

VICTORIAN CURRICULUM LINKS

Her Place: Remarkable Women

LEVEL	SUBJECT	RELEVANT LEARNING/STRANDS	APPLICABLE LESSONS
7/8	History	<p>Students recognise that, while historical 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>Students identify and explore differing perspectives of peoples, acknowledging there may be silent voices, for example women.</p> <p>Students participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements.</p>	<p>Halima Mohamed</p> <p>Peta Searle</p> <p>Val Lang</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. For the 1914-1945 period students examine the effects of WWII on the homefront. For the period 1945-present students understand human rights and Australia's changing social, cultural and historical conditions. Students look at historical interpretations and the perspectives of people from different periods.</p> <p>Students analyse the views regarding gender equality held by men and women at different times 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>Maisie Fawcett</p> <p>Joan Kirner</p> <p>Peta Searle</p> <p>Val Lang</p> <p>Paola Balla</p> <p>Pat Bigham</p>
5/6	English	<p>Students make connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.</p>	<p>Paola Balla</p> <p>Val Lang</p> <p>Pat Bigham</p> <p>Brigitte Muir</p>
7/8	English	<p>Students experiment with text structures and language features and their effects in creating 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>Pat Bigham</p> <p>Peta Searle</p> <p>Paola Balla</p>

LEVEL	SUBJECT	RELEVANT LEARNING/STRANDS	APPLICABLE LESSONS
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>Halima Mohamed</p> <p>Pat Bigham</p> <p>Joan Kirner</p> <p>Susan Alberti</p> <p>Peta Searle</p> <p>Val Lang</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>Paola Balla</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>Susan Alberti</p> <p>Paola Balla</p> <p>Pat Bigham</p> <p>Diane Wright</p>
9/10	Critical and Creative Thinking	<p>Students challenge previously held assumptions and create new links, proposals and artefacts 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> <p>Diane Wright</p> <p>Brigitte Muir</p>
7/8	Geography	<p>Students learn about different types of 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>Students 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 investigate the negative and positive impacts of bushfires on Australian landscapes and ways of responding to the risk and events of bushfires.</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> <p>Pat Bigham</p> <p>Brigitte Muir</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 change 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 Val Lang Brigitte Muir Diane Wright
5/6	Intercultural Connections	Students analyse how aspects of their own and others' lifestyle, behaviour, attitudes and beliefs can be culturally influenced.	Val Lang Halima Mohamed Paola Balla
7/8	Intercultural Connections	Students develop the knowledge, skills and understanding to reflect on how cultural practices and beliefs contribute 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 Diane Wright Paola Balla
9/10	Intercultural Connections	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. Students understand the importance of cultural collaboration in an interconnected world and how respecting diversity is important for community cohesion.	Halima Mohamed

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7/8	Ethical Capability	Students explain different historical interpretations and contested debates about the past.	Paola Balla
9/10	Ethical Capability	<p>Students investigate the connections and distinctions between, and the relative value of, concepts including fairness and equality, and respect and tolerance.</p> <p>Students explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles. They consider the influence of cultural norms, religion, worldviews and philosophical thought .</p> <p>Students investigate how different factors involved in ethical decision-making can be managed by people and groups.</p> <p>Students 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>Students experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text.</p> <p>Students develop media representations to show familiar or shared social and cultural values and beliefs.</p> <p>Students 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>Students 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>Students manipulate media representations to identify and examine social and cultural values and beliefs.</p> <p>Students plan, structure and design media artworks for a range of purposes. They challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.</p>	Paola Balla
7/8	Visual Arts	<p>Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes through artworks.</p> <p>Students develop skills in planning and designing artworks and documenting artistic practice.</p> <p>Students identify and connect specific features of visual artworks from different cultures and historical and contemporary times.</p>	Paola Balla
9/10	Visual Arts	<p>Students conceptualise, plan and design artworks that express ideas, concepts and artistic intentions.</p> <p>Students explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in artworks.</p> <p>Students analyse, interpret and evaluate a range of visual artworks from different cultures and historical and contemporary contexts to explore differing viewpoints.</p>	Paola Balla

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5/6	Civics and Citizenship	<p>Students identify different points of view on a contemporary issue relating to democracy and citizenship.</p> <p>Students investigate how people with shared beliefs and values work together to achieve their goals and plan for action.</p> <p>Students examine the concept of global citizenship.</p>	<p>Halima Mohamed</p> <p>Joan Kirner</p> <p>Diane Wright</p> <p>Halima Mohamed</p>
7/8	Civics and Citizenship	<p>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.</p>	<p>Joan Kirner</p>
9/10	Civics and Citizenship	<p>Students examine the ways political parties, interest groups, media and individuals influence government and decision- making processes.</p> <p>Students research the work of a non-government organisation (NGO), philanthropist or community group, and how and why they contribute to the Australian community.</p>	<p>Joan Kirner</p> <p>Pat Bigham</p>
5/6	Personal and Social	<p>Students 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>Students define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual.</p>	<p>Brigitte Muir</p> <p>Pat Bigham</p> <p>Susan Alberti</p> <p>Joan Kirner</p> <p>Val Lang</p> <p>Maisie Carr</p> <p>Peta Searle</p> <p>Halima Mohamed</p> <p>Brigitte Muir</p>