

# CURRICULUM LINKS

## **Tobacco Health Harms:**

### **Health and Physical Education: Personal, Social and Community Health / Being healthy, safe and active**

- Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
- Discuss and interpret health information and messages in the media (VCHPEP094)
- Plan and practise strategies to promote health and well-being (VCEPEP108)
- Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)

### **Literacy: Interpreting, analysing, evaluating**

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)

## **Place:**

### **The Arts: Visual Arts**

- Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs (VCAVAE029)
- Explore different ways of displaying artworks to enhance their meaning for an audience (VCAVAP027)
- Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031)
- Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples (VCAVAR032)

### **English**

- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334)
- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)
- Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)
- Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367)

### **Aboriginal and Torres Strait Islander Histories and Cultures:**

- **Organising idea 2:** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
- **Organising idea 6:** Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.
- **Organising idea 9:** The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.