

FBLEP Mapped to the Western Australian Curriculum Year 3 Humanities And Social Sciences (HASS) and English Cross Curriculum Overview

Communities and Remembrance

HUMANITIES AND SOCIAL SCIENCES (HASS) LEARNING AREA				
Learning Area	Knowledge and Understanding + Skills	Brief Content Overview	Assessment	General Capabilities
Civics and Citizenship	<ul style="list-style-type: none"> • Civics and Citizenship Knowledge and Understanding • Humanities and Social Sciences Skills 	<ul style="list-style-type: none"> • FBLEP online pre-visit resource • FBLEP Tour • FBLEP online post-visit resource 	<ul style="list-style-type: none"> • Presentation on Court conduct 	
History	<ul style="list-style-type: none"> • Historical Knowledge and Understanding • Humanities and Social Sciences Skills 	<ul style="list-style-type: none"> • FBLEP online pre-visit resource • FBLEP tour • FBLEP online post-visit resource 	<ul style="list-style-type: none"> • Multimodal presentation 	
ENGLISH LEARNING AREA				
Learning Area	Strands	Brief Content Overview	Assessment	General Capabilities
English	<ul style="list-style-type: none"> • Language • Literacy • Literature 	<ul style="list-style-type: none"> • FBLEP online pre-visit resource • FBLEP Tour • FBLEP online post-visit resource 	<ul style="list-style-type: none"> • Imaginative piece • Oral Presentation 	<ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Personal and social capability • Ethical understanding • Intercultural understanding

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Civics and Citizenship: Communities

Students build on their understanding of civics and citizenship through the *concepts of democracy and participation*. Using familiar contexts, they **consider how and why community groups create rules and make decisions**. Students **think about their own participation in the local community and how this contributes to society**.

Civics and Citizenship Knowledge and Understanding

Communities make decisions in different ways and voting is a way that groups make decisions democratically ([ACHCK001](#))

FBLEP tour: Mock trial: Alice in Court

FBLEP online post-visit resource: ALICE IN COURT, COURT PERSONNEL CHALLENGE, Appendix 1 Community and Remembrance Assessment Task Year 3 Multimodal Presentation

Who makes rules, why rules are important and the consequences of rules not being followed ([ACHCK002](#))

FBLEP online pre-visit resource: SHORT STORIES – Discussion Point, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP tour: Empty court activity, Mock trial: Alice in Court

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, RULE OR LAW?, ALICE IN COURT

Humanities and Social Sciences Skills

QUESTIONING AND RESEARCHING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: LOCAL COMMUNITY, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP tour: Mock trial: Alice in Court, Museum activity

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, Appendix 1 Community and Remembrance Assessment Task Year 3 Multimodal

ANALYSING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: LOCAL COMMUNITY

EVALUATING

FBLEP online post-visit resource: ALICE IN COURT

COMMUNICATING AND REFLECTING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: LOCAL COMMUNITY, SHORT STORIES – Discussion Point, IMAGINATIVE PIECE ABOUT YOUR OWN FAMILY OR SCHOOL, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP tour: Mock trial: Alice in Court, Museum activity, Audio storytelling activity

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, RULE OR LAW?, ALICE IN COURT, Appendix 1 Community and Remembrance Assessment Task Year 3 Multimodal

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History: Communities and Remembrance

Students are given the opportunity to develop their historical understanding through the *key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance*. These concepts are investigated within the context of **exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.**

Knowledge and Understanding

The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems ([ACHHK063](#))

FBLEP online pre-visit resource: RESEARCH ACTIVITY: LOCAL COMMUNITY

Humanities and Social Sciences Skills

QUESTIONING AND RESEARCHING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: LOCAL COMMUNITY

ANALYSING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: LOCAL COMMUNITY

EVALUATING

COMMUNICATING AND REFLECTING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: LOCAL COMMUNITY

Resources & ideas used to cover the content and associated activities in scheduled weeks	Content to be covered and examples of how that content could be covered using the resources listed.	Assessment tasks developed to assess students' knowledge of content and achievement of outcomes
Weeks 1-3 - Research Investigation - Monitored Internet research - Comprehension - FBLEP pre-visit resource	Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHCK001) Who makes rules, why rules are important and the consequences of rules not being followed (ACHCK002)	- Comprehension exercises – due week 3
Week 4 FBLEP Tour - Museum Activity - Mock Trial: Alice in Court - FBLEP post-visit activity	Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHCK003)	- Timeline - Image analysis
Week 5-7 - Creating a presentation. This could include texts, images and sound to record and explain the past OR an oral, written, pictorial or digital representation to reflect the diverse 'character' of the community today.	One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHHK061) The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community (ACHHK062)	- Multimodal presentation

FBLEP Mapped to the Western Australian Year 3 English Curriculum

Communities/Communities and Remembrance

English Strands

Language

Language for interaction

Understand that successful cooperation with others depends on shared use of social conventions, including turn taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)

FBLEP online post-visit resource: [Appendix 1 Community and Remembrance Assessment Task Year 3 Multimodal](#)

Literature

Literature and context

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Develop criteria for establishing personal preferences for literature (ACELT1598)

FBLEP online pre-visit resource: [SHORT STORIES – Discussion Point](#)

Creating literature

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

FBLEP online pre-visit resource: [IMAGINATIVE PIECE ABOUT YOUR OWN FAMILY OR SCHOOL](#)

FBLEP online post-visit resource: [Appendix 1 Community and Remembrance Assessment Task Year 3 Multimodal](#)

Literacy

Texts in context

Identify the point of view in a text and suggest alternative points of view (ACELY1675)

FBLEP online pre-visit resource: [SHORT STORIES – Discussion Point](#)

Interacting with others

Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

FBLEP online post-visit resource: [Appendix 1 Community and Remembrance Assessment Task Year 3 Multimodal](#)

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)

FBLEP online pre-visit resource: [IMAGINATIVE PIECE ABOUT YOUR OWN FAMILY OR SCHOOL](#)

FBLEP online post-visit resource: [Appendix 1 Community and Remembrance Assessment Task Year 3 Multimodal](#)

Resources & ideas used to cover the content and associated activities in scheduled weeks	Content to be covered and examples of how that content could be covered using the texts listed.	Assessment tasks developed to assess students' knowledge of content and achievement of outcomes
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<p>Weeks 1-3 Short stories: Any selection including <i>Alice In Wonderland</i></p> <p>Text Study Identify the features of an imaginative piece.</p> <ul style="list-style-type: none"> - Research - Reading - Comprehension - Creative Writing - FBLEP pre-visit resource 	<p><i>Language variation and change</i> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</p> <p><i>Language for interaction</i> Understand that successful cooperation with others depends on shared use of social conventions, including turn taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</p> <p><i>Text structure and organisation</i> Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</p> <p>Identify the features of online texts that enhance navigation (ACELA1790)</p> <p><i>Expressing and developing ideas</i> Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p> <p><i>Literature and context</i> Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</p>	<p>Comprehension exercises – due week 3</p>
	<p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p> <p>Develop criteria for establishing personal preferences for literature (ACELT1598)</p> <p>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</p> <p>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</p>	

<p>Week 4 FBLEP Tour</p> <ul style="list-style-type: none"> - Museum Activity - Mock Trial: Alice in Court - FBLEP post-visit resource - Listening/speaking/Viewing - Image analysis 	<p><i>Texts in context</i> Identify the point of view in a text and suggest alternative points of view (ACELY1675)</p> <p><i>Interacting with others</i> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</p> <p>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</p>	
<p>Week 5-6</p> <p>Write an imaginative piece following the format of one of the short stories studied based on either the Mock Trial from the Tour or the information explored in the Museum Activity.</p>	<p><i>Creating literature</i> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</p> <p><i>Interpreting, analysing, evaluating</i> Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</p> <p><i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</p>	<p>Imaginative Piece due week 7</p>
<p>Week 7-8</p> <ul style="list-style-type: none"> - How to do an Oral Presentation - Students can present their imaginative piece to the class giving reasons why they chose to create that piece. 	<p>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</p>	<p>Oral Presentation – completed during weeks 8-9</p>



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