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| **Norris Bank P.S – INTEGRATED UNITS LINKED TO LITERACY – F-6** | | | | |
| **YEAR** | **TERM 1 –**  **What do I understand about myself?** | **TERM 2-**  **What do we understand about Living Things?** | **TERM 3 –**  **What do we understand about our environment?** | **TERM 4-**  **What do I understand about my world?** |
| **UNIT** | **HAPPY HEALTHY ME & PERSONAL HISTORIES**  *My family and I – All about me* | **LET’S LOOK SKYWARD**  *Daily & Seasonal Changes* | **MINI-BEASTS** | **WHERE DO I LIVE?** |
| **CURRIC LINK** | *Health & PE - Humanities – History*  *Design & Technology – Food Specialisations* | *Biological Science, Sustainability* | *Earth & Space Science*  *Humanities - Geography* | *Humanities - Geography*  *Sustainability* |
| **FOUNDATION** | **INTEGRATED: ALL ABOUT ME** – Who am I? Personal and family history – Identify how families differ and can have a range of relationships.  **BEING HEALTHY SAFE & ACTIVE**  Basic needs wants, safety, Food choices, active healthy lifestyle.  **FOOD SPECIALISATIONS** - Explore how food is selected and prepared for healthy eating  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:** *Recounts, Functional Writing (lists, labels)*  **WRITING CRAFT**: Pictures matches THE writing, Tell the story: Create a sense of time to sequence events- Use sequencing words such as, first, then, later, & last  **COMPREHENSION STRATEGIES:** *Predicting & Activating Prior Knowledge, Making Connections – text to text, text to self, Re-telling* | **INTEGRATED:**–**MINIBEASTS -**  Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met  *Links with -* *Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Recounts, Poetry**(shape & colour poems)*  **WRITING CRAFT**: *Have a clear purpose for writing- introductory sentences, Use language appropriate to the topic, technical vocabulary****,*** *factual adjectives*  **COMPREHENSION STRATEGIES:** *Visualising*, *Inferring (Making Connections)* | **INTEGRATED: SEASONS & CHANGES** – Observable changes occur in sky & landscape; daily & seasonal changes, classifying materials  **WEATHER & SEASONS** – The ways in which different cultural groups describe the seasons  *Links with-*  *Critical and Creative Thinking*  **GENRE:** *Recounts, Report Writing*  *Functional Writing (Letters & Invitations)*  **WRITING CRAFT**: *Sentence fluency- short sharp sentences with varying beginnings, joining sentences/shortening sentences, using punctuation for effect*  **COMPREHENSION STRATEGIES:** *Questions & Clarifying, Summarising* | **NTEGRATED: WHERE I LIVE** – People Live in places, What makes a place special? How can we look after the place we live in?  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:** *Recounts, Procedure*  **WRITING CRAFT**: Writing with strong emotion- descriptive language, word choice  **COMPREHENSION STRATEGIES:** *Visualising*, *Questioning, Re-telling* |
| **UNIT** | **COMMUNITY HISTORIES**  *Places & our Connection to them* | **LIVING THINGS** | **MY ENVIRONMENT – CONSERVATION**  *Resources are used in a variety of ways* | **PUSH & PULL** |
| **CURRIC LINK** | *Humanities – History* | *Biological Science, Sustainability*  *Humanities – Geography* | *Earth & Space Science*  *Humanities – Geography* | *Physical Science*  *Design & Technology – Materials & Technologies* |
| **YEAR 1**  ***(YEAR 1/2 ODD)*** | **INTEGRATED: MAKING HEALTHY DECISIONS** Examine health messages and how they relate to health decisions and behaviours. Explore actions that help make the classroom a healthy, safe and active place  **WHO ARE WE? – THE PAST IN THE PRESENT**  *Links with - Intercultural Capability* , *Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Recount, Functional and functional***,** Narrative  **WRITING CRAFT**: *Sentence Fluency -Factual sentences related to heading, varying the length of sentences, adjectives to describe facts, Alliteration*  **COMPREHENSION STRATEGIES -** *Making connections, Prediction & Prior Knowledge* | **INTEGRATED :**  **FARM TO TABLE** Living Things – How resources are used in many ways  **FOOD & FIBRE PRODUCTION** - Explore how plants and animals are grown for food, clothing and shelter  **CONNECTIONS** - Identify how people are connected to different places ( farmers, producers)  *Links with - Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Persuasive, Narrative, Information Reports*  **WRITING CRAFT**: *Figurative and emotive language****,*** *show not tell, Sentence Fluency – varying the length of sentences joining sentences/shortening sentences; Using exclamation marks for effect, talking marks, bold writing,– joining*  **COMPREHENSION STRATEGIES -** *Summarising, Synthesising , Visualising* | **INTEGRATED: MY ENVIRONMENT - CONSERVATION -** Earth’s resources are used in a variety of ways  **MAJOR GEOGRAPHICAL DIVISIONS OF THE WORLD**- Major geographical divisions of the world in relation to Australia. Features of local places, representations using maps, pictures.  *Links with -* *Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Poetry, Functional (letters, emails)*  **WRITING CRAFT**: *Features of Functional writing- introduction, greeting, salutations, closing.*  *Poetic devices - alliteration, repetition, onomatopoeia, hyperbole (exaggeration)*  **COMPREHENSION STRATEGIES -** *Questioning, Visualising* | **NTEGRATED: PUSH & PULL** A push or a pull affects how an object moves or changes shape  **OBJECTS MOVE IN DIFFERENT WAYS -** Components that are used to create designed solutions  *Links with -* *Critical and Creative Thinking*  **GENRE:** *Information Reports Procedural*  **CRAFT:** *Catchy titles****,*** *Pictures to match the writing, Factual sentences related to headings, varying the length of sentences, adjectives to describe facts*  **COMPREHENSION STRATEGIES -** *Inference, Critiquing & Analysing* |
| **UNIT** | **COMMUNITY HISTORIES**  *Changes Throughout Time -* *Family Structures* | **BEING HEALTHY SAFE & ACTIVE**  *Physical, emotional and social wellbeing*  *places* | **SUPER SCIENCE**  *Describing changes in objects & materials, Light & Sound* | **MY WORLD**  *How people are connected to different* |
| **CURRIC LINK** | *Humanities – History, Humanities – Geography*  *Aboriginal Histories & Culture* | *Health & PE*  *Biological Science, Sustainability*  *& Culture* | *Physical Science, Chemical Science* | *Humanities – Geography*  *Aboriginal Histories* |
| **YEAR 2**  ***(YEAR 1/2 EVEN)*** | **INTEGRATED: LOOKING AFTER MYSELF** Our actions and choices impact on our safety, self-awareness, relationships and the ability to reach our potential.  **MY COMMUNITY – NOW & THEN** Differences & similarities between student’s lives and those of past generations – commemorating significant events**.**  *Links with - Intercultural Capability*, *Critical and Creative Thinking, Ethical**Capability*  **GENRE:** *Recount, Functional and functional***,** Narrative  **WRITING CRAFT**:  *Sentence Fluency -Factual sentences related to heading, varying the length of sentences. Adjectives to describe facts, Alliteration*  **COMPREHENSION STRATEGIES -** *Making connections, Prediction & Prior Knowledge* | **INTEGRATED: LIVING THINGS** - Living things grow, change and have offspring similar to themselves  *Links with - Intercultural Capability* , *Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Persuasive, Narrative*  **WRITING CRAFT**: *Figurative and emotive language****,*** *show not tell, Sentence Fluency – varying the length of sentences joining sentences/shortening sentences; Using exclamation marks for effect, talking marks, bold writing,– joining*  **COMPREHENSION STRATEGIES: -** *Summarising, Synthesising***I** | **INTEGRATED: SUPER SCIENCE – LIGHT & SOUND** Light & sound are produced by a range of sources.  **MAD SCIENTISTS – LET’S EXPERIMENT** - Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes  **CHARACTERISTICS AND PROPERTIES OF MATERIALS**  *Links with - Critical and Creative Thinking*  **GENRE:** *Poetry, Functional (letters, emails)*  **WRITING CRAFT**:*Features of Functional writing- introduction, greeting, salutations, closing. Poetic devices - alliteration, repetition, onomatopoeia, hyperbole (exaggeration)*  **COMPREHENSION STRATEGIES -** *Inference, Determining Importance* | **INTEGRATED: MY WORLD** - Places have distinctive features – Represent data and the location of places and their features, using maps, globes & symbols.  **PLACES & OUR CONNECTION TO THEM -** Connections of people in Australia & to other places in Australia**.**  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:** *Information Reports Procedural*  **WRITING CRAFT**: *Catchy titles****,*** *Pictures to match the writing, Factual sentences related to headings, varying the length of sentences. Adjectives to describe facts*  **COMPREHENSION STRATEGIES -** *Questioning, Visualising* |
| **KEY** | **HISTORY, GEOGRAPHY, ECONOMICS, CIVICS & CITIZENSHIP, HEALTH & PE, DESIGN & TECHNOLOGY, *PERSONAL & SOCIAL CAPABILITY* SCIENCE Consider:** *Personal & Social, Ethical, Intercultural, Critical & Creative Thinking Capabilities**& Cross Curriculum Priorities – Aboriginal & Torres Strait Islander Histories, Australia’s links with Asia, and Sustainability* | | | |

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| **NORRIS BANK P.S – INTEGRATED UNITS LINKED TO LITERACY – F-6** | | | | | | |
| **YEAR** | **TERM 1** | **TERM 2** | | **TERM 3** | | **TERM 4** |
| **UNIT** | **HEALTHY BODIES, LOCAL GOVERNMENT**  *Physical, emotional and social wellbeing, Citizenship* | **LIVING THINGS & LIFECYCLES** | | **EARTH SURFACE CHANGES OVER TIME**  *Earth’s Rotation on its axis* | | **OUR NEAR NEIGHBOURS - COMMUNITY & REMEMBRANCE**  *Location of Australia’s neighbouring countries* |
| **CURRIC LINK** | *Health & Wellbeing*  *Civics and Citizenship* | *Biological Science* | | *Humanities – Geography, Sustainability*  *Earth & Space Science, Australia’s links with Asia* | | *Humanities – History*  *Humanities – Geography, Engagement with Asia* |
| **YEAR 3**  ***(YEAR 3/4 0DD)*** | **INTEGRATED: -** **PHYSICAL & , MENTAL HEALTH**  **SELF AWARENESS –**Decision making, making good choices  **LOCAL GOVERNMENT-** Forms & Features of local government & law, why people make rules.Who Rules?  *Links with -* *Critical and Creative Thinking, Ethical Capability*  **GENRE:***, Functional (Letters), Procedure, Narrative*  **WRITING CRAFT**:*Vary word choice, punctuation for emphasis, Features of Functional writing- introduction, greeting, salutations, closing & figurative language*  **COMPREHENSION STRATEGIES -** *Summarising***,** *Inferring, Analysing* | **INTEGRATED: LIVING THINGS AND LIFE CYCLES -** Living things can be grouped based on observable features  *Links with -*  *Critical and Creative Thinking*    **GENRE:** –*Persuasive, Information Report*  **CRAFT WRITING CRAFT**: *Vary word choice, punctuation for emphasis, Show not tell, powerful verbs, emotive*  **COMPREHENSION STRATEGIES -** *Predicting, Making Connections, Questioning, Summarising* | | **INTEGRATED: EARTH’S ENVIRONMENT**: Impact of human activity on the Earth’s surface.  **MOVEMENTS OF THE SUN. EARTH & MOON** - Relative sizes and movement of the Sun, Earth and Moon. Describing timescales for the rotation of the Earth.  *Links with -* *Critical and Creative Thinking*  **GENRE:** *Media Articles, Explanation, Poetry Haiku & Syllable poems)*  **WRITING CRAFT**:*Varying the length of sentences****,*** *hyperbole. Poetic devices* ***-*** *alliteration, repetition, powerful verbs*  **COMPREHENSION STRATEGIES -** *Visualising, Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising* | | **INTEGRATED: COUNTRIES OF THE WORLD –ASIA**  **COMMUNITY AND REMEMBRANCE** Cultural celebrations, contributions of cultural groups.  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:** *Biography, Information Reports, Procedure*  **WRITING CRAFT**:*Catchy headings and sub-headings, adding details***,** *paragraphs***,** *sentence fluency***,** *specific nouns***,** *descriptive & factual adjectives*  **COMPREHENSION STRATEGIES -** *Visualising, Questioning & Clarifying, Analysing, Synthesising, Critiquing* |
| **UNIT** | **JOURNEY’S OF EXPLORATION – SOLIDS, LIQUIDS & GASES**  *Contact between Aboriginal & traders, explorers & settlers* | **EATING HEALTHY - DIVERSITY AND IDENTITY**  *Physical, emotional and social wellbeing,* | | **FIRST CONTACTS**  **SCIENCE AROUND US** | | **DIVERSITY OF PLACES – CYBER SAFETY** |
| **CURRIC LINK** | *Humanities – History, Aboriginal Histories & Culture*  *Chemical Science* | *Health & Wellbeing, Design & Tech - Food Specialisations*  *Civics and Citizenship* | | *Physical Science, Humanities – History*  *Aboriginal Histories & Culture* | | *Humanities – Geography, Australia’s*  *Health & PE* |
| **YEAR 4**  ***(YEAR 3/4 EVEN)*** | **INTEGRATED: EXPLORERS, JOURNEYS OF EXPLORATION** –How did Europeans get here? Journeys of exploration Dutch Explorers – Dirk Hartog, Abel Tasman  **SOLIDS LIQUID & GASES -** Changes to solids, liquids & gases  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:**– *Narrative, Information Report*  **WRITING CRAFT**: *Vary word choice, punctuation for emphasis, Show not tell, alliteration, repetition, hyperbole, powerful verbs, emotive & figurative language*  **COMPREHENSION STRATEGIES -** *Predicting, Making Connections, Questioning, Summarising* | **INTEGRATED:** **EATING HEALTHY –** *Promoting healthy eating.* **HEALTHY RECIPES –** Maintaining good health through good food preparation, food safety & hygiene  **CITIZENSHIP AND DIVERSITY-** How people participate within communities and cultural and social groups.  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:** *Persuasive, Functional (Letters), Procedure*  **WRITING CRAFT**:*Vary word choice, punctuation for emphasis, Features of Functional writing- introduction, greeting, salutations, closing*  **COMPREHENSION STRATEGIES -** *Summarising***,** *Inferring, Analysing* | | **INTEGRATED: HEAT & FORCES**  **FIRST CONTACTS -** First Fleet, convicts  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:** *Biography, Poetry**(Cinquain**& Diamante*  **WRITING CRAFT**: *Catchy headings and sub-headings, adding details***,** *paragraphs***,** *sentence fluency***,** *specific nouns***,** *descriptive & factual adjectives*  *Links with -* *Critical and Creative Thinking*  **COMPREHENSION STRATEGIES -** *Visualising, Questioning & Clarifying, Analysing & Critiquing, Synthesising* | | **INTEGRATED: DIVERSITY OF PLACES - MAPPING -** Diverse characteristics of places. States & Territories of Australia. Collect and record relevant geographical data.  **WHAT KEEPS US SAFE?,** Cyber Safety, Road Safety  *Links with - Critical and Creative Thinking*  **GENRE:** *Media Articles, Explanation*  **WRITING CRAFT**: *Varying the length of sentences****,*** *hyperbole (exaggeration), punctuation for emphasis Poetic devices* ***-*** *alliteration, repetition, powerful verbs*  **COMPREHENSION STRATEGIES -** *Visualising, Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising* |
| **UNIT** | **LEADERS IN THE MAKING**  *Who are we as a nation?* | **LIVING THINGS & HABITATS**  *Living things are dependent on the environment to survive* | | **WHAT A DISASTER!**  *Where Does The Earth Fit In?* | | **ME AS A CONSUMER**  *Financial Literacy* |
| **CURRIC LINK** | *Civics and Citizenship, Humanities – History*  *Aboriginal Histories & Culture* | *Biological Science, Sustainability*  *Design & Technology – Food & Fibre Production* | | *Earth & Space Science*  *Humanities – Geography* | | *Humanities – Economics*  *Chemical Science* |
| **YEAR 5**  ***(YEAR 5/6 ODD)*** | **INTEGRATED: SWITCHED O**N - **THE AUSTRALIAN COLONIES** – *Development of the Colony, Marvellous Melbourne*  **AUSTRALIA AS A NATION –**What makes a nation? **LAWS & CITIZENSHIP** - Values & principles that underpin Australia’s government system. Legal Systems, democracy & Voting.  *Links with -*, *Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Narrative, Persuasive*  **WRITING CRAFT**: *Show not tell, alliteration, repetition, hyperbole, powerful verbs, emotive & figurative language*  **COMPREHENSION STRATEGIES -** *Prediction & Prior Knowledge***,** *Inference (Making Connections), Questioning* | **INTEGRATED: LIVING THINGS - HABITATS -** The growth and survival of living things. Life-cycles  **FOOD & FIBRRE PRODUCTION** - Investigate how and why food and fibre are produced in managed environments  *Links with -* *Critical and Creative Thinking*  **GENRE:** *Persuasive, Speech Writing, Poetry (Limericks & Rap)*  **WRITING CRAFT**:- *Vary word choice, punctuation for emphasis, emotive & figurative language. Poetic devices* ***-*** *alliteration, repetition, hyperbole, powerful verbs, line breaks, white space*  **COMPREHENSION STRATEGIES -** *Summarising***,** *Questioning, Inferring, Visualising* | | **INTEGRATED: GEOLOGICAL CHANGES & EXTREME WEATHER** Sudden geological changes or extreme weather conditions affect the Earth’s surface. **NATURAL DISASTERS** – Impact on communities. **COUNTRIES AROUND THE WORLD** - Location of major countries of the world in relation to Australia  *Links with -* *Critical and Creative Thinking*  **GENRE:** *Explanation, Media Articles*  **WRITING CRAFT**: *Vary word choice, punctuation for emphasis, Show not tell, Using charts, maps, tables, diagrams & sub-headings*  **COMPREHENSION STRATEGIES -** *Questioning & Clarifying, Analysing & Critiquing, Synthesising* | | **INTEGRATED: LIGHT AND POWER** – Light from a variety of sources. **SOLIDS LIQUIDS & GASES** – Changes to solids, liquids & gases  **MONEY FOR LIFE- ME AS A CONSUMER –** Earn & Learn, Identifying economic aspects of advertising  *Links with -* *Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Information Reports, Procedure, Memoir*  **WRITING CRAFT**: *Using charts, maps, tables, diagrams & sub-headings to organise information*  **COMPREHENSION STRATEGIES –** *Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising* |
| **UNIT** | **AUSTRALIA AS A NATION – AUSTRALIAN COLONIES**  *Diversity & Identity* | **SURVIVAL OF THE FITTEST – HUMAN IMPACT**  *Features and adaptations needed to survive* | | **EARTH’S ROTATIONS - WELLBEING**  *Where Does The Earth Fit In? Solar System* | | **CHEMICAL CHANGES & ELECTRICAL ENERGY**  *Demographic, economic, social and cultural differences* |
| **CURRIC LINK** | *Humanities – History Civics and Citizenship*  *Aboriginal Histories & Culture, Australia’s links with Asia* | *Humanities – Geography, Biological Science*  *Aboriginal Histories & Culture, Sustainability* | | *Humanities – Geography, Earth & Space Science*  *Australia’s Engagement with Asia* | | *Chemical Science, Physical Science*  *Design & Tech – Engineering Principles, Sustainability* |
| **YEAR 6**  ***(YEAR 5/6 EVEN)*** | **INTEGRATED: AUSTRALIAN COLONIES**: Early settlement of the period & has influenced & shaped Australia - Gold rush, Eureka Stockade. **AUSTRALIA AS A NATION-** **DIVERSITY & IDENTITY –** Early 20th C Migration**,** Immigration.  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:**  *Persuasive, Narratives*  **WRITING CRAFT**: *Vary word choice, punctuation for emphasis, emotive & figurative language, descriptive words, hyperbole*  **COMPREHENSION STRATEGIES -** *Prediction & Prior Knowledge***,** *Inference (Making Connections), Questioning* | **INTEGRATED: ADAPTATIONS** – Living things have structural features & adaptations that help them to survive  **HUMAN IMPACT ON THE ENVIRONMENT** –Influence of people, on the environment  *Links with - Critical and Creative Thinking, Ethical Capability*  **GENRE:** *Persuasive, Speech Writing, Poetry (Songs, Ballads & Anthems)*  **WRITING CRAFT**: *Show not tell, alliteration, repetition, hyperbole, powerful verbs, emotive & figurative language*  **COMPREHENSION STRATEGIES -** *Summarising***,** *Questioning, Inferring, Visualising* | | **INTEGRATED** - **SOLAR SYSTEM** -The Earth is part of a system of planets. **PHYSICAL & , MENTAL HEALTH**  **SELF AWARENESS –**Decision making, making good choices  *Links with - Intercultural Capability* , *Critical and Creative Thinking*  **GENRE:** *Media Articles, Biography*  **WRITING CRAFT**: *Emotive language****,*** *Hyperbole. Poetic devices* ***-*** *alliteration, repetition, hyperbole, line breaks, white space*  **COMPREHENSION STRATEGIES -** *Questioning & Clarifying, Analysing & Critiquing, Synthesising* | | **INTEGRATED: ELECTRICITY** - Energy from a variety of sources can be used to generate electricity. **FORCES**- Electrical Energy  **CHEMICAL CHANGE** - Changes to materials can be reversible or irreversible , including melting, freezing, evaporating  *Links with -* *Critical and Creative Thinking*  **GENRE:** *Information Reports, Procedure, Memoir*  **WRITING CRAFT**: *Using charts, diagrams & subheadings to organise information, descriptive & factual adjectives*  **COMPREHENSION STRATEGIES -** *Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising* |
| **KEY** | **HISTORY, GEOGRAPHY, ECONOMICS, CIVICS & CITIZENSHIP, HEALTH & PE, DESIGN & TECHNOLOGY, *PERSONAL & SOCIAL CAPABILITY* SCIENCE Consider:** *Personal & Social, Ethical, Intercultural, Critical & Creative Thinking Capabilities**& Cross Curriculum Priorities – Aboriginal & Torres Strait Islander Histories, Australia’s links with Asia, and Sustainability* | | | | | |
| **Writing Moderation** | **Whole School Writing Moderation: Narrative** | | **Whole School Writing Moderation: Persuasive** | | **Whole School Writing Moderation - Poetry** | **Whole School Writing Moderation – Information /Procedure** |
| **INTEGRATED CURRICULUM**  **ASSESSMENT** | **What I know ?**  **What I now know?** | | **What I know ?**  **What I now know?** | | **What I know ?**  **What I now know?** | **What I know ?**  **What I now know?** |
| **Resources:** | **FUSE:**  <https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=Government&SearchScope=All>  <https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=Australian+Explorers&SearchScope=All>  **CAPABILITIES:**  [**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) | | **FUSE:**  <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=674ca284-419e-4a43-ab4e-d011a8f46352&SearchScope=All>  **CAPABILITIES:**  [**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) | | **FUSE:**  <https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=Our+Environment&SearchScope=All>  **CAPABILITIES:**  [**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) | **FUSE:**  <https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=My+World&SearchScope=All>  **CAPABILITIES:**  [**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) |