

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:**

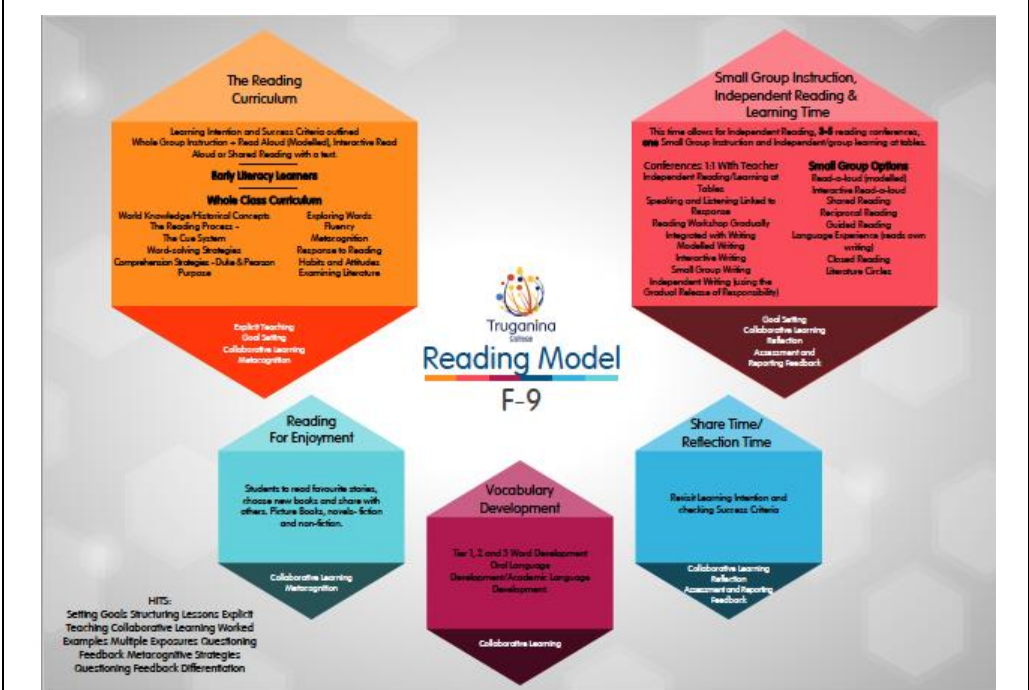
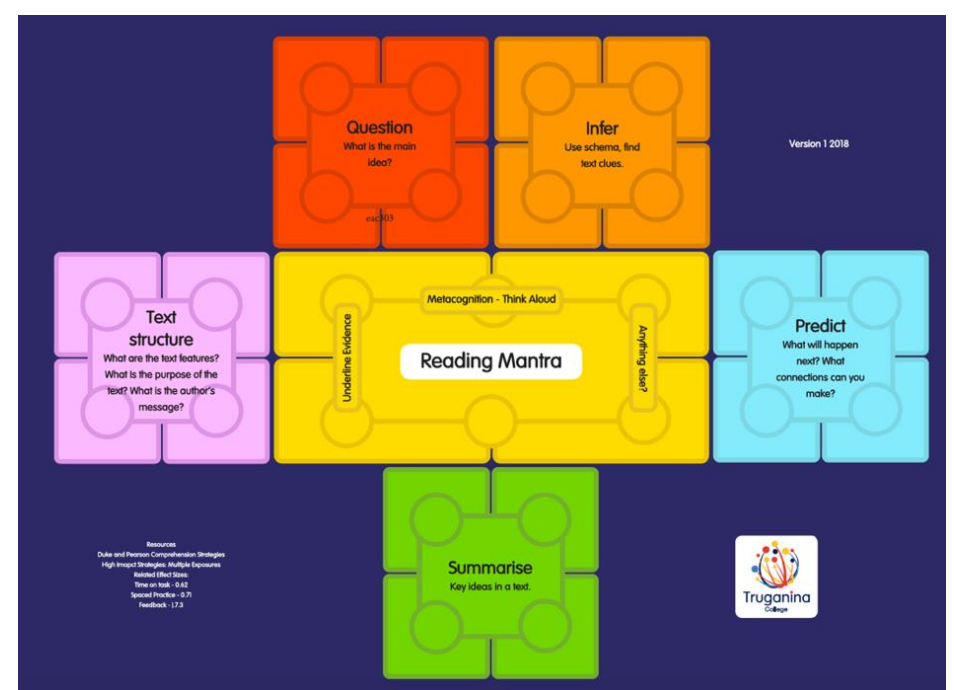
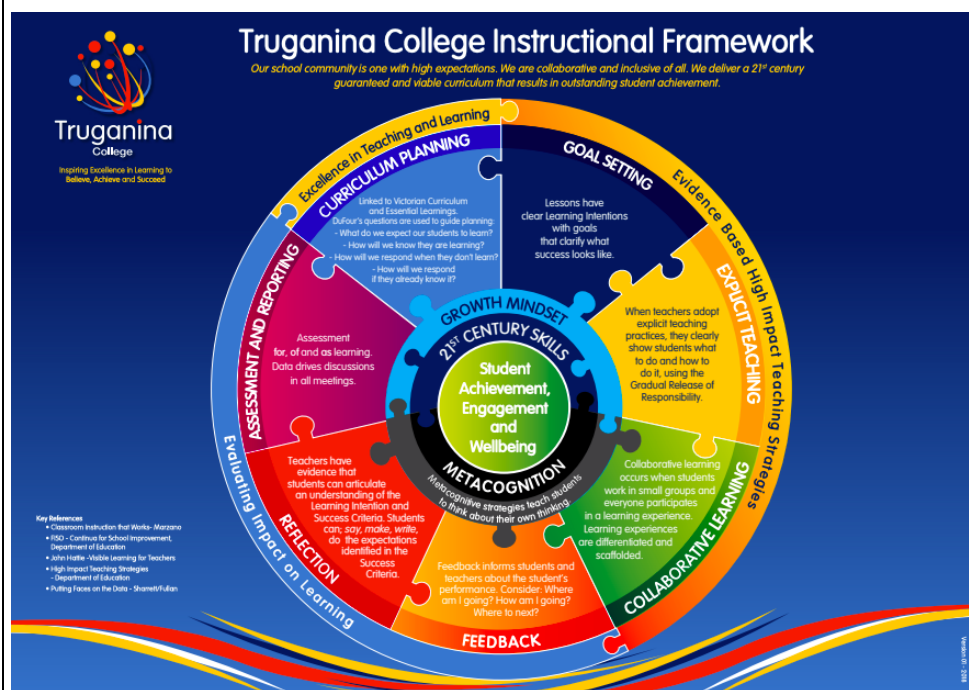
**HIGH IMPACT TEACHING STRATEGIES (HITS)**



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

- Goal 1: To improve student learning outcomes in literacy and numeracy.
- Goal 2: To empower students to become independent and self-regulating learners.
- Goal 3: To enhance the health and wellbeing of all students.

**Instructional Framework      Reading Mantra      Reading Model**



- Curriculum Planning - Refer to DuFour's questions**

  - What do we need our students to learn?
  - How will we know they are learning?
  - What will we do if they have already learned it?
  - What will we do if they have not learned?

**Assessment & Reporting - Data drives discussion in all meetings**

**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

**Duke & Pearson Comprehension Strategies**

**Intercultural Capabilities Curriculum**

	Termly Overviews	Victorian Curriculum Links	Duke & Pearson Comprehension Strategies	Reading Essential Learnings
RE-IGNITE: Components of the IGNITE Curriculum to be revisited				
Foundation	<b>Term 1</b> Personal and Family Histories	<a href="#">VCGGC057</a> - Identify and describe features of places and how they change <a href="#">VCGGC060</a> – Collect and record geographical data <a href="#">VCGGC061</a> – Represent geographical data <a href="#">VCGGC062</a> – Interpret geographical data <a href="#">VCGGK063</a> – Represent location of places and their features <a href="#">VCGGK066</a> – Country and Aboriginal and Torres Strait Islander peoples <a href="#">VCGGK069</a> – Places and people <a href="#">VCICCB002</a> – Describe experiences of intercultural encounters <a href="#">VCICCD004</a> – Imagine and explain being in a different cultural situation or setting	Retelling & Summarising  Metacognition	<ul style="list-style-type: none"> <li>• Shares familiar and different ways culturally diverse individuals and families live.</li> <li>• Understands that English is only one of the many spoken languages in Australia.</li> <li>• Remembers order of events in a simple story and talk about them after reading.</li> </ul>
	<b>Term 2</b> Community Histories			
	<b>Term 3</b> My Personal World - Important Events			
	<b>Term 4</b> My Personal World - Important Events			
Year 1	<b>Term 1</b> Personal Events	<a href="#">VCGGC057</a> - Identify and describe features of places and how they change <a href="#">VCGGC060</a> – Collect and record geographical data <a href="#">VCGGC061</a> – Represent geographical data <a href="#">VCGGC062</a> - Interpret geographical data <a href="#">VCGGK063</a> – Represent location of places and their features <a href="#">VCGGK066</a> - Country and Aboriginal and Torres Strait Islander peoples <a href="#">VCGGK069</a> - Places and people <a href="#">VCICCB002</a> - Describe experiences of intercultural encounters <a href="#">VCICCD003</a> – Identify and discuss cultural diversity	Think aloud - Metacognition	<ul style="list-style-type: none"> <li>• Role models the idea, concepts and vocabulary involved.</li> <li>• Discusses aloud thinking, ideas, opinions and questions when reading a text.</li> </ul>
	<b>Term 2</b> Personal Histories			
	<b>Term 3</b> The Past and Future - Direction and Location			
	<b>Term 4</b> The Past and Future - Direction and Location			
Year 2	<b>Term 1</b> Significant People in the Local Community	<a href="#">VCGGC059</a> - Identify how people are connected to different places <a href="#">VCGGC060</a> – Collect and record geographical data <a href="#">VCGGC061</a> – Represent geographical data <a href="#">VCGGC062</a> – Interpret geographical data <a href="#">VCGGK063</a> – Represent location of places and their features <a href="#">VCGGK064</a> – Definition of places and scales <a href="#">VCGGK065</a> – Local and global connections of people in Australia <a href="#">VCGGK066</a> – Country and Aboriginal and Torres Strait Islander peoples <a href="#">VCGGK070</a> – Activities in the local place <a href="#">VCICCB002</a> - Describe experiences of intercultural encounters <a href="#">VCICCD003</a> – Identify and discuss cultural diversity	Retelling & Summarising  Metacognition	<ul style="list-style-type: none"> <li>• Makes connections between students' own experiences and texts.</li> <li>• Combines new knowledge with prior understanding and provides a summary of most key points.</li> </ul>
	<b>Term 2</b> Community Histories			
	<b>Term 3</b> Past and Present –Connections to Places - Describing places			
	<b>Term 4</b> Past and Present - Connections to places - Describing places			
Year 3	<b>Term 1</b> Rules in the Community/ Citizens in the Community	<a href="#">VCGGC071</a> – Identify and describe the characteristics of places <a href="#">VCGGC072</a> – Identify and describe locations and spatial distributions and patterns <a href="#">VCGGC073</a> - Identify and explain interconnections within places and between places <a href="#">VCGGC074</a> – Collect and record geographical data <a href="#">VCGGC075</a> – Represent geographical data <a href="#">VCGGC076</a> - Interpret geographical data <a href="#">VCGGK078</a> – Locate Australia's neighbouring countries and characteristics of their places <a href="#">VCGGK079</a> – Represent Australia and its major natural and human characteristics <a href="#">VCICCB006</a> – Describe intercultural experiences from a critical perspective	Questioning  Metacognition	<ul style="list-style-type: none"> <li>• Asks questions to expand their understanding and knowledge on the idea.</li> <li>• Asks questions before, during and after reading a text.</li> </ul>
	<b>Term 2</b> Community, Remembrance and Celebrations			
	<b>Term 3</b> Diverse Communities, Places and their Contributions- Location of states and territories of Australia, and the location of Aboriginal and Torres Strait Islander countries/places			
	<b>Term 4</b> Diverse Communities, Places and their Contributions Location of states and territories of Australia, and the location of			

	Aboriginal and Torres Strait Islander countries/places			
Year 4	<b>Term 1</b> Roles of Local Government	<a href="#">VCGGC071</a> – Identify and describe the characteristics of places <a href="#">VCGGC072</a> – Identify and describe locations and spatial distributions and patterns <a href="#">VCGGC073</a> - Identify and explain interconnections within places and between places <a href="#">VCGGC074</a> – Collect and record geographical data <a href="#">VCGGC075</a> – Represent geographical data <a href="#">VCGGC076</a> - Interpret geographical data <a href="#">VCGGK080</a> – Diversity and significance of places and environments <a href="#">VCGGK083</a> - Diversity and significance of places and environments <a href="#">VICCCB006</a> - Describe intercultural experiences from a critical perspective <a href="#">VICCCD007</a> – Explain cultural traditions in personal, group and national identities	Text Structure Metacognition	<ul style="list-style-type: none"> <li>Gathers information from texts and uses this to inform understanding.</li> <li>Gathers and uses information from illustrations, photographs, diagrams, graphs.</li> </ul>
	<b>Term 2</b> First Contacts			
	<b>Term 3</b> People, Places and Environment - Countries in the world and compass directions			
	<b>Term 4</b> People, Places and Environment - Countries in the world and compass directions			
Year 5	<b>Term 1</b> Three Levels of Government	<a href="#">VCGGC085</a> – Describe and explain diverse characteristics of places in different locations <a href="#">VCGGC086</a> – Identify and describe locations, spatial distributions and patterns <a href="#">VCGGC087</a> - Describe and explain interconnections and the effects of them <a href="#">VCGGC088</a> – Collect and record geographical data <a href="#">VCGGC089</a> – Represent geographical data <a href="#">VCGGC090</a> - Interpret geographical data <a href="#">VCGGK091</a> – Factors that shape places and influence interconnections <a href="#">VCGGK094</a> – Factors that shape places and influence interconnections <a href="#">VCGGK095</a> – Factors that shape places and influence interconnections <a href="#">VCGGK096</a> - Factors that shape places and influence interconnections <a href="#">VICCCB009</a> - Analyse how aspects of their own and others lifestyle, behavior, attitudes and beliefs can be culturally influenced. <a href="#">VICCCB010</a> - Explain how intercultural experiences can influence beliefs and behaviors, including developing a critical perspective on and respect for their own and others’ cultures.	Text Structure Metacognition	<ul style="list-style-type: none"> <li>Gathers and uses information from illustrations, photographs, diagrams and graphs.</li> <li>Gathers information by using table of contents, captions, index, headings, glossary and references.</li> <li>Compares the text structure of two different text types of a similar genre e.g. compares a persuasive poster with a letter to the editor, compares a fantasy novel with a picture story book.</li> <li>Skims and scans to predict the key structural elements of a text e.g. problem/solution, cause/effect, compare/contrast, and chronological order.</li> </ul>
	<b>Term 2</b> The Australian Colonies			
	<b>Term 3</b> Interconnections- Environmental Disasters			
	<b>Term 4</b> Personal Finances - Economics & Financial Decision Making in Everyday Life			
Year 6	<b>Term 1</b> Australian Electoral Process	<a href="#">VCGGC085</a> – Describe and explain diverse characteristics of places in different locations <a href="#">VCGGC086</a> – Identify and describe locations, spatial distributions and patterns <a href="#">VCGGC087</a> - Describe and explain interconnections and the effects of them <a href="#">VCGGC088</a> – Collect and record geographical data <a href="#">VCGGC089</a> – Represent geographical data <a href="#">VCGGC090</a> - Interpret geographical data <a href="#">VCGGK092</a> – Location of Asian countries in relation to Australia and the geographical diversity <a href="#">VCGGK093</a> – Demographic, economic, social and cultural differences of countries across the world <a href="#">VCGGK097</a> – Factors that influence people’s awareness and opinion of places <a href="#">VCGGK098</a> - Australia’s connections with other countries and how they change people and places <a href="#">VICCCB009</a> – Analyse aspects of lifestyle, behaviour, attitudes and beliefs <a href="#">VICCCB010</a> – Explain intercultural experiences and its influence on beliefs and behaviours <a href="#">VICCCD012</a> – Examine and discuss how people understand and appreciate different cultural values	Text Structure Metacognition	<ul style="list-style-type: none"> <li>Gathers and uses information from illustrations, photographs, diagrams and graphs.</li> <li>Gathers information by using table of contents, captions, index, headings, glossary and references.</li> <li>Compares the text structure of two different text types of a similar genre e.g. compares a persuasive poster with a letter to the editor, compares a fantasy novel with a picture story book.</li> <li>Skims and scans to predict the key structural elements of a text e.g. problem/solution, cause/effect, compare/contrast, and chronological order.</li> </ul>
	<b>Term 2</b> Australia as a Nation [Federation]			
	<b>Term 3</b> Interconnections - Environments, Peoples & Cultures in Asia and the World			
	<b>Term 4</b> Business Choices & Scarcity in Business			
	<b>Term 1</b> Consumers, Workers & Producers Interdependence of Consumers & Producers	<a href="#">VCHHK109</a> – Influence of physical features on civilizations <a href="#">VCHHK110</a> – Changes in society & perspectives of key groups <a href="#">VCHHK111</a> – Beliefs, values & practices emphasizing changes to life <a href="#">VCHHK112</a> – Causes & effects of contacts & conflicts with societies and/or peoples <a href="#">VCHHK113</a> – Role & achievements of individuals in ancient society	Inferring & Metacognition	<ul style="list-style-type: none"> <li>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.</li> </ul>

Year 7	<b>Term 2</b> Australian Constitution/Responsibility and Freedom	<a href="#">VCHHK114</a> – Methods & sources used by historians & archaeologists <a href="#">VCHHK115</a> – Significance & importance of conservation <a href="#">VCHHK105</a> – Influence of physical or geographical features <a href="#">VCHHK106</a> – Beliefs, values & practices of Indigenous Peoples <a href="#">VCHHK107</a> – Nature of sources of evidence <a href="#">VCHHK108</a> – Importance of conservation		<ul style="list-style-type: none"> <li>Investigate vocabulary of extended and academic texts and the role of abstract nouns.</li> </ul>
	<b>Term 3</b> Ancient Civilizations	<a href="#">VCHHC097</a> – Sequence events in chronological order <a href="#">VCHHC098</a> – Describe & explain broad patterns of change <a href="#">VCHHC099</a> – Analyse & corroborate sources & ask questions <a href="#">VCHHC100</a> – Analyse different perspectives <a href="#">VCHHC101</a> – Explain historical interpretations & debates		
	<b>Term 4</b> Water in the world & Place and Liveability	<a href="#">VCHHC102</a> – Identify & explain patterns of continuity & change <a href="#">VCHHC103</a> – Analyse causes & effects of events that caused change or decline <a href="#">VCHHC104</a> – Evaluate role & achievement of an individual, development or cultural achievement <a href="#">VICCCD016</a> - 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		

Year 8	<b>Term 1</b> Medieval Europe, Japan under the Shoguns & Renaissance Italy	<a href="#">VCCCG019</a> – Discuss the freedoms that enable active participation <a href="#">VCCCG020</a> – Explain how citizens can participate in Australia’s democracy <a href="#">VCCCG024</a> – Describe how Australia is a secular nation <a href="#">VCCCG025</a> – Identify how values can promote cohesion <a href="#">VCCCG026</a> – Explain how groups express their identities <a href="#">VCCCG027</a> – Examine national identity <a href="#">VICCCB014</a> - Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations <a href="#">VICCCD015</a> - Identify the challenges and benefits of living and working in a culturally diverse society <a href="#">VICCCD016</a> - 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"> <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>
	<b>Term 2</b> Landforms & Landscapes, Changing Nations			
	<b>Term 3</b> Participating in Change - Rights, freedoms, democracy and the law			
	<b>Term 4</b> The Market Successful Businesses & Entrepreneurial Behaviours			

Year 9	<b>Term 1</b> The Industrial Revolution, Making a Nation & WWI	<a href="#">VCCCG029</a> – Explain values & key features of Australia’s government <a href="#">VCCCG031</a> – Roles & responsibilities of the government at a global level <a href="#">VCCCL032</a> – Australia’s international legal obligations <a href="#">VCCCG035</a> – Analyse contemporary examples and issues <a href="#">VCCCG036</a> – Sustaining a resilient democracy <a href="#">VCCCG037</a> – Participation of groups in civic life <a href="#">VCCCG038</a> – Influence of the media on Australian identity <a href="#">VICCCB018</a> - Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviors, and how they are manifested in various contexts. <a href="#">VICCCD019</a> - Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world.	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>
	<b>Term 2</b> Biomes and Food Security, Geographies of interconnection			
	<b>Term 3</b> Australia to the Neighbouring Countries			
	<b>Term 4</b> Australia & Asia - The Australian Economy compared to Neighbouring Countries			