

Our school community is one with high expectations.
We are collaborative and inclusive of all.
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

The Humanities Curriculum links directly to:

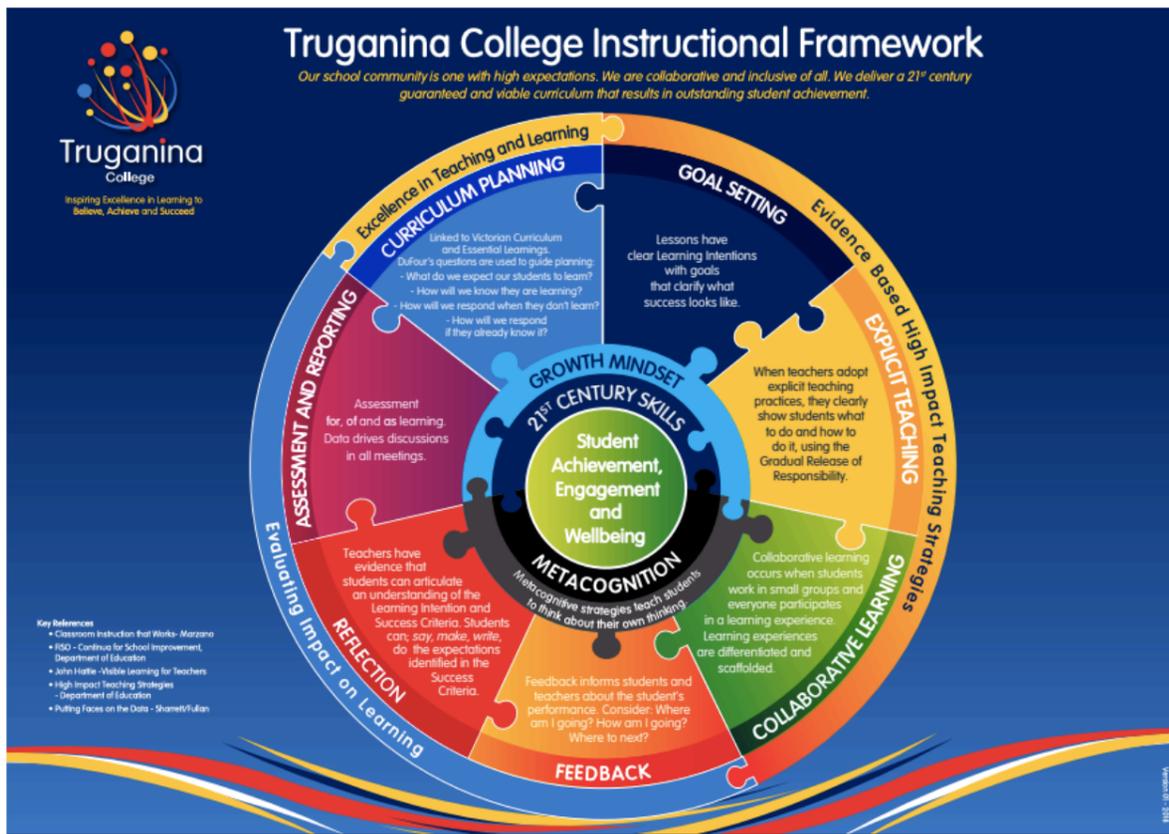
HIGH IMPACT TEACHING STRATEGIES (HITS)



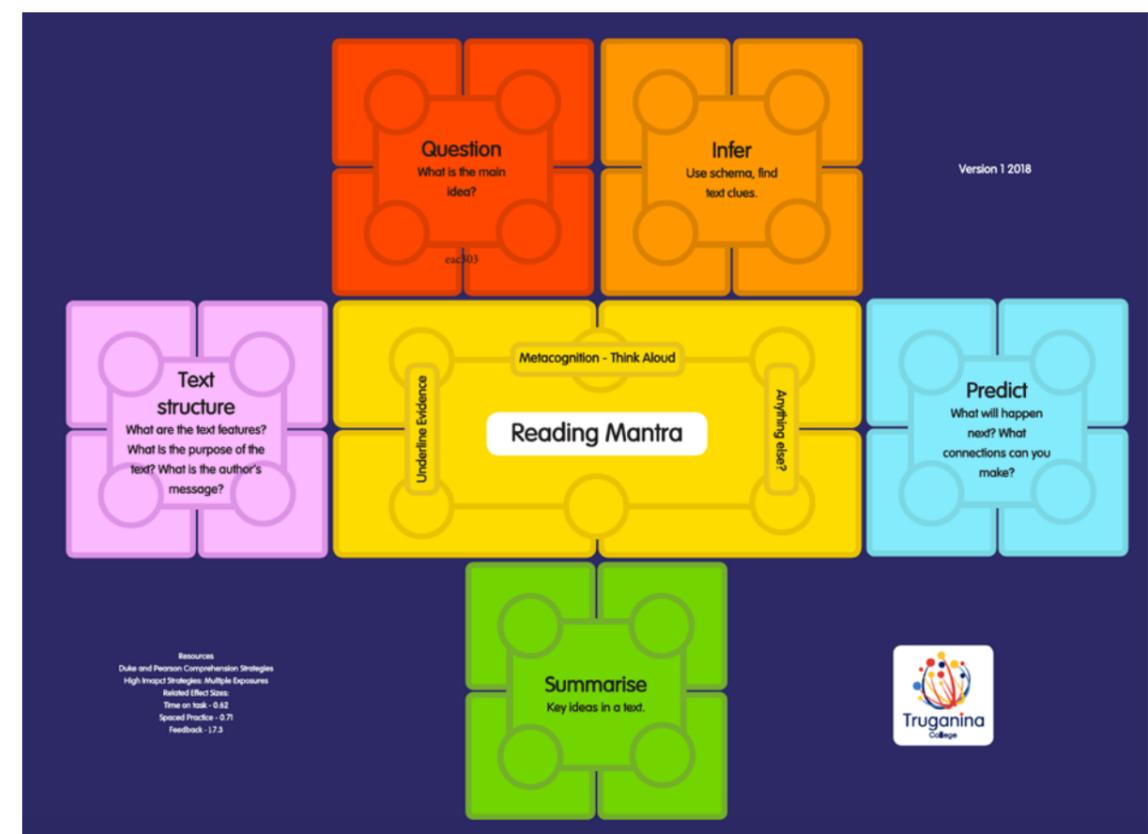
The planning, teaching and learning of the Humanities Curriculum links directly to the College's Strategic Plan goals:

- Goal 1 To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- Goal 2 To strengthen a positive culture for learning that empowers both students and staff.
- Goal 3 To increase community connectedness in supporting outstanding student achievement.

Instructional Framework



Reading Mantra



	History	Victorian Curriculum Links	Duke & Pearson Comprehension Strategies	Reading Essential Learnings
IGNITE [Inquiry of Goals, New Ideas & Truganina's Expectations] Curriculum				
Functional classroom libraries are well-coordinated across the College to support and deliver a Guaranteed and Viable Curriculum				
Foundation	Personal and Family Histories	<p>VCHHK058 – Family members & where they were born & raised</p> <p>VCHHC053 – Sequence significant personal & family events</p> <p>VCHHC054 – Identify content features of primary sources</p> <p>VCHHC055 – Identify perspectives to changes about daily life</p> <p>VCHHC056 – Identify examples of continuity & change in family life</p> <p>VCHHC057 – Identify the significance of a person or a place</p> <p>VCICCB001 – Identify what is familiar and what is different in the ways culturally diverse individuals and families live</p>	Questioning & Metacognition	<ul style="list-style-type: none"> • With prompting, poses questions to wonder, question & investigate information & ideas. • Makes connections between texts & students' own experiences
Year 1	Personal Events	<p>VCHHK059 – Changes in family structures over time</p> <p>VCHHC053 – Sequence significant personal & family events</p> <p>VCHHC054 – Identify content features of primary sources</p> <p>VCHHC055 – Identify perspectives to changes about daily life</p> <p>VCHHC056 – Identify examples of continuity & change in family life</p> <p>VCHHC057 – Identify the significance of a person or a place</p> <p>VCICCB001 – Identify what is familiar and what is different in the ways culturally diverse individuals and families live</p> <p>VCICCD03 - Identify and discuss cultural diversity in the school and/or community</p>	Retelling & Summarising & Metacognition	<ul style="list-style-type: none"> • Discusses key information after reading. • Makes connections between texts & students' own experiences
Year 2	Significant People in the Local Community	<p>VCHHK063 – History of a significant person, building or site</p> <p>VCHHC053 – Sequence significant personal & family events</p> <p>VCHHC054 – Identify content features of primary sources</p> <p>VCHHC055 – Identify perspectives to changes about daily life</p> <p>VCHHC056 – Identify examples of continuity & change in family life</p> <p>VCHHC057 – Identify the significance of a person or a place</p> <p>VCICCB001 – Identify what is familiar and what is different in the ways culturally diverse individuals and families live</p> <p>VCICCB002 - Describe their experiences of intercultural encounters in which they have been involved</p> <p>VCICCD03 - Identify and discuss cultural diversity in the school and/or community</p> <p>VCICCD004 - Imagine and explain what their responses might be if they were placed in a different cultural situation or setting</p>	Inferring & Metacognition	<ul style="list-style-type: none"> • Infers the 'big ideas' or theme of a text. • Recognises moral lessons in a text.
Year 3	Rules in the Community/Citizens in the Community	<p>VCCCG002 – Identify how & why decisions are made</p> <p>VCCCL004 – Explain how and why rules are made</p> <p>VCCCC006 – Investigate how & why people communicate in communities</p> <p>VCICCB0005 – Compare their own and others cultural practices, showing how these may influence the ways people relate to each other</p> <p>VCICCD007 - Explain the role of cultural traditions in the development of personal, group and national identities</p>	Text Structure & Metacognition	<ul style="list-style-type: none"> • Gathers & uses information from illustrations, photographs, diagrams & graphs. • Reflect & apply your prior knowledge while reading a text.
Year 4	Roles of Local Government	<p>VCCCG001 – Identify features of government & law</p> <p>VCCCG003 – Explain the roles of local government</p> <p>VCCCL005 – Distinguish between rules & laws</p> <p>VCCCC007 – Describe different cultural, religious & social groups</p> <p>VCICCB0005 – Compare their own and others cultural practices, showing how these may influence the ways people relate to each other</p> <p>VCICCD007 - Explain the role of cultural traditions in the development of personal, group and national identities</p> <p>VCICCD008 - Identify how understandings between culturally</p>	Monitoring Comprehension & Metacognition	<ul style="list-style-type: none"> • Demonstrates the ability to skim & scan while reading to search for information quickly. • Demonstrates an understanding of the difference between fact and opinion.

		diverse groups can be encouraged and achieved		
Year 5	Three Levels of Government	VCCCG008 – Discuss values, principles & institutions that underpin Australia’s democratic forms of government VCCCG010 – Identify & discuss Australian electoral process VCCCL013 – Law Enforcement, Roles & Responsibilities VCCCO16 – Working Together	Text Structure & Metacognition	<ul style="list-style-type: none"> • Recognise that people experience things differently due to their social/cultural beliefs and their life experiences. • Connects knowledge of subject and technical vocabulary and concept knowledge to new reading tasks.
Year 6	Australian Electoral Process	VCCCG008 – Discuss values, principles & institutions that underpin Australia’s democratic forms of government VCCCG009 – Three Levels of Government VCCCG011 – Roles & responsibilities of electors VCCCL012 – Law Enforcement, Roles & Responsibilities VCCCO14 – Right, responsibilities & values of Australian citizenship VCCCO15 – Identify different points of view on a contemporary issue VCCCO17 – Investigate the concept of global citizenship VICCB009 - Analyse how aspects of their own and others lifestyle, behavior, attitudes and beliefs can be culturally influenced VICCD011 - Identify barriers to and means of reaching understandings within and between culturally diverse groups	Text Structure & Metacognition	<ul style="list-style-type: none"> • Recognise that people experience things differently due to their social/cultural beliefs and their life experiences. • Connects knowledge of subject and technical vocabulary and concept knowledge to new reading tasks.
Year 7	Australian Constitution/Responsibility and Freedom	VCCCG018 – Key features of government VCCCG021 – Describe process of constitutional change VCCCL022 – Explain Australia’s legal system VCCCL023 – Compare how laws are made VCCCO24 – Describe how Australia is a secular nation VCCCO26 – Explain how groups express their identities VCCCO27 – Examine national identity VICCB014 - Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations VICCD016 - Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community	Inferring & Metacognition	<ul style="list-style-type: none"> • Infer the writer’s messages in some texts that have serious and mature topics and challenging themes and ideas: e.g. war, racism, family problems, bullying. • Investigate vocabulary of extended and academic texts and the role of abstract nouns.
Year 8	Participating in Change	VCCCG019 – Discuss the freedoms that enable active participation VCCCG020 – Explain how citizens can participate in Australia’s democracy VCCCO24 – Describe how Australia is a secular nation VCCCO25 – Identify how values can promote cohesion VCCCO26 – Explain how groups express their identities VCCCO27 – Examine national identity VICCB014 - Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations VICCD015 - Identify the challenges and benefits of living and working in a culturally diverse society VICCD016 - Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community	Questioning & Metacognition	<ul style="list-style-type: none"> • Asks questions to expand thinking, resolve & better understand complicated ideas & issues. • Explore how ideas and viewpoints from different historical, social and cultural contexts reflect or challenge the values of individuals and groups.
Year 9	Australia to the Neighbouring Countries	VCCCG029 – Explain values & key features of Australia’s government VCCCG031– Roles & responsibilities of the government at a global level VCCCL032 – Australia’s international legal obligations VCCCO35 – Analyse contemporary examples and issues VCCCO36 – Sustaining a resilient democracy VCCCO37 – Participation of groups in civic life VCCCO38 – Influence of the media on Australian identity	Questioning & Metacognition	<ul style="list-style-type: none"> • Develop questions that interrogate a text. • Identifies the writer’s opinion of the subject from a complex essay.

The Humanities Curriculum links directly to:

- **High Impact Teaching Strategies**

The Department of Education and Training's 2017 guide contains descriptions, examples, references and effect sizes for each of the 10 High Impact Teaching Strategies (HITS) being Setting Goals, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies, and Differentiated Teaching.

<https://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf>

- **Duke & Pearson Comprehension Strategies**

For a succinct review of Duke & Pearson's 9 reading strategies (Inferring, Predicting, Questioning, Think-aloud (Metacognition), Text Structure, Visualising, Setting a Purpose, Monitoring Comprehension, Retelling and Summarising to improve students' comprehension of texts, see Link: <https://docs.google.com/document/d/1EX3DR3V7MHUzfcCF5YZ8aaHeJAc98wjQC59raZXjGrg/edit>

- **Intercultural Capabilities Curriculum**

For the structure, scope and sequence and resources see Link:

<http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/curriculum/f-10>