

Self-Guided Tours

Victorian Curriculum 2.0 Connections

State Library Victoria is dedicated to offering curriculum aligned programs to support teachers and foster meaningful student engagement and understanding. Please see below for the specific content descriptors met by each trail.

Trail 1: Welcome to the Library Trail

| Learning Area/Capability or Cross Curriculum Priority: | Level/s | Content Descriptor/s |
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| Visual Arts | F | explore how and why the visual arts are important for people and communities VC2AVAFE01 |
| | 1-2 | explore where, when, why and how people across cultures, communities, times, places and/or other contexts experience visual arts, including artworks created by Aboriginal and Torres Strait Islander Peoples VC2AVA2E01 |
| | 3-4 | explore and describe artworks, and why, when and how visual arts are created and/or presented across cultures, times, places and other contexts VC2AVA4E01 |
| | 5-6 | explore ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in visual arts practices across cultures, times, places and other contexts, including from Aboriginal and Torres Strait Islander Peoples VC2AVA6E01 |
| | 7-8 | investigate ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in artworks created across cultures, times, places and other contexts VC2AVA8E01 |
| | 9-10 | investigate the ways that artists across cultures, times, places and other contexts develop personal |
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| | | expression in their visual arts practice to communicate and/or challenge ideas, perspectives and meaning VC2AVA10E01 |
| English | F | interact in informal and structured situations, using appropriate voice levels and listening while others read or speak VC2EFLY01 |
| | 1 | use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions VC2E1LY01 |
| | 2 | use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions VC2E2LY01 |
| | 3 | use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas VC2E3LY01 |
| | 4 | use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and information VC2E4LY01 |
| | 5 | use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea VC2E5LY01 |
| | 6 | use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions VC2E6LY01 |
| | 7 | use interaction skills when discussing ideas and information, including evaluations of the features of texts VC2E7LY01 |

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| | 8 | use interaction skills for identified purposes and contexts, including when supporting or challenging the stated or implied meanings of texts in discussion VC2E8LY01 |
| | 9 | use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular ways VC2E9LY01 |
| | 10 | use interaction skills to discuss an opinion about texts and analyse the purposes and effects of text structures and language features VC2E10LY01 |
| History | F-2 | ask historical questions about objects, people, places and events in the past and present VC2HH2S01 identify the features and content of sources VC2HH2S03 identify perspectives of people in the past or present in sources VC2HH2S04 |
| | 3-4 | ask a range of historical questions to identify evidence of the experiences of people in the past VC2HH4S01 identify the features and content of historical sources VC2HH4S03 describe perspectives of people from the past based on evidence from primary sources VC2HH4S04 |
| | 5-6 | describe the features, content and context of historical sources VC2HH6S03 |

Trail 2: Pathways to Research – Library Services and Collections Trail

This pathway meets a variety of content descriptors related to research required for several learning areas. Due to the breadth of this trail these content descriptors are not repeated here as they're dependent on the topic students are studying. Listed below are the digital literacy skills students engage in while on the trail.

| Learning Area/Capability or Cross Curriculum Priority: | Level/s | Content Descriptor/s |
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| Digital Literacy | F-2 | use simple digital tools to explore and locate information through search engines and in documents by applying search terms, and select relevant information |
| | 3-4 | locate information through search engines and in documents by applying specific search terms, and select and retrieve relevant information from multiple sources |
| | 5-6 | locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources |
| | 7-8 | locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria |
| | 9-10 | locate relevant information by applying advanced search functions across multiple sources using purposefully selected and contextually specific terms and criteria |

Trail 3: 'World of the Book' Exhibition Trail

| Learning Area/ Capability or Cross Curriculum Priority: | Level/s | Content Descriptor/s |
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| English | F | <p>understand that texts can take many forms, such as signs, books and digital texts (VC2EFLA03)</p> <p>explore the contribution of images, words and sound to meaning in stories and informative texts (VC2EFLA07)</p> <p>respond to stories and share feelings and thoughts about the events and characters depicted (VC2EFLE02)</p> |
| | 1 | <p>explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain (VC2E1LA03)</p> <p>discuss a range of literary texts and share responses by making connections with their own experiences (VC2E1LE02)</p> |
| | 2 | <p>compare how images and sound in different types of texts contribute to meaning (VC2E1LA08)</p> <p>understand that images and sound add to or multiply the meanings of a text (VC2E2LA08)</p> <p>compare features of a range of literary texts, such as characters and settings, and share personal preferences (VC2E2LE02)</p> |
| | 3 | <p>describe how different types of texts across the curriculum have different language features and structures depending on purposes VC2E3LA03</p> <p>discuss how an author uses language and illustrations to build plots and portray characters and settings in literary texts, and explore how mood is created through settings and events VC2E3LE03</p> |

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| | | <p>use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas VC2E3LY01</p> <p>identify the purpose and audience of different types of texts through the use of language features and/or images in the texts VC2E3LY09</p> |
| 4 | | <p>describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes VC2E4LA03</p> <p>compare how authors and illustrators make literary texts exciting, moving and absorbing and hold readers' interest by using plot tension, character and setting VC2E4LE03</p> <p>use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and information VC2E4LY01</p> <p>identify the characteristic features used in different types of texts to meet the purpose and audience of the text VC2E4LY08</p> |
| 5 | | <p>describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes VC2E5LA03</p> <p>recognise that the point of view in a literary text influences how readers interpret and respond to plots, characters and events VC2E5LE03</p> <p>use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea VC2E5LY01</p> <p>explain characteristic features used to meet the purpose and audience in different types of texts VC2E5LY08</p> |
| 6 | | <p>explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features VC2E6LA03</p> |

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| | <p>describe characteristics of literary texts that define an author's individual style VC2E6LE03</p> <p>use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions VC2E6LY01</p> <p>analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences VC2E6LY07</p> |
| 7 | <p>identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical, cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors (VC2E7LE01)</p> <p>create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audience (VC2E7LY08)</p> |
| 8 | <p>explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groups (VC2E8LE01)</p> <p>create different types of texts, written and spoken, that raise issues, report events and advance opinions, using deliberate language and textual choices, and print, multimodal and/or digital elements as appropriate (VC2E8LY08)</p> |
| 9 | <p>analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors (VC2E9LE01)</p> |

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| Visual Arts | | <p>create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audience (VC2E9LY08)</p> |
| | 10 | <p>analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors (VC2E10LE01)</p> <p>create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposes and in deliberate consideration of an audience (VC2E10LY08)</p> |
| | 11 and 12 | <p>VCE Study Design: English and English as an Additional Language (EAL)</p> <p>VCE Study Design: Literature</p> |
| | F | <p>create artworks that communicate experiences, ideas and observations and explore meaning (VC2AVAFC01)</p> |
| | 1 and 2 | <p>use visual conventions, visual arts processes and materials to create artworks that communicate ideas, experiences and observations (VC2AVA2C01)</p> |
| | 3 and 4 | <p>explore and describe artworks, and why, when and how visual arts are created and/or presented across cultures, times, places and other contexts VC2AVA4E01</p> |
| | 5 and 6 | <p>explore ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in visual arts practices across cultures, times, places and other contexts, including from Aboriginal and Torres Strait Islander Peoples VC2AVA6E01</p> |
| | 7 and 8 | <p>investigate ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in</p> |

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| | | artworks created across cultures, times, places and other contexts (VC2AVA8E01) |
| | 9 and 10 | investigate the ways that artists across cultures, times, places and other contexts develop personal expression in their visual arts practice to communicate and/or challenge ideas, perspectives and meaning (VC2AVA10E01) |
| History | F, 1 and 2 | ask historical questions about objects, people, places and events in the past and present (VC2HH2S01) identify the features and content of sources (VC2HH2S03) |
| | 3 and 4 | ask a range of historical questions to identify evidence of the experiences of people in the past VC2HH4S01 identify the features and content of historical sources VC2HH4S03 |
| | 5 and 6 | ask and develop historical questions to direct historical investigations VC2HH6S01 describe the features, content and context of historical sources VC2HH6S03 |
| | 7 and 8 | develop and use historical questions to inform historical investigations VC2HH8S01 explain the features, content and context of historical sources VC2HH8S03 |
| | 9 and 10 | formulate, refine and use historical questions to inform historical investigations VC2HH10S01 analyse the purpose, features, content and context of historical sources VC2HH10S03 |