

# VICTORIAN CURRICULUM LINKS

## Her Place: Women in The West

LEVEL	SUBJECT	RELEVANT LEARNING/STRANDS	APPLICABLE LESSONS
7/8	History	<p>Recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society.</p> <p>Identifying and explore differing perspectives of peoples from the time, acknowledging there may be silent voices for example women.</p> <p>Students comment on the social, cultural and political changes and way of life, specifically the impact of the Cambodian Asia-Pacific conflict.</p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338).</p>	<p>Halima Mohamed</p> <p>Alice Pung</p> <p>Peta Searle</p> <p>Susan Alberti</p> <p>Paola Balla</p>

LEVEL	SUBJECT	RELEVANT LEARNING/STRANDS	APPLICABLE LESSONS
9/10	History	<p>Students understand historical perspectives through exploring the point of view, attitudes, values and beliefs of people in the past. Students also consider the thoughts, feelings and reasons for action of people in the past between the periods of 1750 -1918. From 1914-1945 students examine the effects of WWII on the homefront. From 1945-present students understand Human Rights and Australia’s changing social, cultural and historical conditions. Students look at the perspectives of people from different historical interpretations from this period.</p> <p>Students analyse the views of both men and women at different times regarding gender equality in Australia and explain how these views might reflect changing values and attitudes.</p> <p>Evaluate different historical interpretations and contested debates.</p>	<p>Halima Mohamed</p> <p>Alice Pung</p> <p>Maisie Fawcett</p> <p>Melba Marginson</p> <p>Ruth Crow</p> <p>Joan Kirner</p> <p>Peta Searle</p> <p>Paola Balla</p>
5/6	English	<p>Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.</p>	<p>Debate Lesson (Primary)</p>
7/8	English	<p>Students experiment with text structures and language features and their effects in creating literary texts. They create literary texts that adapt stylistic features encountered in other texts.</p> <p>Students engage with a variety of texts for enjoyment. They create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.</p>	<p>Kerry Greenwood</p> <p>Melba Marginson</p> <p>Ruth Crow</p> <p>Peta Searle</p>

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9	English	<p>Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact. Students understand how to use a variety of language features to create different levels of meaning.</p>	<p>Kerry Greenwood</p> <p>Alice Pung</p> <p>Halima Mohamed</p> <p>Ruth Crow</p> <p>Melba Marginson</p> <p>Joan Kirner</p>
10	English	<p>Students use language to explore how writing and language can empower and disempower people. They understand that people's evaluations of texts are influenced by their value systems. They create imaginative texts that make thematic and intertextual connections. They analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts.</p> <p>Students create a range of spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts.</p> <p>Students create texts that refer to themes or make particular connections to texts, for example writing crime fiction or romance short stories.</p> <p>Students analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.</p>	<p>Susan Alberti</p> <p>Peta Searle</p>

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7/8	Critical and Creative Thinking	<p>Students demonstrate skills and learning dispositions that support logical, strategic, flexible and adventurous thinking</p> <p>Consider a range of strategies to represent ideas and explain and justify thinking processes to others</p>	<p>Melba Marginson</p> <p>Susan Alberti</p> <p>Ruth Crow</p> <p>Alice Pung</p> <p>Paola Balla</p>
9/10	Critical and Creative Thinking	<p>Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions.</p>	<p>Halima Mohamed</p> <p>Susan Alberti</p> <p>Paola Balla</p>
7/8	Geography	<p>landscapes and their distinctive landform features. They examine human causes of landscape degradation, the effects on landscape quality and the implications for places.</p> <p>They look at the influence of accessibility to services and facilities; and environmental quality, on the liveability of places, as well as the Influence of social connectedness and community identity.</p> <p>Students discuss the different types of places where people and groups can feel included or excluded, safe or threatened, and evaluate how this affects perceptions about the liveability of places.</p> <p>Additionally, they look at the challenges of managing and planning Australia's urban future and the environmental, economic and technological factors that influence crop yields in Australia and across the world.</p>	<p>Maisie Fawcett</p> <p>Halima Mohamed</p> <p>Joan Kirner</p>

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9/10	Geography	Students look at environmental, economic and technological factors that influence environmental change and human responses to its management. They look at the different types and distribution of environmental changes and the forms it takes in different places. They examine the perceptions people have of place, and how this influences their connections to different places.	Maisie Fawcett Joan Kirner Peta Searle
5/6	Intercultural Connections	Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced.	Debate Lesson (Primary)
7/8	Intercultural Connections	Students develop the knowledge, skills and understandings to reflect on how cultural practices and beliefs contributes to individual, group and national identities. This includes religious beliefs, traditional celebrations and customs, social relationships, gender roles, daily routines, work and leisure activities and language.	Halima Mohamed Alice Pung Paola Balla
9/10	Intercultural Connections	<p>Students engage in complex discussions about interrelationships within and between cultures. This includes the less tangible aspects of culture such as values, attitudes, roles, religious beliefs and ways of thinking.</p> <p>Students understand the importance of cultural collaboration in an interconnected world and how respecting diversity is important for community cohesion.</p>	Halima Mohamed Alice Pung

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7/8	Ethical Capability	Explain different historical interpretations and contested debates about the past.	Paola Balla
9/10	Ethical Capability	<p>Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance.</p> <p>Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought.</p> <p>Investigate how different factors involved in ethical decision-making can be managed by people and groups.</p> <p>Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues.</p>	Paola Balla
7/8	Media Arts	<p>Experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text.</p> <p>Develop media representations to show familiar or shared social and cultural values and beliefs.</p> <p>Analyse how technical and symbolic elements are used in media artworks to create representations influenced by genre and the values and viewpoints of particular audiences.</p>	Paola Balla

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9/10	Media Arts	<p>Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text.</p> <p>Manipulate media representations to identify and examine social and cultural values and beliefs.</p> <p>Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes,.</p>	Paola Balla
7/8	Visual Arts	<p>Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks.</p> <p>Develop skills in planning and designing art works and documenting artistic practice.</p> <p>Identify and connect specific features of visual artworks from different cultures, historical and contemporary times.</p>	Paola Balla
9/10	Visual Arts	<p>Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.</p> <p>Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.</p> <p>Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.</p>	Paola Balla

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5/6	Civics and Citizenship	<p>Identify different points of view on a contemporary issue relating to democracy and citizenship.</p> <p>Investigate how people with shared beliefs and values work together to achieve their goals and plan for action.</p> <p>Examine the concept of global citizenship.</p>	Debate Lesson (Primary)
7/8	Civics and Citizenship	Students explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action. They analyse features of Australian democracy, and explain features that enable active participation.	Ruth Crow Melba Marginson Joan Kirner
9/10	Civics and Citizenship	Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes.	Ruth Crow Melba Marginson Joan Kirner
5/6	Personal and Social	<p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations.</p> <p>Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual</p>	Debate Lesson (Primary)

