

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

The Humanities Curriculum links directly to:

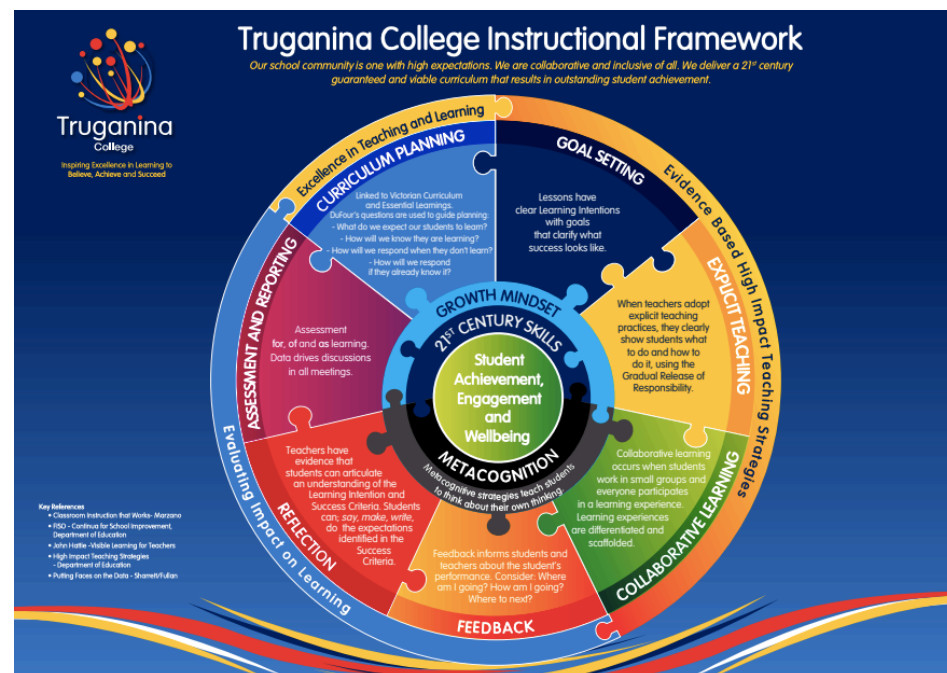
HIGH IMPACT TEACHING STRATEGIES (HITS)



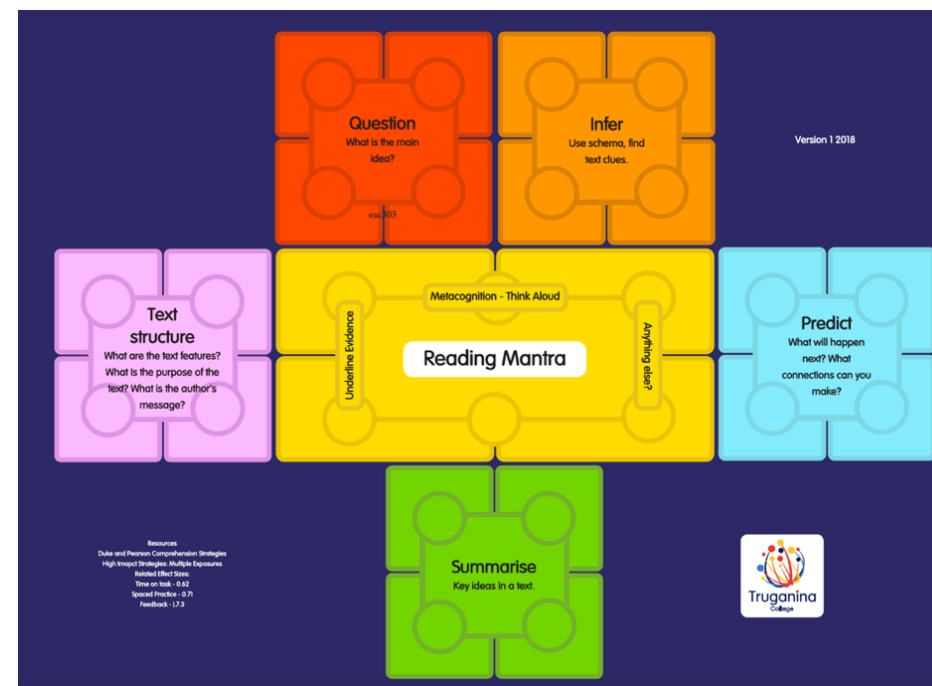
The planning, teaching and learning of the Humanities Curriculum links directly to the College's Strategic Plan (2017 – 2020) goals:

- 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.

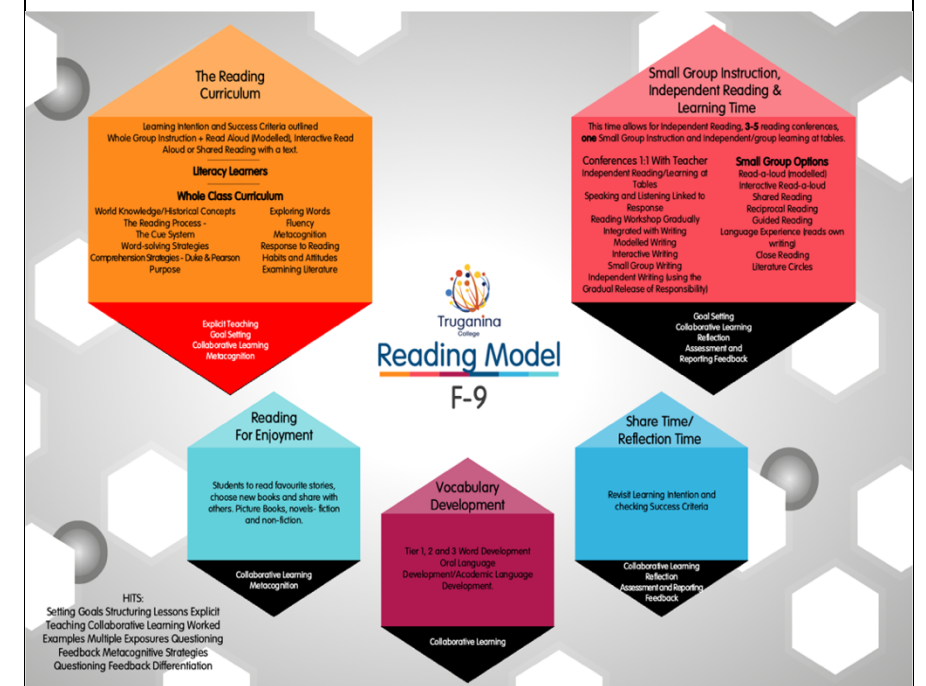
Instructional Framework



Reading Mantra



Reading Model



Curriculum Planning - Refer to DuFour's question

Assessment & Reporting - Data drives discussion in all meetings

	History	Victorian Curriculum Links	Duke & Pearson Comprehension Strategies	Reading Essential Learnings
IGNITE [Inquiry of Goals, New Ideas & Truganina's Expectations] Curriculum				
Foundation	Personal and Family Histories	<b>VCHHK058</b> – Family members & where they were born & raised <b>VCHHC053</b> – Sequence significant personal & family events <b>VCHHC054</b> – Identify content features of primary sources <b>VCHHC055</b> – Identify perspectives to changes about daily life <b>VCHHC056</b> – Identify examples of continuity & change in family life <b>VCHHC057</b> – Identify the significance of a person or a place <b>VCICCB001</b> – Identify what is familiar and what is different in the ways culturally diverse individuals and families live	Questioning & Metacognition	<ul style="list-style-type: none"> <li>• With prompting, poses questions to wonder, question &amp; investigate information &amp; ideas.</li> <li>• Makes connections between texts &amp; students' own experiences</li> </ul>
Year 1	Personal Events	<b>VCHHK059</b> – Changes in family structures over time <b>VCHHC053</b> – Sequence significant personal & family events <b>VCHHC054</b> – Identify content features of primary sources <b>VCHHC055</b> – Identify perspectives to changes about daily life <b>VCHHC056</b> – Identify examples of continuity & change in family life <b>VCHHC057</b> – Identify the significance of a person or a place <b>VCICCB001</b> – Identify what is familiar and what is different in the ways culturally diverse individuals and families live <b>VCICCD03</b> - Identify and discuss cultural diversity in the school and/or community	Retelling & Summarising & Metacognition	<ul style="list-style-type: none"> <li>• Discusses key information after reading.</li> <li>• Makes connections between texts &amp; students' own experiences</li> </ul>
Year 2	Significant People in the Local Community	<b>VCHHK063</b> – History of a significant person, building or site <b>VCHHC053</b> – Sequence significant personal & family events <b>VCHHC054</b> – Identify content features of primary sources <b>VCHHC055</b> – Identify perspectives to changes about daily life <b>VCHHC056</b> – Identify examples of continuity & change in family life <b>VCHHC057</b> – Identify the significance of a person or a place <b>VCICCB002</b> - Describe their experiences of intercultural encounters in which they have been involved <b>VCICCD03</b> - Identify and discuss cultural diversity in the school and/or community <b>VCICCD004</b> - Imagine and explain what their responses might be if they were placed in a different cultural situation or setting	Inferring & Metacognition	<ul style="list-style-type: none"> <li>• Infers the 'big ideas' or theme of a text.</li> <li>• Recognises moral lessons in a text.</li> </ul>
Year 3	Rules in the Community/Citizens in the Community	<b>VCCCG002</b> – Identify how & why decisions are made <b>VCCCL004</b> – Explain how and why rules are made <b>VCCCC006</b> – Investigate how & why people communicate in communities <b>VCICCB0005</b> – Compare their own and others cultural practices, showing how these may influence the ways people relate to each other <b>VCICCD007</b> - Explain the role of cultural traditions in the development of personal, group and national identities	Text Structure & Metacognition	<ul style="list-style-type: none"> <li>• Gathers &amp; uses information from illustrations, photographs, diagrams &amp; graphs.</li> <li>• Reflect &amp; apply your prior knowledge while reading a text.</li> </ul>
Year 4	Roles of Local Government	<b>VCCCG001</b> – Identify features of government & law <b>VCCCG003</b> – Explain the roles of local government <b>VCCCL005</b> – Distinguish between rules & laws <b>VCCCC007</b> – Describe different cultural, religious & social groups <b>VCICCB006</b> - Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others' cultures <b>VCICCD007</b> - Explain the role of cultural traditions in the development of personal, group and national identities <b>VCICCD008</b> - Identify how understandings between culturally diverse groups can be encouraged and achieved	Monitoring Comprehension & Metacognition	<ul style="list-style-type: none"> <li>• Demonstrates the ability to skim &amp; scan while reading to search for information quickly.</li> <li>• Demonstrates an understanding of the difference between fact and opinion.</li> </ul>
Year 5	Three Levels of Government	<b>VCCCG008</b> – Discuss values, principles & institutions that underpin Australia's democratic forms of government <b>VCCCG010</b> – Identify & discuss Australian electoral process <b>VCCCL013</b> – Law Enforcement, Roles & Responsibilities <b>VCCCC016</b> – Working Together <b>VCICCB010</b> - Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others' cultures	Text Structure & Metacognition	<ul style="list-style-type: none"> <li>• Recognise that people experience things differently due to their social/cultural beliefs and their life experiences.</li> <li>• Connects knowledge of subject and technical vocabulary and concept knowledge to new reading tasks.</li> </ul>

Year 6	Australian Electoral Process	<p>VCCCG008 – Discuss values, principles &amp; institutions that underpin Australia’s democratic forms of government</p> <p>VCCCG009 – Three Levels of Government</p> <p>VCCCG011 – Roles &amp; responsibilities of electors</p> <p>VCCCL012 – Law Enforcement, Roles &amp; Responsibilities</p> <p>VCCCC014 – Right, responsibilities &amp; values of Australian citizenship</p> <p>VCCCC015 – Identify different points of view on a contemporary issue</p> <p>VCCCC017 – Investigate the concept of global citizenship</p> <p>VCICCB009 - Analyse how aspects of their own and others lifestyle, behavior, attitudes and beliefs can be culturally influenced</p> <p>VCICCD011 - Identify barriers to and means of reaching understandings within and between culturally diverse groups</p>	Text Structure & Metacognition	<ul style="list-style-type: none"> <li>• Recognise that people experience things differently due to their social/cultural beliefs and their life experiences.</li> <li>• Connects knowledge of subject and technical vocabulary and concept knowledge to new reading tasks.</li> </ul>
Year 7	Consumers, Workers & Producers Interdependence of Consumers & Producers	<p>VCEBR011 - Ways consumers, producers respond to and influence each other</p> <p>VCEBC014 - Reasons and ways individuals and businesses set, prioritise goals</p> <p>VCBB015 - Characteristics of entrepreneurs and successful businesses</p> <p>VCEBN018 - Role of enterprising behaviours and capabilities in the work environment</p> <p>VCEBE019 - Relationships and trends for an economic or business issue</p> <p>VCICCD015- Identify challenges and benefits of living/ working in a culturally diverse society</p>	Metacognition & Text Structure	<ul style="list-style-type: none"> <li>• Interprets a diagram in a non-fiction text.</li> <li>• Interprets the intention of images in online texts.</li> <li>• Identifies differences between different text types.</li> <li>• Use think-aloud strategies to discuss the thinking process during reading.</li> <li>• Self-monitors for understanding and asks questions when meaning is lost</li> </ul>
Year 8	Medieval Europe, Japan under the Shoguns & Renaissance Italy	<p>VCHHK116 – Social, cultural, economic, environmental &amp; political changes &amp; continuity</p> <p>VCHHK117 – Causes &amp; effects of developments and/or cultural achievements</p> <p>VCHHK118 – Perspectives of subject peoples &amp; their interactions</p> <p>VCHHK119 – Role &amp; achievements of a significant individual/group</p> <p>VCHHK120 – Challenge &amp; development faced by the society</p> <p>VCHHC097 – Sequence significant events in order</p> <p>VCHHC098 – Describe &amp; explain the broad patterns of change</p> <p>VCHHC099 – Analyse &amp; corroborate sources &amp; ask questions</p> <p>VCHHC100 – Analyse different perspectives</p> <p>VCHHC101 – Explain historical interpretations &amp; debates</p> <p>VCHHC102 – Identify &amp; explain patterns of continuity &amp; change</p> <p>VCHHC103 – Analyse causes &amp; effects of events that caused change or decline</p> <p>VCHHC104 – Evaluate role &amp; achievement of an individual, development or cultural achievement</p> <p>VCICCB013- Analyse the dynamic nature of own and other’s cultural practices in a range of contexts.</p> <p>VCICCD015 - Identify the challenges and benefits of living and working in a culturally diverse society</p>	Questioning & Metacognition	<ul style="list-style-type: none"> <li>• Asks questions to expand thinking, resolve &amp; better understand complicated ideas &amp; issues.</li> <li>• Explore how ideas and viewpoints from different historical, social and cultural contexts reflect or challenge the values of individuals and groups.</li> </ul>
Year 9	The Industrial Revolution, Making a Nation & WW1	<p>VCHHK129 – Causes leading to Industrial Revolution</p> <p>VCHHK130 – Causes of population movements &amp; settlement patterns</p> <p>VCHHK131 – Experiences &amp; perspectives of individuals or groups</p> <p>VCHHK132 – Effects of the Industrial Revolution</p> <p>VCHHK135 – Significant events &amp; influencing ideas in the development of society</p> <p>VCHHK136 – Patterns of continuity &amp; change &amp; their effects</p> <p>VCHHK137 – Different experiences &amp; perspectives of non-Europeans</p> <p>VCHHK138 – Position of the society</p> <p>VCHHK139 – Causes of World War 1</p> <p>VCHHK140 – Significant places where Australians fought</p> <p>VCHHK141 – Significant events, turning points of the war</p> <p>VCHHK142 – Effects of World War 1</p> <p>VCHHK143 – Significance of World War 1 to Australia’s international relationships</p> <p>VCHHK144 – Historical interpretations and debates about World War 1</p> <p>VCHHC121 – Sequence significant events</p> <p>VCHHC122 – Analyse &amp; evaluate patterns of change</p> <p>VCHHC123 – Analyse &amp; corroborate sources</p> <p>VCHHC124 – Analyse different perspectives of people in the past</p> <p>VCHHC125 – Evaluate different historical interpretations</p> <p>VCHHC126 – Identify &amp; evaluate patterns of continuity &amp; change</p> <p>VCHHC127 – Analyse the long-term causes, short term triggers &amp; effects</p> <p>VCHHC128 – Evaluate the historical significance of an event, idea, individual or place</p> <p>VCICCD020- Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion</p>	Questioning & Metacognition	<ul style="list-style-type: none"> <li>• Develop questions that interrogate a text.</li> <li>• Identifies the writer’s opinion of the subject from a complex essay.</li> </ul>

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/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

- **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: <https://docs.google.com/document/d/1EX3DR3V7MHUzfcCF5YZ8aaHeJAc98wjQC59raZXjGrg/edit>

- **21st century Learning**

Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn

Ways of Working: Communication & Collaboration

Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career

Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy

- **Intercultural Capabilities Curriculum**

For the structure, scope and sequence and resources: <http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/curriculum/f-10>