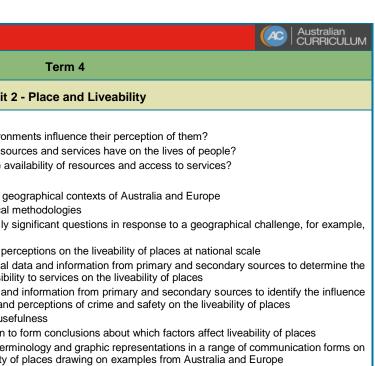


....Educating Global Citizens

Year Level Plan	Year 7 Geography Social Sciences and Languages			
		Terr	m 3	
Unit 1 - Water in the World				Unit 2
 Inquiry question/s: How do people's reliance on places and environments influence their perception of them? What effect does the uneven distribution of resources and services have on the lives of people? What approaches can be used to improve the availability of resources? In this unit, students: draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus classify environmental resources and recorgines how use of resources changes over time make observations and select and record geographical information from secondary source on the forms water takes and how it is used select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources interpret distributions, patterns, trends and relationships in the quantity and variability of Australia's water resources and water scarcity and compare with other countries evaluate information for its reliability and usefulness in explaining how people value water in environmental, cultural, spiritual and aesthetic ways, including Aborginal peoples and Torres Islander peoples and people in Asia apply geographical concepts to draw conclusions based on the analysis of the data and information collected to explain the causes, impacts and responses to hydrological hazards form conclusions about the nature of water scarcity and ways of overcoming it and the ways water is valued and perceived, present in an argument, using geographical terms propose strategies to increase community awareness of the importance of a sustainable supply of water 			 Inquiry questions: How do people's reliance on places and environ What effect does the uneven distribution of reso What approaches can be used to improve the average of the environment o	
			Assessment Tasks	
independently, under superv conclusions about data and i answers and paragraph resp In a 60 minute short respor	nent is to assess student rision and in a set time fr information, and respond ponses. Inse exam students dem	t responses that are produced ame. Students interpret, analyse and form d to questions using representations, short constrate an understanding of geographical s and how places are perceived and valued	Assessment Task 2 Supervised assessment: Response to Stimulus Exam The purpose of this assessment is to assess student responses that are produced independently, under supervision and in a set time frame. Students interpret, analyse and form conclusions about data and information, and respond to questions using paragraph responses. In 2 x 60 minute sessions students: analyse stimulus materials and complete a decision-making matrix; and write paragraph responses that include background, alternative strategies, conclusion.	Assessment Task 3 Collection of work (Multimodal) The purpose of this technique is to assess student re investigative context. Students follow an inquiry appro communicate their findings, using written or non-writte Students assess the factors influencing liveability in a that improves liveability of the local area, and present





nd sustainability of places using environmental, economic and social criteria

t responses to a series of focused tasks relating to a single cohesive oproach that aligns with the geographical inquiry and skills strand and *r*ritten text-types specific to the study of geography.

in a local area and through observation and research, develop a proposal ent in a multimodal format.