

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:

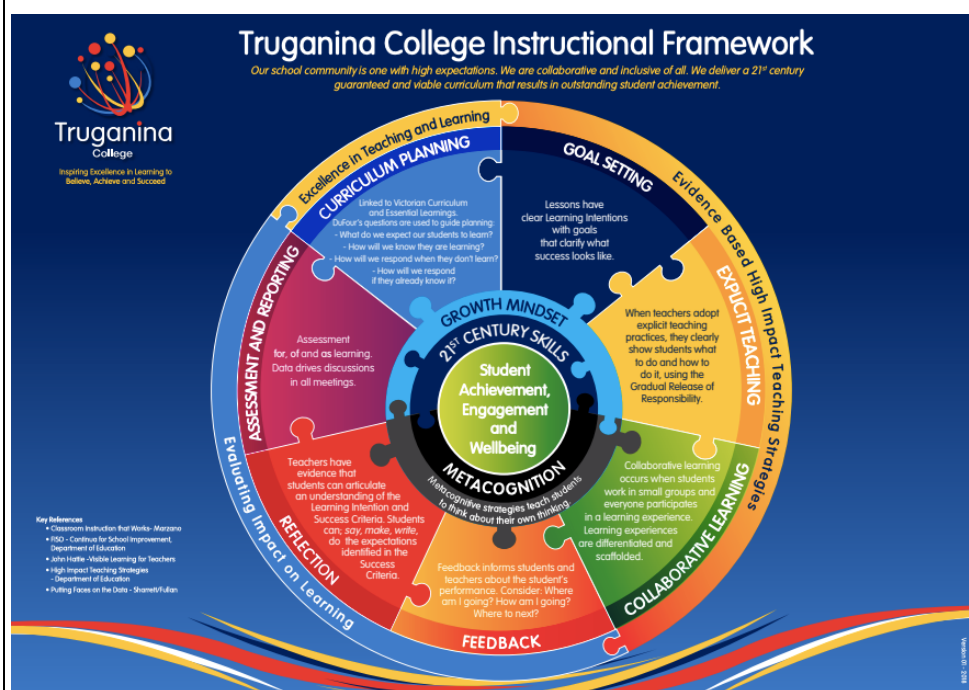
High Impact Teaching Strategies (HITS)



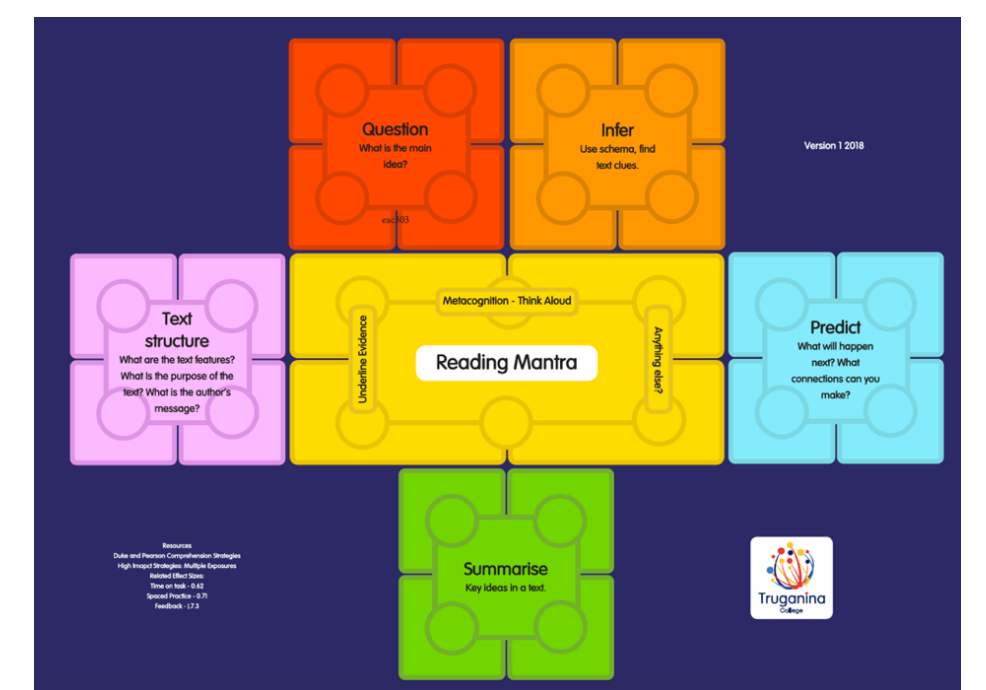
The planning, teaching and learning of the Humanities Curriculum link directly to the College's Strategic Plan goals:

- 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.

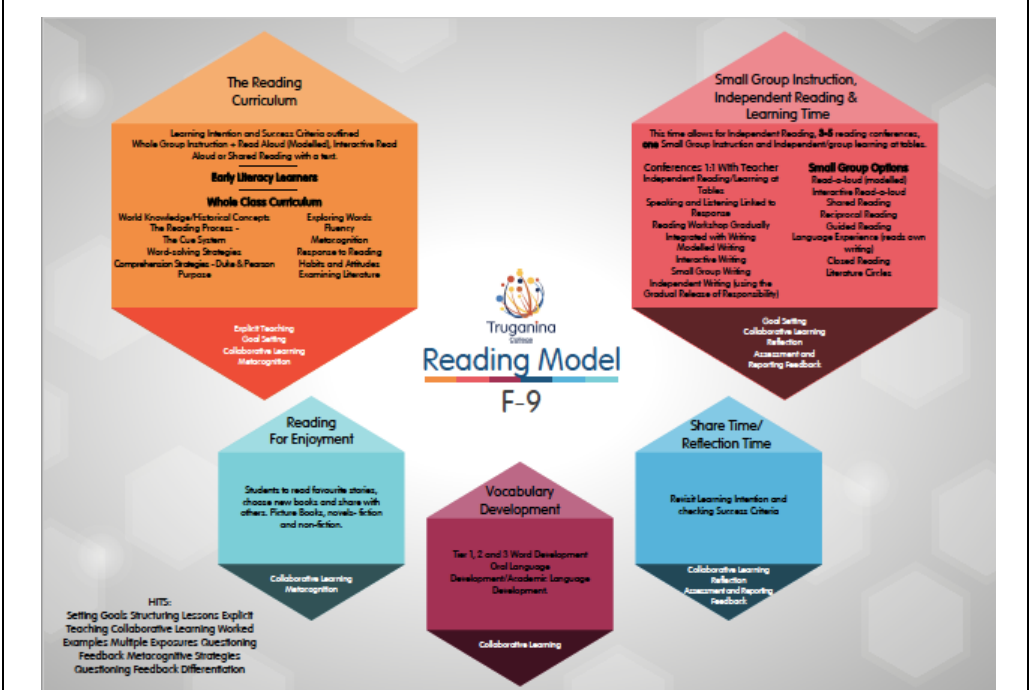
Instructional Framework



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<br>Comprehension Strategies      | Reading Essential Learnings  |
|--|---|--|---|--|
| RE-IGNITE: Components of the IGNITE Curriculum to be revisited |   |  |   |  |
| Foundation   | <b>Term 1</b><br>Personal and Family Histories  | <a href="#">VCGGC057</a> - Features of places<br><a href="#">VCGGC060</a> - Collection and recording of geographical data and information<br><a href="#">VCGGC061</a> - Represent data and location of places using tables, plans and maps<br><a href="#">VCGGC062</a> - Draw conclusions and describe the direction and location of places<br><a href="#">VCGGK063</a> - Represent location of places and their features on maps and models<br><a href="#">VCGGK066</a> - Aboriginal/Torres Strait Islander Country/Place the school is located and its importance<br><a href="#">VCGGK069</a> - Reasons why places are special/important and how to look after these places<br><a href="#">VCICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live<br><a href="#">VCICCD003</a> - Identify and discuss cultural diversity in the school and/or community  | <a href="#">Visualising &amp; Metacognition</a> | <ul style="list-style-type: none"> <li>• Demonstrate my thinking aloud.</li> <li>• Gathers and uses information from illustrations, photographs, diagrams, graphs.</li> <li>• Role model the ideas, concepts and vocabulary involved.</li> </ul>                   |
|  | <b>Term 2</b><br>Community Histories  |  |   |  |
|  | <b>Term 3</b><br>My Personal World - Important Events   |  |   |  |
|  | <b>Term 4</b><br>My Personal World - Important Events   |  |   |  |
| Year 1   | <b>Term 1</b><br>Personal Events  | <a href="#">VCGGC058</a> - Location of places and activities<br><a href="#">VCGGC060</a> - Collect and record geographical data and information<br><a href="#">VCGGC061</a> - Represent data and location of places using tables, plans and maps<br><a href="#">VCGGC062</a> - Draw conclusions and describe the direction and location of places<br><a href="#">VCGGK068</a> - Features of places and locations and their changes<br><a href="#">VCGGK067</a> - Weather and seasons and their descriptions by different communities<br><a href="#">VCGGK070</a> - Activities in local places and reasons for their location<br><a href="#">VCICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live<br><a href="#">VCICCD003</a> - Identify and discuss cultural diversity in the school and/or community   | <a href="#">Summarising &amp; Predicting</a>    | <ul style="list-style-type: none"> <li>• Gathers and uses information from illustrations, photographs, diagrams, graphs.</li> <li>• Combine new knowledge with prior understandings.</li> <li>• Role model the ideas, concepts and vocabulary involved.</li> </ul> |
|  | <b>Term 2</b><br>Personal Histories   |  |   |  |
|  | <b>Term 3</b><br>The Past and Future - Direction and Location   |  |   |  |
|  | <b>Term 4</b><br>The Past and Future - Direction and Location   |  |   |  |
| Year 2   | <b>Term 1</b><br>Significant People in the Local Community  | <a href="#">VCGGC058</a> - Location of places and activities<br><a href="#">VCGGC060</a> - Collect and record geographical data and information<br><a href="#">VCGGC061</a> - Represent data and location of places using tables, plans and maps<br><a href="#">VCGGC062</a> - Draw conclusions and describe the direction and location of places<br><a href="#">VCGGK068</a> - Features of places and locations and their changes<br><a href="#">VCGGK067</a> - Weather and seasons and their descriptions by different communities<br><a href="#">VCGGK070</a> - Activities in local places and reasons for their location<br><a href="#">VCICCB001</a> - Identify what is familiar and what is different in the ways culturally diverse individuals and families live<br><a href="#">VCICCD003</a> - Identify and discuss cultural diversity in the school and/or community   | <a href="#">Questioning</a>                     | <ul style="list-style-type: none"> <li>• Gather information from a text and use this to inform understandings.</li> <li>• Combine new knowledge with prior understanding and provides a summary of most key points.</li> </ul>                                     |
|  | <b>Term 2</b><br>Community Histories  |  |   |  |
|  | <b>Term 3</b><br>Past and Present -Connections to Places - Describing places  |  |   |  |
|  | <b>Term 4</b><br>Past and Present - Connections to places - Describing places   |  |   |  |
| Year 3   | <b>Term 1</b><br>Rules in the Community/ Citizens in the Community  | <a href="#">VCGGC071</a> - Characteristics of places in different locations<br><a href="#">VCGGC072</a> - Locations and spatial distributions and patterns<br><a href="#">VCGGC073</a> - Interconnections within and between places<br><a href="#">VCGGC074</a> - Geographical data and information from the field and other sources<br><a href="#">VCGGC075</a> - Data and location of places and their characteristics using mapping conventions<br><a href="#">VCGGC076</a> - Interpret maps and geographical data using mapping conventions<br><a href="#">VCGGK078</a> - Location of neighbouring countries and their characteristics<br><a href="#">VCGGK079</a> - States and territories in Australia and human and natural characteristics<br><a href="#">VCICCD007</a> -Explain the role of cultural traditions in the development of personal, group and national identities<br><a href="#">VCICCD008</a> - Identify how understandings between culturally diverse groups can be encouraged and achieved | <a href="#">Metacognition &amp; Summarising</a> | <ul style="list-style-type: none"> <li>• Gather information from a text and use this to inform understandings.</li> <li>• Ask questions to expand thinking.</li> </ul>   |
|  | <b>Term 2</b><br>Community, Remembrance and Celebrations  |  |   |  |
|  | <b>Term 3</b><br>Diverse Communities, Places, and their Contributions- Location of states/ territories of Australia, & the location of Aboriginal and Torres Strait Islander countries/places |  |   |  |
|  | <b>Term 4</b><br>Diverse Communities, Places and their Contributions- Location of states/ territories of Australia, & the location of Aboriginal and Torres                                   |  |   |  |

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|        | Strait Islander countries/places  |  |   |  |
| Year 4 | <b>Term 1</b><br>Roles of Local Government  | <p><a href="#">VCGGC071</a> - Characteristics of places in different locations</p> <p><a href="#">VCGGC072</a> - Locations and spatial distributions and patterns</p> <p><a href="#">VCGGC073</a> - Interconnections within and between places</p> <p><a href="#">VCGGC074</a> - Geographical data and information from the field and other sources</p> <p><a href="#">VCGGC075</a> - Data and location of places and their characteristics using mapping conventions</p> <p><a href="#">VCGGC076</a> - Interpret maps and geographical data using mapping conventions</p> <p><a href="#">VCGGC077</a> - Location of major countries of Africa and South America and their major characteristics</p> <p><a href="#">VCGGC080</a> - Countries/Places of Aboriginal and Torres Strait Islander peoples in Australia and the custodial responsibility</p> <p><a href="#">VCGGC081</a> - Main climates of the world</p> <p><a href="#">VCGGC082</a> - Significance of vegetation to the environment and sustainability</p> <p><a href="#">VCGGC083</a> - Similarities and differences in individuals' and groups' feelings, perceptions, and the influence of these views</p> <p><a href="#">VICCB006</a> - Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and other cultures</p> <p><a href="#">VICCB005</a> - Compare their own and others cultural practices, showing how these may influence the ways people relate to each other</p> | <p><a href="#">Metacognition &amp; Questioning</a></p>    | <ul style="list-style-type: none"> <li>Gathers information by using table of contents, captions, index, headings, glossary, and references.</li> <li>Ask and explore questions to deepen understanding.</li> </ul>   |
|        | <b>Term 2</b><br>First Contacts   |  |   |  |
|        | <b>Term 3</b><br>People, Places and Environment - Countries in the world and compass directions |  |   |  |
|        | <b>Term 4</b><br>People, Places and Environment - Countries in the world and sustainability     |  |   |  |
| Year 5 | <b>Term 1</b><br>Three Levels of Government   | <p><a href="#">VCEBR001</a> - Difference between needs and wants/why choices need to be made</p> <p><a href="#">VCEBR003</a> - Types of resources/explore how societies use them</p> <p><a href="#">VCEBC004</a> - Influences on consumer choices/strategies to make informed personal consumer and financial choices</p> <p><a href="#">VCEBN009</a> - Nature and importance of enterprising behaviours and capabilities</p> <p><a href="#">VCEBE010</a> - Advantages and disadvantages/form conclusions on economics, business event or issue</p> <p><a href="#">VICCD011</a> - Identify barriers to and means of reaching understandings within and between culturally diverse groups.</p>  | <p><a href="#">Metacognition &amp; Questioning</a></p>    | <ul style="list-style-type: none"> <li>Asks questions before, during and after reading a text.</li> <li>Construct open and closed questions based on the Question-Answer Relationship (QAR) model.</li> <li>Use think-aloud strategies to discuss the thinking process during reading.</li> </ul>  |
|        | <b>Term 2</b><br>The Australian Colonies  |  |   |  |
|        | <b>Term 3</b><br>Interconnections- Environmental Disasters                                      |  |   |  |
|        | <b>Term 4</b><br>Personal Finances - Economics & Financial Decision Making in Everyday Life     |  |   |  |
| Year 6 | <b>Term 1</b><br>Australian Electoral Process   | <p><a href="#">VCEBR002</a> - Concept of opportunity cost</p> <p><a href="#">VCEBC005</a>- Effect of consumer and financial decisions on individuals</p> <p><a href="#">VCEBB006</a> - Reasons why businesses exist/production and distribution of goods and services</p> <p><a href="#">VCEBW007</a> - Nature and meaning of work</p> <p><a href="#">VCEBW008</a> - Influences on the way people work</p> <p><a href="#">VCEBN009</a> - Nature and importance of enterprising behaviours and capabilities</p> <p><a href="#">VCEBE010</a> - Advantages and disadvantages/form conclusions on economics, business event or issue</p> <p><a href="#">VICCB009</a>- Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced</p> <p><a href="#">VICCB010</a>- Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures</p>  | <p><a href="#">Metacognition &amp; Text Structure</a></p> | <ul style="list-style-type: none"> <li>Gathers and uses information from illustrations, photographs, diagrams, graphs.</li> <li>Gathers information by using table of contents, captions, index, headings, glossary and references.</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><br>Australia as a Nation [Federation]   |  |   |  |
|        | <b>Term 3</b><br>Interconnections - Environments, Peoples & Cultures in Asia and the World      |  |   |  |
|        | <b>Term 4</b><br>Business<br>Choices & Scarcity in Business                                     |  |   |  |

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| Year 7 | <b>Term 1</b><br>Consumers, Workers & Producers Interdependence of Consumers & Producers | <a href="#">VCGGC099</a> – Explain processes that influence the characteristics of places<br><a href="#">VCGGC100</a> – Identify, analyse and explain spatial distributions, patterns and their implications<br><a href="#">VCGGC101</a> - Identify, analyse and explain interconnections within and between places<br><a href="#">VCGGC102</a> – Collect and record geographical data   | <a href="#">Questioning &amp; Metacognition</a> | <ul style="list-style-type: none"> <li>• Uses a variety of ways to arrive at answers to questions i.e. skimming and scanning the text, inferring, sharing and discussing further research.</li> <li>• Asks questions to expand thinking, resolve and better understand complicated ideas and issues.</li> </ul> |
|        | <b>Term 2</b><br>Australian Constitution/Responsibility and Freedom                      | <a href="#">VCGGC103</a> – Represent geographical data<br><a href="#">VCGGC104</a> - Analyse geographical data<br><a href="#">VCGGK105</a> – Classification of environmental resources and the forms that water takes as a resource<br><a href="#">VCGGK106</a> – Ways that flows of water connect places and the ways this affects places   |   |   |
|        | <b>Term 3</b><br>Ancient Civilizations   | <a href="#">VCGGK107</a> – The quantity and variability of Australia’s water resources compared to other continents<br><a href="#">VCGGK108</a> – Nature of water scarcity and the role of humans in creating and overcoming it<br><a href="#">VCGGK109</a> – The spiritual, economic, cultural and aesthetic value of water for people<br><a href="#">VCGGK110</a> - Causes of an atmospheric or hydrological hazard and its impacts on places<br><a href="#">VCGGK111</a> – Places and liveability   |   |   |
|        | <b>Term 4</b><br>The World<br>- Water in the world & Place and Livability                | <a href="#">VCGGK112</a> – Influence of accessibility to services and facilities and environmental quality<br><a href="#">VCGGK113</a> – Environmental, economic and social measures used to evaluate places for liveability<br><a href="#">VCGGK114</a> – Influence of social connectedness and community identity on the liveability of places<br><a href="#">VCGGK115</a> - Strategies used to enhance the liveability of places<br><a href="#">VCICCB013</a> – Analyse own and others’ cultural practices<br><a href="#">VCICCB014</a> – Examine how cultural groups are represented<br><a href="#">VCICCD015</a> – Identify challenges and benefits in a culturally diverse society |   |   |

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| Year 8 | <b>Term 1</b><br>Medieval Europe, Japan under the Shoguns & Renaissance Italy      | <a href="#">VCEBR012</a> - Governments influence on the markets<br><a href="#">VCEBC013</a> - Rights and responsibilities of consumers and businesses<br><a href="#">VCEBW016</a> - Contribution of work to the individual and society<br><a href="#">VCEBW017</a> - Nature and influence on the work environment<br><a href="#">VCEBN018</a> - Role of enterprising behaviours and capabilities in the work environment<br><a href="#">VCEBE019</a> - Relationships and trends for an economic or business issue<br><a href="#">VCICCD016</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 | <a href="#">Metacognition &amp; Monitoring Comprehension</a> | <ul style="list-style-type: none"> <li>• Self-monitor comprehension when reading aloud or independently and use ‘fix it’ strategies.</li> <li>• Use information from graphics (e.g. maps, diagrams, charts, photos, illustrations) to self-monitor reading.</li> <li>• Self-monitors for understanding and asks questions when meaning is lost.</li> </ul> |
|        | <b>Term 2</b><br>Landforms & Landscapes, Changing Nations                          |  |  |  |
|        | <b>Term 3</b><br>Participating in Change - Rights, freedoms, democracy and the law |  |  |  |
|        | <b>Term 4</b><br>The Market<br>Successful Businesses & Entrepreneurial Behaviours  |  |  |  |

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| Year 9 | <b>Term 1</b><br>The Industrial Revolution, Making a Nation & WWI                             | <a href="#">VCEBR020</a> - Australia as a trading nation<br><a href="#">VCEBC023</a> - Managing financial risks and rewards in Australia and globally<br><a href="#">VCEBW025</a> - Change of the work environment in Australia and its implications<br><a href="#">VCEBW026</a> - Roles and responsibilities of participants<br><a href="#">VCEBB024</a> - Innovation and its impact on businesses<br><a href="#">VCEBN027</a> - Enterprising behaviours and capabilities to improve work environments<br><a href="#">VCEBE028</a> - Strategies to predict consequences of economic and business decisions<br><a href="#">VCICCD019</a> -Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world. | <a href="#">Metacognition &amp; Questioning</a> | <ul style="list-style-type: none"> <li>• Reflects on own use of questioning.</li> <li>• Uses a variety of ways to arrive at answers to questions i.e. skimming and scanning the text, inferring, sharing and discussing further research.</li> <li>• Asks questions to expand thinking, resolve and better understand complicated ideas and issues.</li> <li>• Construct open and closed questions based on the Question-Answer Relationship (QAR) model.</li> </ul> |
|        | <b>Term 2</b><br>Biomes and Food Security, Geographies of interconnection                     |   |   |  |
|        | <b>Term 3</b><br>Australia to the Neighbouring Countries                                      |   |   |  |
|        | <b>Term 4</b><br>Australia & Asia - The Australian Economy compared to Neighbouring Countries |   |   |  |

