

FBLEP Mapped to the Western Australian Curriculum Year 4 Humanities And Social Sciences (HASS) and English Cross Curriculum Overview

Government and Society / First Contacts

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA			
HASS Learning Area	Knowledge and Understanding + Skills	Brief Content Overview	Assessment
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"> • Writing Task Activity – Why laws are important.
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 post-visit resource • Digital oral presentations in history 	<ul style="list-style-type: none"> • Podcast or Biography • Timeline • Charts • Maps • Digital Oral Presentation

ENGLISH				
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 • Multi-modal Report • 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

FBLEP Mapped to the Western Australian Year 4 Humanities and Social Sciences Curriculum Civics and Citizenship: Government and Society

Students continue to build on their understanding of civics and citizenship through the **concepts of democratic values, rights and responsibilities, and participation**. They explore the purpose and services of local government and how this contributes to community life. **The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society** and cultural diversity. (WAC Civics & Citizenship)

Civics and Citizenship Knowledge and Understanding Strand

The differences between 'rules' and 'laws' ([ACHCK012](#))

FBLEP online pre-visit resource: RULES v LAWS READING TASK, RULE OR LAW?, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP tour: Mock trial: Alice in Court

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, RULE OF LAW, DISCUSSION QUESTIONS, APPENDIX 2 YEAR 4 WHY LAWS ARE IMPORTANT: WRITING TASK

The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) ([ACHCK013](#))

FBLEP online pre-visit resource: POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

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

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, APPENDIX 2 YEAR 4 WHY LAWS ARE IMPORTANT: WRITING TASK

Humanities and Social Sciences Skills Strand

QUESTIONING AND RESEARCHING

FBLEP online pre-visit resource: LANGUAGE ACTIVITY: LEGAL WORDS IN ALICE IN WONDERLAND, 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, LANGUAGE ACTIVITY REVISION, DISCUSSION QUESTIONS, APPENDIX 2 YEAR 4 WHY LAWS ARE IMPORTANT: WRITING TASK

ANALYSING

FBLEP online pre-visit resource:

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

FBLEP online post-visit resource:

EVALUATING

FBLEP online pre-visit resource: RULE OR LAW?, 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, RULE OF LAW, DISCUSSION QUESTIONS

COMMUNICATING AND REFLECTING

FBLEP online pre-visit resource: LANGUAGE ACTIVITY: LEGAL WORDS IN ALICE IN WONDERLAND, RULE OR LAW?, 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, LANGUAGE ACTIVITY REVISION, DISCUSSION QUESTIONS, APPENDIX 2 YEAR 4 WHY LAWS ARE IMPORTANT: WRITING TASK

History: First Contacts

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 history of **Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans, and European exploration and colonisation up to the early 1800s**. They explore interactions between groups and determine how these experiences contributed to cultural diversity. (WAC History)

Historical Knowledge and Understanding Strand

The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life ([ACHHK077](#))

FBLEP online pre-visit resource: HISTORY: MONITORED INTERNET RESEARCH: FIRST CONTACTS

FBLEP tour: Museum activity, Audio storytelling activity

FBLEP online post-visit resource: APPENDIX 1FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION

The journey(s) of **at least one** world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on **one** society ([ACHHK078](#))

FBLEP online pre-visit resource: CAPTAIN JAMES STIRLING

FBLEP online post-visit resource: APPENDIX 1FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION

The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) ([ACHHK080](#))

FBLEP online pre-visit resource: HISTORY: MONITORED INTERNET RESEARCH: FIRST CONTACTS, WEEWAR VIDEO, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP tour: Museum activity, Audio storytelling activity

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, APPENDIX 1FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION

Humanities and Social Sciences Skills Strand

QUESTIONING AND RESEARCHING

FBLEP online pre-visit resource: RESEARCH ACTIVITY: THE OLD COURT HOUSE, HISTORY: MONITORED INTERNET RESEARCH: FIRST CONTACTS, WEEWAR VIDEO, CAPTAIN JAMES STIRLING, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP tour: Museum activity, Audio storytelling activity

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, APPENDIX 1 FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION

EVALUATING

FBLEP online pre-visit resource: WEEWAR VIDEO

COMMUNICATING AND REFLECTING

FBLEP online pre-visit resource: HISTORY: MONITORED INTERNET RESEARCH: FIRST CONTACTS, WEEWAR VIDEO, CAPTAIN JAMES STIRLING, POINTS TO THINK ABOUT BEFORE YOUR VISIT TO THE FBLEP

FBLEP tour: Museum activity, Audio storytelling activity

FBLEP online post-visit resource: POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP, APPENDIX 1 FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION

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/Week task is due
Weeks 1-3 - Research Investigation - Monitored Internet research - Comprehension - FBLEP pre-visit activity	The differences between 'rules' and 'laws'(ACHCK012) The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHCK013) People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHCK014)	Comprehension exercises – due week 3
Week 4 FBLEP Tour - Museum Activity - Mock Trial: Alice in Court - FBLEP post-visit activity - Timeline	The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHHK077) The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan),	

Week 5-7 - Creating charts, maps. - How to create a podcast or biography - Digital oral presentations in history	including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society (ACHHK078) The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHHK080)	- Timeline - Charts - Maps - Podcast or Biography
Week 8-9 - Digital oral presentations in history		- Digital Oral Presentation – completed

FBLEP Mapped to the Western Australian Year 4 English Curriculum Government and Society / First Contacts

English Strands

Language

Language variation and change

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

FBLEP online pre-visit resource: TEXT STUDY FOR ENGLISH: ALICE IN WONDERLAND

Text structure and organisation

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

FBLEP online pre-visit resource: TEXT STUDY FOR ENGLISH: ALICE IN WONDERLAND

FBLEP online post-visit resource: APPENDIX 1 FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION

Literature

Literature and context

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

Responding to literature

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

FBLEP online pre-visit resource: TEXT STUDY FOR ENGLISH: ALICE IN WONDERLAND

Literacy

Texts in context

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)

Interacting with others

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)

Interpreting, analysing, evaluating

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)

FBLEP online pre-visit resource: [TEXT STUDY FOR ENGLISH: ALICE IN WONDERLAND](#)

FBLEP tour: [Mock trial: Alice in Court](#)

FBLEP online post-visit resource: [APPENDIX 1 FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION, APPENDIX 2 YEAR 4 WHY LAWS ARE IMPORTANT: WRITING TASK](#)

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/Week task is due
<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 	<p><i>Text structure and organisation</i> Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</p> <p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</p> <p>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p> <p><i>Responding to literature</i> Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)</p>	<p>Comprehension exercises – due week 3</p>

	<p><i>Interpreting, analysing, evaluating</i> Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p>	
<p>Week 4 Write an imaginative piece following the format of one of the short stories studied OR Create a report that outlines the possible criminal offences Alice might be charged with if she lived in WA.</p>	<p><i>Creating literature</i> Create literary texts that explore students' own experiences and imagining (ACELT1607)</p> <p>Create literary texts by developing storylines, characters and settings (ACELT1794)</p> <p><i>Interpreting, analysing, evaluating</i> Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</p>	Imaginative Piece – due week 5
<p>Week 5 FBLEP Tour - Museum Activity - Mock Trial: Alice in Court - FBLEP post-visit activity - Listening/speaking/Viewing - Image analysis</p>	<p><i>Language variation and change</i> Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p> <p><i>Text structure and organisation</i> Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</p>	

	<p>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p> <p><i>Literature and context</i> Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p> <p><i>Texts in context</i> Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</p> <p><i>Interacting with others</i> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</p> <p><i>Interpreting, analysing, evaluating</i> Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p>	
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<p>Week 6-7</p> <ul style="list-style-type: none"> - Examples of multimodal reports - Instructions on multimodal report writing - Create a multimodal report that can include all the work done for the unit. This could be a website, movie, role-play, mock trial, television news interviews, or interactive web-based games. The report could be an imaginative piece, an informative piece, a narrative, a discussion or a comparative piece. 	<p><i>Text structure and organisation</i> Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</p> <p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</p> <p><i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</p> <p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)</p>	<p>Multimodal Report – due week 8</p>
<p>Week 8-9</p> <ul style="list-style-type: none"> - How to do an Oral Presentation - Students are to present their multimodal report to the class. 	<p><i>Language variation and change</i> Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)</p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)</p>	<p>Oral Presentation – completed during weeks 8-9</p>



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