

Unit Plan - Year 7 Geography: Place and Liveability

Year Level: 7 Humanities – Geography	Use of Time: 3 x 70 minute lessons per week
Length of Unit: 10 Weeks	1 x 70 minute lesson per fortnight – collaborative learning with the Teacher-Librarian
<u>Assessment</u> Small groups – 3 – 4 students per group Assessment Item: A proposal for a sustainable facility, service or practice that can be integrated into the school community, that addresses the <u>essential questions</u> : <ol style="list-style-type: none">1. How does sustainability enhance liveability?2. How can we make our school more sustainable?3. Why do we need a sustainable school? Audience: School Principal, Administration Team, and the Parents and Citizens Association (P&C), peers (students) Assessment Medium: Student Devised (negotiated with the teacher) <ul style="list-style-type: none">- Must contain both written and visual mediums- Must address requirements as outlined on the criteria sheet Possible Assessment Ideas: Written – report, pamphlet, media report, blog content, website content, documentary script Visual – multimedia presentation, short film/documentary, play, interactive lesson, prototype, web or blog page	
<u>Structure of Unit Plan</u> This unit plan is structured in accordance to the key Guided Inquiry Design framework. Time allocations for each section of the framework will vary, and will be impacted by a range of conditions, such as required time for student to grasp preliminary knowledge, access to additional support and resources, interruptions to the school calendar etc. Thus, based on the cohort and conditions, teachers should employ professional judgement, and backward map to ensure each section of the design process is allocated sufficient time for students to be achieve the learning goals and meet the success criteria.	

<u>Guided Inquiry Frameworks</u>	<u>Suggested Teaching Activities and Learning Experiences</u>	<u>Links to Curriculum</u>
Guided Inquiry Design (GID) Framework (Kahlthau) Information Search Process (ISP)	Inquiry Tools Questioning Frameworks <ul style="list-style-type: none"> - Questioning Formulation Technique (QFT) - KWHLAQ Chart 	ACARA – Geography
<p>GID: Open</p> <ul style="list-style-type: none"> - Engage - Highlight concepts - Introduce key inquiry questions <p>ISP: Initiation</p> <ul style="list-style-type: none"> - Awareness of gaps in knowledge - Contemplation of problem - Relate to prior experience <p>How students may feel</p> <ul style="list-style-type: none"> - Uncertain - Apprehensive 	<ul style="list-style-type: none"> • Images / short videos about different places around the world that depict differing liveability standards • KWHLAQ Chart – what do students know about liveability? • Consider what makes a place good to live in - Brainstorm questions (QFT) - Glossary/Vocabulary Builder • Explore liveability of own area - Students collect examples of information about their local area (maps, advertisements, local newspapers etc.) - Students examine data, and compare and contrast positive and negative aspects of living in their local area • Examine how liveability is measured • Students compare access to, and use of places and spaces in their local area • Evaluate how use of place and space affects perceptions of liveability • Consider and discuss Aboriginal and Torres Strait Islander Peoples perceptions about liveability in the area 	Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)

<p>GID: Immerse</p> <ul style="list-style-type: none"> - Connect to Content - Collaborate and converse - Discover interesting ideas <p>ISP: Selection</p> <ul style="list-style-type: none"> - Identify and select topic - Consider approach <p>How students may feel</p> <ul style="list-style-type: none"> • Optimism once selection is made • Anxiety if selection is delayed 	<ul style="list-style-type: none"> • Compare accessibility to and availability of a range of services and facilities between different geographical locations and settlements, both within Australia and other countries • Examine the influence of environmental quality (air and water pollution) on the liveability of place. • Define social connectedness, and discuss different types of places where people can feel included or excluded, and evaluate how this affects perceptions about liveability of places. • Introduce the concept of sustainability, and sustainable practices. • Brainstorm the concept of sustainability. Use graphic organisers to expand and connect main ideas. • Research schooling in Europe. Identify how schools use strategies to improve the liveability of their facility. • Brainstorm questions about liveability and sustainable practices in schools in Europe. Create possible interview questions. (QFT) TEACHER-LIBRARIAN – possibility to arrange a virtual meeting between representatives from both schools, so students could have the opportunity to interview students from a school in Europe about their school facilities. 	<p>The influence of accessibility to services and facilities on the liveability of places (ACHGK044)</p> <p>The influence of environmental quality on the liveability of places (ACHGK045)</p> <p>The influence of social connectedness and community identity on the liveability of place (ACHGK046)</p>
<p>GID: Explore</p> <ul style="list-style-type: none"> - Skim variety of information - Explore interesting ideas - Collaborate and Converse 	<ul style="list-style-type: none"> • Compare and contrast liveability and sustainable practices in European schools with Australian schools. • Brainstorm facilities and services within the school. Consider which are sustainable and non-sustainable. • Brainstorm questions about facilities and services in the school that could be improved or introduced to demonstrate sustainable practices. (QFT) 	<p>Strategies used to enhance the liveability of places, especially for young people, including examples from</p>

<p>ISP: Exploration</p> <ul style="list-style-type: none"> - Investigate information - Extend personal understanding <p>How students may feel</p> <ul style="list-style-type: none"> - Confusion - Doubt - Note: this is considered the most difficult stage of the ISP 	<ul style="list-style-type: none"> • Analyse existing practices in other schools, and question if these practices could be adopted at their own school. • TEACHER-LIBRARIAN - Reflect on the questions. Consider how to change closed questions to open questions. Improve wording of the questions to assist with searchability (QFT) • TEACHER-LIBRARIAN TO ASSIST - Research similar sustainable facilities/services/practices, both in the greater community and within schools. • Reflect on how development of different sustainable practices influences social connectedness within a community, and link findings back to a school context 	<p>Australia and Europe (ACHGK047)</p>
<p>GID: Identify</p> <ul style="list-style-type: none"> - identify inquiry question - form a focus - frame inquiry process <p>ISP: Formulation</p> <ul style="list-style-type: none"> - focus perspective on the topic - identify and select ideas <p>What students may feel</p>	<ul style="list-style-type: none"> • Review ideas, problems and themes from previous research/learning • Assess the current situation within the school – derive further inquiry questions based on the current practices and likelihood of the proposal being successful • Students identify an inquiry question, through the QFT, that will inform their assessment task • TEACHER-LIBRARIAN – Facilitates students to meet with teachers from different faculties (e.g. Manual Arts, Home Economics etc.) to discuss initial proposals. Students devise questions with a focus on practical application (materials required, time frames etc.) • Review the KWHLAQ Chart 	<p>Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)</p>

<ul style="list-style-type: none"> - increase in confidence - sense of clarity 		
<p>GID: Gather</p> <ul style="list-style-type: none"> - Collect detailed and important information - Cluster ideas - Deepening understanding <p>ISP: Collection</p> <ul style="list-style-type: none"> - Selecting relevant information - Making detailed notes to support the focus <p>What students may feel</p> <ul style="list-style-type: none"> - Sense of direction - Increase confidence - Deepening interest 	<ul style="list-style-type: none"> • Gather data from primary sources, such as field sketches, photographs and surveys, to help determine the feasibility of the proposed sustainable facility/service/practice • Collect relevant geographical data from secondary sources, such as maps of the school and other schools, media reports on innovative sustainable practices, and evaluate sources to determine their reliability and usefulness. • Conduct fieldwork to gather geographical information to help inform the validity of the proposal (e.g. identify and tally types of rubbish found around the school to help determine the needed for a recycling program). • Create a map to show where the facility could be placed in the school, or how the service may impact on the liveability of the school community. • Draw on ideas from the data to create tables, graphs, and/or diagrams to help support the proposal. • Identify available resources and constraints • Students begin to plan their visual presentation. • Students gather/collect materials resources necessary for the visual presentation of their proposal. • TEACHER-LIBRARIAN – guiding students with the collection of information in the ISP 	<p>Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)</p>
<p>GID: Create</p>	<ul style="list-style-type: none"> • Select and synthesize appropriate data and examples to justify the proposed idea, and answer the student-devised focussed inquiry question. 	<p>Represent data in a range of</p>

<ul style="list-style-type: none"> - Go beyond facts to make meaning - Create to communicate - Design and Develop <p>ISP: Collection (Continued)</p> <ul style="list-style-type: none"> - Selecting relevant information - Making detailed notes to support the focus <p>What students may feel</p> <ul style="list-style-type: none"> - Sense of direction - Increase confidence - Deepening interest 	<ul style="list-style-type: none"> • Select a way of presenting findings and proposal to the audience. • Consider how the information can be presented in complimentary written and visual mediums. • Develop a plan to create an interesting and innovative pitch to be presented to the audience. • Experiment with different written/visual mediums and presentation ideas • Exchange feedback and ideas with peers to help inform the creative design process • Creation of the visual aspect of the presentation 	<p>appropriate forms (ACHGS049)</p> <p>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)</p>
<p>GID: Share</p> <ul style="list-style-type: none"> - Share learning - Tell their story - Present <p>ISP: Presentation</p>	<p>Culminative Assessment Task</p> <ul style="list-style-type: none"> • Present the proposal to the defined audience • <i>Formatting for this section of the guided inquiry will be informed by the proposal presentations the students have selected to share.</i> 	<p>Present findings, arguments and ideas in a range of communication forms selected to suit a particular</p>

<ul style="list-style-type: none"> - Present findings <p>What students may feel</p> <ul style="list-style-type: none"> - Relief - Satisfaction or disappointment 	<ul style="list-style-type: none"> - <i>Considerations in terms of time and space will need to be factored in, ensuring that each student has the chance to share their proposal in an authentic manner. For example, if students have constructed a prototype of a particular facility, the group may need to leave the classroom in order to see the finished product.</i> 	<p>audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)</p>
<p>GID: Evaluate</p> <ul style="list-style-type: none"> - Evaluate achievement on learning goals - Reflect on process - <p>ISP: Presentation</p> <ul style="list-style-type: none"> - Culmination of the search – personalised synthesis of the topic <p>What students may feel</p> <ul style="list-style-type: none"> - Relief - Satisfaction or disappointment 	<ul style="list-style-type: none"> • Students complete a self-evaluation on their process and the product • Students identify points that they are proud of, and goals to assist with improving their learning • Students share goals with the teacher, as part of the assessment feedback process • Teacher and student revise goals, and set a plan for improving goals moving forward. 	<p>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)</p>