Student Climate Commons: Curriculum Links

Victorian Curriculum links: All events

Cross-curriculum priority: Sustainability

Through this cross-curriculum priority, students investigate different knowledge systems and environmental management practices, both locally and globally, including partnerships, to develop the ability to engage with complex and significant ecological challenges, such as preventing biodiversity loss, reducing land degradation and mitigating the effects of climate change.

Ethical capabilities: Level 7 and 8

the meaning of and criteria associated with ethical concepts including justice, freedom, equality and non-maleficence in different contexts
VC2CE8U01

how ethical perspectives may be individual or shared, and reasons for similarities and differences in ethical perspectives, such as similar or different values or worldviews
VC2CE8U02

Ethical capabilities: Level 9 and 10

the distinction between ethical and legal, and the distinction, connection and/or tension between ethical concepts such as trust and integrity, or individual happiness and the common good, in different contexts
VC2CE10U01

how and why ethical perspectives can be challenged and changed, such as increasing cultural diversity challenging a conception of shared expectations, and factors that support negotiating a shared ethical perspective such as respect for human rights
VC2CE10U02

interconnections between dispositions, experiences, emotions and/or context and how these influence and can challenge and change ethical perspectives

VC2CE10U03

Science as a Human Endeavour - Use and influence of science: Levels 7 and 8

proposed scientific responses to socio-scientific issues impact on society and may involve ethical, environmental, social and economic considerations

VC2S8H03

communication of scientific knowledge has a role in informing individual viewpoints, and community policies and regulations

VC2S8H04

Science as a Human Endeavour - Use and influence of science: Levels 9 and 10

the use of scientific knowledge to address socio-scientific issues and shape a more sustainable future for humans and the environment may have diverse projected outcomes that affect the extent to which scientific knowledge and practices are adopted more broadly by society

VC2S10H03

scientific knowledge may be interpreted in different ways by individuals and groups in society; the values and needs of society can influence the focus of scientific research

VC2S10H04

Science Understanding - Biological sciences: Levels 7 and 8

there are similarities and differences within and between groups of organisms living on Earth; the development and use of classification tools, including dichotomous keys, help order and organise human understanding of the diversity of life

VC2S8U01

matter and energy flow through ecosystems and can be represented using models, including food webs and food pyramids; populations will be affected by changing biotic and abiotic factors in an ecosystem including habitat loss, climate change, seasonal migration and introduction or removal of species

VC2S8U04

Science Understanding – Biological sciences: Levels 9 and 10

the theory of evolution by natural selection includes the processes of variation, isolation and adaptation and is supported by evidence including the fossil record, biogeography and comparative embryology; the theory explains past and present biodiversity and demonstrates how all organisms have some degree of relatedness to each other

VC2S10U05

Science Understanding – Earth and space sciences: Levels 7 and 8

the sustainable use of Earth's resources is influenced by whether the resources are renewable or non-renewable; the processes involved in resource extraction and energy production come with both benefits and risks to sustainability

Student Climate Commons: Curriculum Links

VC2S8U09

Science Understanding - Earth and space sciences: Levels 9 and 10

carbon is cycled on Earth through key processes including photosynthesis, respiration, fire, weathering, vulcanism and the combustion of fossil fuels; these processes change the composition of Earth's interrelated systems (atmosphere, biosphere, hydrosphere and lithosphere) over time

VC2S10U10

the dynamics of global climate change can be modelled and explained by examining the interactions between greenhouse gas emissions and energy exchanges within and between Earth's systems; mitigating human-induced climate change requires addressing various activities including power generation, deforestation, manufacturing, transportation, food production and resource consumption

VC2S10U11

Geographical Knowledge and Understanding – Place and Liveability: Levels 7 and 8

the influence of environmental quality on people's perceptions of the liveability of places

VC2HG8K08

Geographical Knowledge and Understanding – Biomes and food security: Levels 9 and 10

the distribution and characteristics of biomes as regions with distinctive climates, vegetation and biomass productivity, and the potential to produce food

VC2HG10K01

the environmental, economic and political constraints, including climate change, on the world's capacity to sustainably feed projected future global populations

VC2HG10K04

Geographical Knowledge and Understanding – Environmental change and management: Levels 9 and 10

human-induced environmental changes and their impacts on the sustainability of places and environmental functions

VC2HG10K10

geographical approaches to understanding the causes and consequences of a selected environmental issue

Student Climate Commons: Curriculum Links

VC2HG10K11

the influence of people's environmental worldviews on their support for environmental sustainability

VC2HG10K13

geographical approaches to the management of a selected environmental issue, including how environment, change, interconnection and sustainability can be considered to understand environmental issues

VC2HG10K14

Additional Victorian Curriculum links: Climate Issues Debating Competition & Climate Communication Masterclass

Critical and Creative Thinking: Levels 7 and 8

the construction of a main question and sub-questions for different purposes VC2CC8Q01

when and how judgement is suspended to support generating and evaluating alternative ideas and possibilities

VC2CC8Q02

ways to identify, structure and communicate a conclusion and its justification where competing claims, and grounds for claims, are analysed and evaluated

VC2CC8R01

reasons for competing claims about matters of fact and matters of value, including consideration of evidence and expertise, and ways to analyse and evaluate competing claims and grounds for claims

VC2CC8R02

when and how criteria are selected to improve clarity and support analysis and evaluation, including of competing claims, when reasoning

VC2CC8R04

Critical and Creative Thinking: Levels 9 and 10

the construction and adaptation of questions to suit different contexts

VC2CC10Q01

when and how to critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives

VC2CC10Q02

ways to analyse and improve the structure, clarity, consistency and coherence of a conclusion and its justification in different contexts

VC2CC10R01

ways to analyse and evaluate claims and grounds for claims for the qualities of accuracy, precision, depth or breadth when reasoning, and ways to identify what qualities are required in different contexts

VC2CC10R02

when and how criteria are refined to improve clarity and support analysis and evaluation, including of competing claims, when reasoning

VC2CC10R04

Science Inquiry – Communicating: Levels 7 and 8

communicating ideas, findings and arguments for specific purposes and audiences involves the selection and use of appropriate presentation formats, scientific vocabulary, models and other representations, and may include the use of digital tools

VC2S8I08

Science Inquiry – Communicating: Levels 9 and 10

communicating and justifying scientific ideas, findings and arguments for diverse audiences involves the selection of appropriate presentation formats, content, scientific vocabulary, conventions, models and other representations, and may include the use of digital tools

VC2S10I08

Additional Victorian Curriculum links: Fast Fashun: Clothing Waste to Runway Ready

Visual Arts: Level 7 and 8

develop and refine skills in visual arts practices using visual conventions, visual arts processes and materials to create artworks

VC2AVA8D01

Visual Arts: Level 9 and 10

experiment with visual conventions, visual arts processes and materials to develop and refine skills and personal expression to create artworks that communicate ideas, perspectives and meaning

VC2AVA10D01