

WithOnePlanet

- > Module 2:
Culture
- > Level:
Year F to 4
- > Section:
Life in a Timorese
village
- > Unit outline
for teachers



Module: **Culture**

Unit outline for teachers

years **F**_{to} **4**



WithOnePlanet

Open education
An xpanD Foundation initiative

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INQuIRY     



Australian Curriculum covered in this unit:

INQuIRY

Learning area		General capabilities		Cross-curriculum priorities	
✓	English	✓	Literacy		Aboriginal and Torres Strait Islander histories and cultures
	Mathematics		Numeracy	✓	Asia and Australia's engagement with Asia
	Science		Information and communication technology (ITC) competence		Sustainability
	History		Critical and creative thinking		
	Geography		Social and personal competence		
✓	Visual arts		Ethical behaviour		
		✓	Intercultural understanding		

Life in a Timorese village

A unit for Years F to 4

Unit outline for teachers

Introduction

The WithOnePlanet Culture unit introduces Australian students to the culture and way of life in Timor Leste. This includes stories and activities about a typical day in the life of a Timorese child, games that children play, food and examples of cultural beliefs and myths.

Australia and Timor Leste are close neighbours that have a long, intertwined history. Now, more than ever, schools and young people in Australia are wanting to learn about and visit Timor Leste. The WithOnePlanet culture units aim to facilitate classroom learning about Timor Leste with useful and informative resources for teachers. For Years 5 to 6, 7 to 8 and 9 to 10, resources are provided in the form of whole-term units, consisting of 9 lessons. For the Years Foundation, 1 to 2 and 3 to 4, the resources consist of stand-alone lessons. Each lesson contains a children's book about Timor Leste, teacher notes with background information and discussion topics, and a set of age appropriate activities designed for Years Foundation, 1 to 2, and 3 to 4.

The activities for each Year level consist of cloze activities, matching and ordering activities, word-finders, crosswords, finish-the-sentence activities and art activities, among other things. These activities will be added to over time, and we welcome input and additional activities from teachers.

'The Life in a Timorese village unit is an ideal way to investigate the culture of one of Australia's closest neighbours and foster understanding the cultural literacy of students in the classroom.'

Year Foundation

Alignment with the Australian Curriculum: English

The tables below identifies how the lessons align to the Australian Curriculum (AC) strands and sub-strand and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years Foundation content descriptions
Literature	Responding to literature	F	ACELT1783	Share feelings and thoughts about the events and characters in texts.
	Examining literature		ACELT1578	Identify some features of texts including events and characters and retell events from a text
Literacy	Interacting with others	F	ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations

Alignment with Australian Curriculum: Visual arts

Strand	Sub-strand	Year level	Code	Years Foundation content descriptions
Visual Arts	Visual Arts	F	ACAVAM107	Use and experiment with different materials, techniques, technologies and processes to make artworks
			ACAVAM108	Create and display artworks to communicate ideas to an audience

Year 1 to 2

Alignment with the Australian Curriculum: English

The tables below identifies how the lessons align to the Australian Curriculum (AC) strands and sub-strand and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 1 to 2 content descriptions
Language		1	ACELA1453	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
		2	ACELA1469	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words
Literature	Responding to literature	1	ACELT1582	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences
Literacy	Texts in context	1	ACELY1655	Respond to texts drawn from a range of cultures and experiences
	Interacting with others	1	ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
		2	ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions
	Interpreting, analysing, evaluating	1	ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features
2		ACELY1670	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	

Alignment with Australian Curriculum: Visual arts

Strand	Sub-strand	Year level	Code	Years 1 to 2 content descriptions
Visual Arts	Visual Arts	1 to 2	ACAVAM107	Use and experiment with different materials, techniques, technologies and processes to make artworks
			ACAVAM108	Create and display artworks to communicate ideas to an audience

Year 3 to 4

Alignment with the Australian Curriculum: English

The tables below identifies how the lessons align to the Australian Curriculum (AC) strands and sub-strand and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 3 to 4 content descriptions
Literature	Responding to literature	3	ACELT1596	Draw connections between personal experiences and the worlds of texts, and share responses with others
	Interacting with others	3	ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
		3	ACELY1792	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
		4	ACELY1688	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
	Interpreting, analysing, evaluating	3	ACELY1680	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
		4	ACELY1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

Alignment with Australian Curriculum: Visual arts

Strand	Sub-strand	Year level	Code	Years 3 to 4 content descriptions
Visual Arts	Visual Arts	3 to 4	ACAVAM111	Use materials, techniques and processes to explore visual conventions when making artworks
			ACAVAM112	Present artworks and describe how they have used visual conventions to represent their ideas