

Year 7 plan — Victorian Curriculum: Humanities Semester Two (Geography/Economics and Business/Civics and Citizenship)



Implementation year: 2017

School name: Kyabram P-12 College

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Identify Curriculum	Curriculum Booklet Descriptor	<p>The Place and Liveability unit in Geography focusses on the concept of place through an investigation of liveability. This context examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.</p> <p>The Economics and Business curriculum provides students with the opportunity to further develop their understanding of business concepts. Students explore the characteristics of successful businesses. They evaluate the importance of setting goals and planning to achieve these goals for business success, while also considering different ways to obtain an income. The emphasis in Year 7 is on personal, community, national or regional issues or events.</p> <p>The Civics and Citizenship curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and its influence on Australia's democracy. They look at how the rights of individuals are protected through the justice system.</p>		
	Achievement standard	<p>By the end of Level 8 Geography, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes. They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information.</p> <p>By the end of Level 8 Economics & Business, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment. They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.</p> <p>By the end of Level 8 Civics & Citizenship, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia's legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.</p> <p>By the end of Level 8 in the Intercultural Capability, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations. Students understand the challenges and benefits of living and working in culturally diverse communities.</p> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>		
	Reporting Descriptor	<p>Students undertook studies in Economics and Civics and Citizenship. Students looked at how consumers and producers interact in the market and the characteristics of entrepreneurs and successful businesses. In Civics and Citizenship, students, investigated the Australian Constitution, the different levels of government in Australia, the process involved in the judicial system and Australia as a secular nation and a multi-faith society.</p>		
	Unit Overview Teaching Hours: 60	Unit 1 – Place and Liveability	Unit 2 – Economics and Business	Unit 3 – Civics and Citizenship
Teaching and learning	<ul style="list-style-type: none"> How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105) Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111) Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112) Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112) Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places (VCGGK113) 	<ul style="list-style-type: none"> Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism (VCEBR011) Explore and observe the characteristics of entrepreneurs and successful businesses (VCEBB015) Consider the ways in which work can contribute to individual and societal wellbeing (VCEBW016) 	<ul style="list-style-type: none"> Describe key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers (VCCCG018) Describe the process of constitutional change through a referendum (VCCCG021) Explain how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (VCCCL022) Describe how Australia is a secular nation and a multi-faith society (VCCCC024) Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' (VCCCC025) 	

	<ul style="list-style-type: none"> • Influence of social connectedness and community identity on the liveability of places (VCGGK114) • Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (VCGGK115) • Explain processes that influence the characteristics of places (VCGGC099) • Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) • Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101) • Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) • Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) • Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) • The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery (VCHHK114) • The significance and importance of conserving the remains and heritage of the past (VCHHK115) • Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) • Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) 		<ul style="list-style-type: none"> • Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026) • Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)
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Develop assessment	Assessment			
		Unit 1	Unit 2	Unit 3
		Assessment	Assessment	Assessment
		Research Task Perfect Community Model Learning Task: <i>Students are required to examine social, economic and political factors that influence the liveability of a place and how this is perceived.</i>	Personal Budget Business Plan Learning Task: <i>Students are required to consider what it means to be a consumer, a worker and a producer in the market and how these groups are connected.</i>	Levels of Government Exploration Referendum Case Study Fair Trial Case Study Learning Task: <i>Students are required to explore the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy.</i>

Make judgments and use feedback	Moderation	Within and across classes using common assessment rubric.	Within and across classes using common assessment rubric.	Within and across classes through teacher judgement of portfolios and assessment rubric.

Year 7 Humanities – Semester Two: review for balance and coverage of content descriptions.

Geographical Knowledge and Understanding			
	1	2	3
Place and Liveability			
Classification of environmental resources and the forms that water takes as a resource (VCGGK105)	*		
Ways that flows of water connect places as they moves through the environment and the ways this affects places (VCGGK106)	*		
The quantity and variability of Australia’s water resources compared with those in other continents and how water balance can be used to explain these differences (VCGGK107)	*		
Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa (VCGGK108)	*		
The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)	*		
Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future (VCGGK110)	*		
How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples’ communities, foundational stories and land management practices (VCHHK105)	*		
Resource Allocation and Making Choices			
Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism (VCEBR011)		*	

Geographical Inquiry Skills			
	1	2	3
Place, Space and Interconnection			
Explain processes that influence the characteristics of places (VCGGC099)	*		
Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)	*		
Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)	*		
Data and Information			
Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)	*		
Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)	*		
Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)	*		
Government and Democracy			
Describe key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers (VCCCG018)			*

The Business Environment			
Explore and observe the characteristics of entrepreneurs and successful businesses (VCEBB015)		*	
Work and Work Futures			
Consider the ways in which work can contribute to individual and societal wellbeing (VCEBW016)		*	
Intercultural Capability – Cultural Practices			
Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VICCCB014)			*

Describe the process of constitutional change through a referendum (VCCCG021)			*
Law and Citizens			
Explain how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (VCCCL022)			*
Citizenship, Diversity and Identity			
Describe how Australia is a secular nation and a multi-faith society (VCCCC024)			*
Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' (VCCCC025)			*
Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)			*