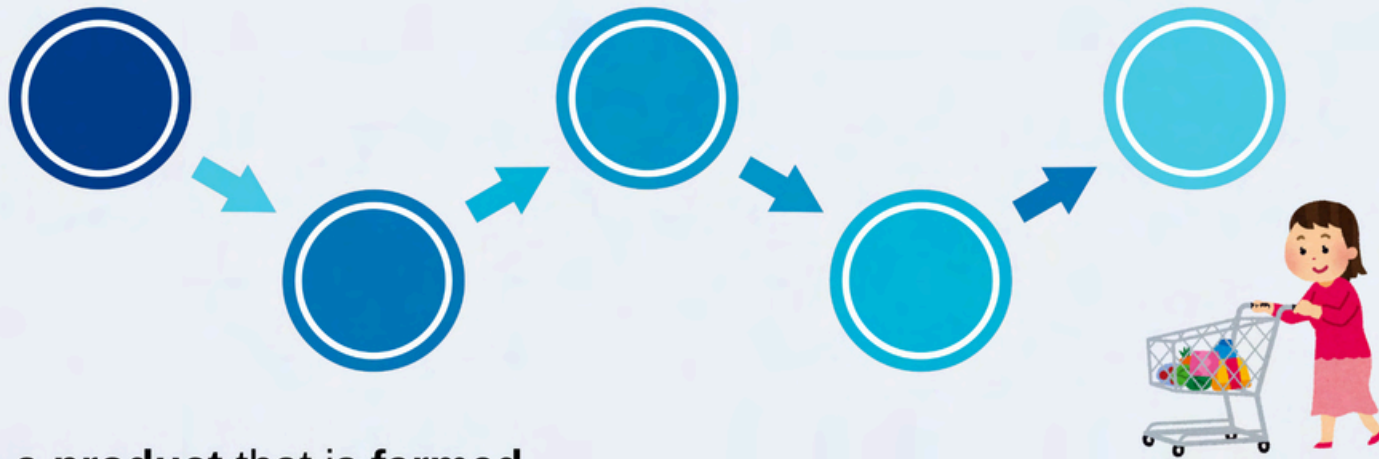
"if you have seafood farms, then you must put the seafood back, because I don't want octopi or any type of food for octopi to go extinct" - Bryan

"if we kill all the carnivores, the herbivores will eat all the plants. But if we do it the other way around, the carnivores will kill us." - Riley

Overall question (**How do we feed our community?**) posed to connect in to **real world scenario** learning: we are creating a community for people who are approx. 1cm tall. Questions forms part one of prior knowledge assessment: recording **initial** student ideas. *Result: Evidence of mixed understanding with some shared knowledge of food chains and sustainability.*

How does the product get farmed, and then get to the shop?

Customer
buys the
product



1. Choose a **product** that is **farmed**

2. Create the **flowchart** that shows **what you know right now** about farming it

Follow up prior knowledge assessment task: Students asked to choose a product which comes from farming and depict the **process** of getting the product farmed and into the shops.

- Modelling used to demonstrate how to create a flow chart.
- Open-ended task allows students to bring in any level of prior knowledge relevant to the overall theme of farming.
- Responsibility for individual flow chart design allows for creativity and ownership of concept mapping.
- 'Technologies' focus incorporated through teacher questioning of "how does the farmer make this happen?" and "what would the farmer need to use to do that?", while students are creating their flow charts.

2

Achievement Standards for the Arts: Civics focus

Year 3: Students identify the significance of events, symbols and emblems to Australia's identity and diversity.

Formal achievement standards rephrased into "I can" statements in student-friendly language



**Building
Community**

Semester 1: What did we cover?

laws
buildings
food and farms
services and businesses
signs, roads, mapping

Prior knowledge
connection: students
recapping Sem 1's
scenario progress when
reintroducing in Sem 2
with new focus: building
community

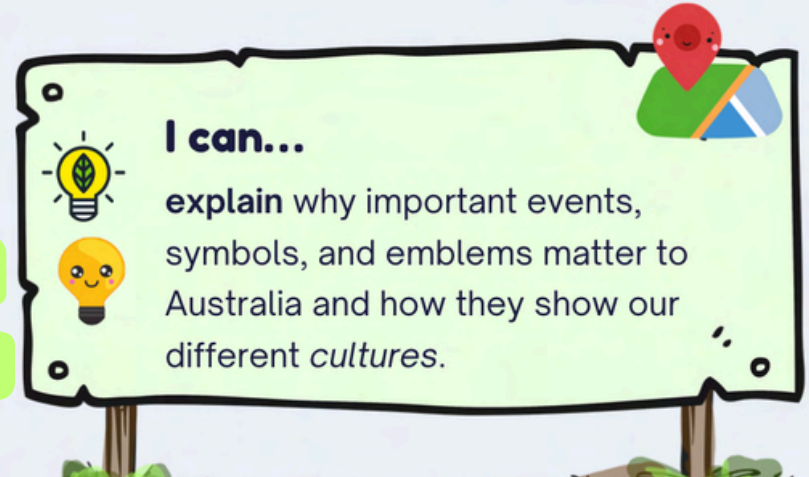
What does "**Building Community**" mean?

- making it bigger
- new community -> adding to our community
- helping our community and the environment
- better community
- more green spaces and animal friendly spaces
- building = making

What should we add to our community project this term?

animal habitats instead of human habitats
money system
events for our community
emblems of our community

Students work
together to create
definition for a less
familiar concept ->



Students called upon to define the key vocabulary, language recorded in whole-group discussion.



explain: say **why** it is the way it is

important events: Christmas, New Year

symbols and emblems: a "*trademarked*" logo or symbol that represents something important, which we can remember and recognise instantly

Student interests connected to planning by inviting student brainstorm on possible directions. Students happy to suggest connecting events/emblems to community after discussion of achievement standards.

EVENTS

Definitions: something that happens, like a carnival or a fair, which may be a celebration, which you can go to.

Students called upon to define the key vocabulary - definition crafted from multiple suggestions.

Australian events

Our community events

The Ultimate Mega List of Enormous Proportions Featuring all Known Events (TUMLEPFKE)

birthday
competition - motox, ICAS, APSMO
Christmas
Olympics
Reading Day
Holi Festival
Holy day(s)
Marriage (wedding, anniversary)
ANZAC Day
Easter
Halloween
funerals
Valentine's Day
Mother's Day
Father's Day
Royal Adelaide Show
Book Week
Chinese New Year
Graduation
Science Alive
New Years Eve/Day
sleepovers

Australia Day
Christmas Eve
Boxing Day
Hanukkah
Community birthdays
Independence Day
Daylight Savings
Solstices - Winter, Summer
Hayley's comet
Day of the Dead
Solar eclipse
Diwali
Planet parade
Rocket launch
giving birth
moving
memorial
Remembrance Day
Opposite Day
Read Across America Day (2nd March)
Pyjama day?

Sock Monkey Day
Earth Day
Hero Cats Day
personal event: piano concert for family
Slam the Scammers Day

MISSING EVENTS

kids day?
yes day?
no day?
opposite day?
stuffed toy day
Pokemon card day
scammers day
bring your pet to school day?
bring your video game to school day?
invade Ash's chair day????

Prior knowledge of events assessed through: whole-class brainstorm recorded at speed as students name known events.

1. **Research** one unknown event
"about *event title* for kids" - Youtube
→ example search: *about hanukkah for kids*

Share your research in a short poster.

2. **Think of three** different event ideas for our community: why would each be important?

Curiosity incited through small research task focussing on **unknown** event (an event you don't know about).

Student choice of what order to complete the two activities in, once whole-class brainstorm complete.

Brainstorming activity used to connect initial event ideas to ongoing community project, paving the way for deeper creative thinking.