

City Cite & Victorian Curriculum F -10

Learning Areas – Relevance to off Campus Projects in the Melbourne CBD at City Cite

English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims>

Whilst at City Cite, students are expected to interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments. Students are engaging in experiential learning in an unfamiliar context within the city whilst engaging in relevant the CBD local community and organisations.

Organising elements

City Cite Contexts and Connections

<p>Expressing and developing ideas</p> <p>Analyse and explain how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness</p> <p>Explain how authors creatively use the structures of sentences and clauses for particular effects</p>	<p>Personal reflection tasks – oral and written</p> <p>Literature research – analysis of media issues</p> <p>Generating interview questions – analysing answers from experts</p> <p>Forming hypothesis based on social question</p>
<p>Literature and Context</p> <p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and group</p>	<p>Literature research - based on a minimum of three different sources.</p> <p>Digital Essay - Observation of city and how it has changed over time.</p> <p>Digital essay - Historical research</p>
<p>Responding to Literature</p> <p>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text</p> <p>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in text</p>	<p>Literature research</p> <p>Analysing Expert interviews</p> <p>Interaction with guest speakers and workshop visits</p>
<p>Text structure and organisation</p> <p>Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes</p>	<p>Poster board</p> <p>AV presentation</p> <p>Introductory video</p> <p>Infographic poster</p>
<p>Creating Texts</p> <p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments,</p>	<p>Poster board</p> <p>AV presentation</p>

including texts that integrate visual, print and/or audio features	Introductory video Info graphics poster Pamphlets
<p>Speaking and listening</p> <p>Responding to literature</p> <p>Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects</p>	<p>Oral presentation</p> <p>Introductory video</p> <p>Interviews</p> <p>Surveys</p>

Achievement Standard

Whilst at City Cite, there is a large connection to the development of English skills. They are expected to interpret information gathered and question the reliability of the sources, ideas and information that has been researched. They are to select evidence from the information to show how events, situations and people can be viewed from differing viewpoints. When engaging in the Literature Research aspect of their Big Question task, they are to analyse and explain how images, vocabulary choices and language can influence an audience. They are to evaluate and integrate ideas and information into their presentation, discussing their interpretation of the text.

As part of the City Cite journey, it is an expectation that students actively participate in group discussions where they have the opportunity to compare and evaluate different responses to social issues or themes being discussed.

The Humanities

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment. The main focus areas that can be best relatable to a City Cite program are the Civics and Citizenship, Geography and History learning areas.

In Civics and Citizenship, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Civics and Citizenship

<http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/civics-and-citizenship/introduction/rationale-and-aims>

Organising elements	City Cite Contexts and Connections
<p>Laws and Citizens</p> <p>Explain how Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation</p> <p>Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law</p>	<p>Visits to, involvement and observation at:</p> <p>Melbourne Magistrates court</p> <p>Melbourne Town Hall</p> <p>Old Melbourne Gaol</p> <p>The Parliament of Victoria</p> <p>Heritage Walk</p> <p>Presentations from Victorian Police Officer</p>
<p>Citizenship, Diversity and Identity</p> <p>Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples' perspectives</p> <p>Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society</p> <p>Discuss challenges to and ways of sustaining a resilient democracy and cohesive society</p>	<p>Visits and involvement in workshops with organisations including Asylum Seeker Resource centre, Immigration Museum, Multi-cultural Hub, Heritage walk and faith based presentations.</p>

Discuss how and why groups, including religious groups, participate in civic life	
Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events	

Achievement Standard

Depending on the small group Big Question research question and the scheduled class workshops available to the students during their City Cite visit, students will be given the opportunity to take a deeper look in features of Australian democracy, focussing on Victorian politics especially. There are opportunities to explain and discuss how the legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.

Geography

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

The Geography curriculum is broken down into the following key learning areas: Place and liveability, geographies and interconnection, changing nations and geographies of human wellbeing. The following table indicates key areas and ways that they are relatable to a City Cite program.

Organising elements	City Cite Contexts and Connections
<p>Place and Liveability</p> <p>Factors that influence the decisions people make about where to live and their perceptions of the liveability of places</p> <p>Influence of accessibility to services and facilities; and environmental quality, on the liveability of places</p> <p>Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places</p> <p>Influence of social connectedness and community identity on the liveability of places</p> <p>Strategies used to enhance the liveability of places, especially for young people</p>	<p>Visits to, involvement and observation at the Melbourne Town Hall and The Parliament of Victoria, sporting and cultural spaces.</p> <p>Walking and engaging in the streets of Melbourne</p> <p>Surveying public</p> <p>Research into Liveability and sustainability in Melbourne</p>
<p>Geographies of interconnection</p> <p>Perceptions people have of place, and how this influences their connections to different places</p>	<p>Surveys</p> <p>Location observation</p>

Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places	
<p>Changing Nations</p> <p>The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences</p> <p>The reasons for and effects of international migration to Australia</p> <p>The challenges of managing and planning Australia's urban future</p>	<p>Analysis of Melbourne in the future.</p> <p>Visit to Melbourne Immigration Museum</p>
<p>Geographies of human well being</p> <p>Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia</p> <p>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places</p>	<p>Visits to, involvement and observation at the Melbourne Town Hall and The Parliament of Victoria.</p> <p>Urbane Seed</p> <p>Big Issue</p> <p>Fare share</p> <p>Heritage walk</p> <p>Engagement in faith based presentations.</p>

Achievement Standard

Depending on the small group Big Question research question and the scheduled class workshops available to the students during their City Cite visit, students will be given the opportunity to take a deeper look into different aspects of Geography where they can explore and evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. A key focus for some research projects relating to these standards is the notion of Liveability where they can explore the geographical challenges of Melbourne, taking into account a range of factors and predicting and discussing the likely outcomes using a range of research.

<http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/geography/curriculum/f-10#level=7-8>

History

Each project that students complete whilst on City Cite has an expectation that key historical events and information is researched and discussed. They are to be informed on their topic of choice whilst following the historical aims of the Victorian Curriculum where they are to show a willingness to be informed and active citizens. Show a knowledge and understanding and appreciation of the past and the forces that have shaped our societies, specifically the Melbourne community. At City Cite, the aim is for students to be able to develop their historical inquiry, research skills and use relevant sources to analyse and explain its significance to modern day Melbourne and their Big Question.

Organising elements	City Cite Contexts and Connections
---------------------	------------------------------------

<p>Aboriginal and Torres Strait and Islander Peoples and Cultures</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia’s ancient past, such as the use of resources</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples</p>	<p>Walking workshops with indigenous guides to inform students of an indigenous Melbourne which has largely been lost. Heritage walk and River walk.</p>
<p>Historical sources as evidence</p> <p>Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability</p> <p>Analyse the different perspectives of people in the past</p> <p>Explain different historical interpretations and contested debates about the past</p>	<p>Literature research</p> <p>Visits to: Old Melbourne Gaol State Library The Parliament of Victoria</p>
<p>Continuity and change</p> <p>Identify and explain patterns of continuity and change in society to the way of life</p>	<p>Through exploration of the Big Issue Rich task</p>
<p>Cause and effect</p> <p>Analyse the causes and effects of significant events that caused change and/or a decline over the period</p>	<p>Through exploration of the Big Issue Rich task</p> <p>For and Against arguments</p> <p>Predictions of Melbourne in the future</p>
<p>Historical significance</p> <p>Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress</p>	<p>Literature research</p> <p>Predictions of Melbourne</p>

Achievement standard

Whilst at City Cite, students are expected to identify and analyse the causes and effects of events and developments and explain their significance. They explain the context for people’s actions in the past, in relation to their Big Question theme or issue and evaluate the significance of events and analyse the developments from a range of perspectives.

Within their Literature Research, students are expected to compare a variety of sources and evaluate their accuracy, usefulness and reliability, with the idea that a large part of this research will be of historical nature to ensure that students are able explain the context of their Big Question theme or issue with the use of these sources to identify motivations, values and attitudes of different perspectives.

As part of their concluding statements, students are to construct and communicate a ‘For & Against’ argument about the past using a range of reliable sources of evidence where they can evaluate how their topic has been influenced by certain significant events, ideas, location, beliefs and values.

Mathematics

City Cite encourages the use of Mathematics within its Big Question research task in the form of surveying and analysing data. It is key that students can draw on other aspects of research, making connections, to develop a greater understanding of their results as per the Statistics and Probability learning area.

Organising elements	City Cite Contexts and Connections
<p>Statistics and Probability</p> <p>Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians</p> <p>Identify everyday questions and issues involving at least one numerical and one categorical variable, and collecting data directly from secondary sources</p>	<p>Surveys</p> <p>Using relevant software to analyse and present data – such as excel and surveying tools.</p>

Health and Physical Education

Achievement Standard

Whilst not directly an area that City Cite is explicitly aiming to address, students are exposed to learning opportunities where they are to analyse and evaluate the impact of attitudes and beliefs about respecting diversity and community connections and the impact on wellbeing.

They are to evaluate the outcomes of emotional responses through reflective writing and directed to evaluate the outcomes of emotional responses to different situations. From these experiences it is expected that students are able to enhance their own and others' from their communities' health, safety and overall wellbeing.

<http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims>

Organising elements	City Cite Contexts and Connections
<p>Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing</p>	<p>Working in groups</p> <p>Personal reflections – formal and informal</p> <p>Learning about other people's stories through VIS and MCG tours</p>

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
--	--

The Arts

The Arts in an area that can be interpreted and engaged with at various levels within a City Cite program. Students are given the opportunity to create visual art works that communicate, challenge and express their own and others' ideas within their individual reflection pieces. Here they can apply their understanding, critical reasoning and practical skills through exploring their world and the new ideas they are being introduced to.

Organising elements	City Cite Contexts and Connections
<p>Media Arts</p> <p>Create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience</p> <p>Make and respond using Media Arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds</p>	<p>Introductory Video</p> <p>Digital Essay</p>
<p>Explore and Express ideas</p> <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>Design of Poster board</p> <p>Design of AV</p> <p>Design of Pamphlet</p> <p>Design of Infographic</p>