



HUMANITIES Department

Year 10 EXTREME GEOGRAPHY Unit Plan

Unit: WATER WORLD

Duration: 14 WEEKS

Australian Curriculum Year Level Description:

Year 10 Level Description

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?

- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?
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This unit:

Select ONE of the following types of environment as the context for study: land (e.g. forests, deserts, grasslands, farmland), inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.

The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated ([ACHGK073 - Scootle](#))

This Unit has three separate yet connected parts: Part 1: Coastal processes- effects of interference by people. Part 2: The Oceans –the impacts of oceanic trash. Part 3: The Great Barrier Reef – will it survive?

Achievement Standard

(By the end of his Unit, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse, explain significant interconnections between people, places and environments, and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.

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ASSESSMENT ITEMS		Due Date				
SUMMATIVE	FORMATIVE	Draft:				
<i>(INCLUDE A SUMMARY OF THE ASSESSMENT TASK/S THAT WILL BE USED FOR GRADING AND REPORTING PURPOSES)</i>	<i>(THESE ARE WAYS IN WHICH YOU WILL GATHER EVIDENCE OF STUDENT LEARNING / SKILL DEVELOPMENT THROUGHOUT THE UNIT OF WORK. HIGHLIGHT AS APPROPRIATE)</i>	Final:				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">TOOLS – these are what you might use:</td> <td style="width: 50%;">TECHNIQUES – this is how you might use the tools:</td> </tr> <tr> <td> RUNNING RECORDS CRITERIA FOR SUCCESS RESEARCH PROJECTS ANNOTATED WORK SAMPLES WRITTEN TESTS MULTIPLE CHOICE TESTS EXTENDED RESPONSE GROUPS DISCUSSION ORAL PRESENTATION WRITTEN TASKS PORTFOLIO </td> <td> TEACHER OBSERVATION PEER FEEDBACK STUDENT SELF-ASSESSMENT FOCUSED ANALYSIS STUDENT/TEACHER CONSULTATION </td> </tr> </table>	TOOLS – these are what you might use:	TECHNIQUES – this is how you might use the tools:	RUNNING RECORDS CRITERIA FOR SUCCESS RESEARCH PROJECTS ANNOTATED WORK SAMPLES WRITTEN TESTS MULTIPLE CHOICE TESTS EXTENDED RESPONSE GROUPS DISCUSSION ORAL PRESENTATION WRITTEN TASKS PORTFOLIO	TEACHER OBSERVATION PEER FEEDBACK STUDENT SELF-ASSESSMENT FOCUSED ANALYSIS STUDENT/TEACHER CONSULTATION	
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ASSESSMENT AUDIT – KNOWLEDGE (CONTENT) AND UNDERSTANDING:						
<i>(THIS IS THE CURRICULUM KNOWLEDGE OR CONTENT SPECIFIC TO THE ASSESSMENT TASK/S – THESE CAN BE USED TO WRITE THE LEARNING INTENTIONS – KNOWLEDGE AND UNDERSTANDING)</i>	<i>(THESE ARE THE SKILLS THAT THE ASSESSMENT IS TESTING. THESE CAN BE USED TO WRITE THE LEARNING INTENTIONS – SKILLS)</i>					
	https://www.qcaa.qld.edu.au/downloads/senior/qcs_cce_descriptors.pdf					



INSERT Department

Year 10 Unit Extreme Geography Lesson Overview

This Ferny Grove State High School Unit is based on

Unit ? INSERT UNIT NAME	Duration: INSERT Unit Lessons
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<h3 style="margin: 0;">Teaching and Learning Sequence and Related Resources</h3>	<p>To Achieve a C Standard a student must: Achieve a “C” standard in at least two of the three assessment criteria in the Standards Elaborations</p>
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Week 1 –

<p>Title: Learning Intentions :Introduction to Water World and the three focus areas:</p> <ol style="list-style-type: none"> 1. Coastal areas 2. Oceans 3. The Great Barrier Reef <p>KNOWLEDGE – students will learn about:coastal systems – high and low energy coasts and their differences</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to: identify different coastal systems by their appearance</p> <ul style="list-style-type: none"> • <p>Text References: <i>Geography Alive EBook Chapter 4.6</i> Additional Resources: Supporting learning resources: <i>PowerPoint)Jacaranda Video – ‘Washed Away’</i></p> <p>DOL HOM:</p>	<p>Title: Learning Intentions ; Coastal Processes and how they work</p> <p>KNOWLEDGE – students will learn about :The components of high energy coasts (Managing Change in Coastal Areas p56)</p> <ul style="list-style-type: none"> • The Headland System • The Beach/Dune system <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • Identify the differences between the two systems and the different processes active on both <p>Text References: <i>Geography Alive EBook Chapter 4.6</i> Additional Resources: Supporting learning resources: <i>PowerPoint)</i></p> <p>DOL HOM:</p>	<p>Title: Learning Intentions: the processes of Erosional Coastal landforms</p> <p>KNOWLEDGE – students will learn about: waves and how their behaviour influences coastal areas</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to: identify wave types in images and diagrammatic forms</p> <ul style="list-style-type: none"> • <p>Text References: Additional Resources: Supporting learning resources: <i>PowerPoint)</i></p> <p>DOL HOM:</p>
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Week 2 –

Title:
Learning Intentions : To examine the effects of rock type on coastal retreat and consequent landform development

KNOWLEDGE – students will learn about: weathering and erosion characteristics

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SKILL – students will learn to: observe and interpret the effects of rock type/strength

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Text References:
Additional Resources:
Supporting learning resources: Clickview video “Coastal Landforms” and discussion of the relationship of Gold Coast headlands to Mount Warning eruptions

DOL HOM:

Title:
Learning Intentions: follow the evolution of erosional coastal landforms

KNOWLEDGE – students will learn about: Wave refraction and start on the landforms that evolve from headlands wave-cut platforms; sea caves; blowholes; natural arches; stacks

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SKILL – students will learn to: identify landforms from photo/diagrammatic/map sources and predict the next sequence in erosional coastal landform evolution and explain why

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Text References:
Additional Resources:
Supporting learning resources: PowerPoint

DOL HOM:

Title:
Learning Intentions :

KNOWLEDGE – students will learn about: how and why deposition occurs on coasts

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SKILL – students will learn to: identify wave types (revision) and predict their effect on depositional processes

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Text References:
Additional Resources:
Supporting learning resources: PowerPoint; Video “the Beach a River of Sand”

DOL HOM:

Week 3 -

Title:
Learning Intentions :**Depositional Coastal Landforms – the Beach- Dune System**

KNOWLEDGE – students will learn about: longshore drift

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SKILL – students will learn to: draw patterns to represent their understanding of longshore drift and conduct an exercise by moving the class population to demonstrate the process

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Text References:
Additional Resources:
Supporting learning resources:

DOL HOM:

Title:
Learning Intentions

KNOWLEDGE – students will learn about:

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SKILL – students will learn to:

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Text References:
Additional Resources:
Supporting learning resources:

DOL HOM:

Title:
Learning Intentions

KNOWLEDGE – students will learn about:

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SKILL – students will learn to:

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Text References:
Additional Resources:
Supporting learning resources:

DOL HOM:

Week 4		
<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p> <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p> <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p> <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>
Week 5		
<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p> <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p> <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p> <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>
Week 6		
<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about: •</p> <p>SKILL – students will learn to: •</p>

Text References: Additional Resources: Supporting learning resources: DOL HOM:	Text References: Additional Resources: Supporting learning resources: DOL HOM:	Text References: Additional Resources: Supporting learning resources: DOL HOM:
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Week 7

Title: Learning Intentions KNOWLEDGE – students will learn about: • SKILL – students will learn to: • Text References: Additional Resources: Supporting learning resources: DOL HOM:	Title: Learning Intentions KNOWLEDGE – students will learn about: • SKILL – students will learn to: • Text References: Additional Resources: Supporting learning resources: DOL HOM:	Title: Learning Intentions KNOWLEDGE – students will learn about: • SKILL – students will learn to: • Text References: Additional Resources: Supporting learning resources: DOL HOM:
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Week 8

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Week 9

Title: Learning Intentions	Title: Learning Intentions	Title: Learning Intentions
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<p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>
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Week 10		
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<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>	<p>Title: Learning Intentions</p> <p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • <p>Text References: Additional Resources: Supporting learning resources:</p> <p>DOL HOM:</p>
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