

## Year 9 plan — Victorian Curriculum: Humanities Semester Two (Geography/Economics and Business)



Implementation year: 2017

School name: Kyabram P-12 College

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<b>Identify Curriculum</b>	<b>Curriculum Booklet Descriptor</b>	<ul style="list-style-type: none"> <li>• Biomes and Food Security                             <ul style="list-style-type: none"> <li>○ Students investigate the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.</li> </ul> </li> <li>• Geographies of interconnections                             <ul style="list-style-type: none"> <li>○ This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.</li> </ul> </li> <li>• Economics and Business                             <ul style="list-style-type: none"> <li>○ In this unit students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered</li> </ul> </li> </ul>
	<b>Achievement standard</b>	<p>By the end of Level 10 Geography, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.</p> <p>By the end of Level 10 Economics &amp; Business, students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.</p> <p>Source: Victorian Curriculum   14 September 2015 <a href="http://victoriancurriculum.vcaa.vic.edu.au/Copyright">http://victoriancurriculum.vcaa.vic.edu.au/Copyright</a></p>
	<b>Reporting Descriptor</b>	<p>Students completed their study of Geography and studied a unit on Economics. The unit of Geography allowed students to explore the geography of interconnections. They examined biomes and the issues of food security in the modern world. In the Economics unit, students studied the Australian economy and its context within the broader global economy.</p>

<b>Teaching and learning</b>	<b>Unit Overview</b>	<b>Unit 1 – Biomes and Food Security</b>	<b>Unit 2 – Geography of Interconnections</b>	<b>Unit 3 – Economics and Business</b>
	Teaching Hours: 60	<ul style="list-style-type: none"> <li>• Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (VCGGK133)</li> <li>• Environmental, economic and technological factors that influence crop yields in Australia and across the world (VCGGK134)</li> <li>• The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world (VCGGK135)</li> <li>• Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (VCGGK136)</li> <li>• Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</li> <li>• Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges (VCGGK138)</li> <li>• Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)</li> <li>• Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)</li> <li>• Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)</li> <li>• Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)</li> <li>• Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)</li> <li>• Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)</li> <li>• Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance (VCECU019)</li> <li>• Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU020)</li> <li>• Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues (VCECU021)</li> <li>• Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022)</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptions people have of place, and how this influences their connections to different places (VCGGK139)</li> <li>• Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)</li> <li>• Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)</li> <li>• Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (VCGGK142)</li> <li>• Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143)</li> <li>• Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)</li> <li>• Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)</li> <li>• Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)</li> <li>• Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)</li> <li>• Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)</li> <li>• Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)</li> <li>• Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices (VICCB017)</li> <li>• Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VICCB018)</li> <li>• Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VICCD019)</li> <li>• Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VICCD020)</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate Australia as a trading nation and its place within Asia and the global economy (VCEBR020)</li> <li>• Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape (VCEBC023)</li> <li>• Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market (VCEBB024)</li> <li>• Examine the roles and responsibilities of participants in the changing Australian or global workplace (VCEBW026)</li> <li>• Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions (VCEBE028)</li> </ul>

		<ul style="list-style-type: none"> <li>Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023)</li> </ul>		
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<b>Develop assessment</b>	<b>Assessment</b>			
		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
		<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
		<p>Investigation into human alteration of Biomes and relevant research questions.          Identification of Australia's major biomes and issues brought about by human intervention</p> <p>Learning Task: <i>TBC</i></p>	<p>Planning a summer holiday task          Smart Traveller research task          Tourism in Australia research          Australia's aid to other countries – Case Study: Nepal</p> <p>Learning Task: <i>Students are required to investigate how people are connected to places throughout the world, and how these connections help to make and change places and their environments.</i></p>	<p>TBC</p> <p>Learning Task: <i>Students are required to explore the interactions within the global economy.</i></p>
<b>Make judgments and use feedback</b>	<b>Moderation</b>	Within and across classes using common assessment rubrics.	Within and across classes using common assessment rubrics.	Within and across classes using common assessment rubrics.

Year 9 Humanities – Semester Two: review for balance and coverage of content descriptions.

Geographical Knowledge and Understanding			
	1	2	3
<b>Biomes and Food Security</b>			
Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (VCGGK133)	*		
Environmental, economic and technological factors that influence crop yields in Australia and across the world (VCGGK134)	*		
The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world (VCGGK135)	*		
Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (VCGGK136)	*		
Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)	*		
Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges (VCGGK138)	*		
<b>Geographies of Interconnection</b>			
Perceptions people have of place, and how this influences their connections to different places (VCGGK139)		*	
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)		*	
Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)		*	
Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (VCGGK142)		*	
Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143)		*	

Geographical Inquiry Skills			
	1	2	3
<b>Place, Space and Interconnection</b>			
Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)	*	*	
Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)	*	*	
Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)	*	*	
<b>Data and Information</b>			
Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)	*	*	
Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)	*	*	
Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)	*	*	
<b>Resource Allocation and Making Choices</b>			
Investigate Australia as a trading nation and its place within Asia and the global economy (VCEBR020)			*
<b>Consumer and Financial Literacy</b>			
Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape (VCEBC023)			*
<b>The Business Environment</b>			
Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market (VCEBB024)			*
<b>Work and Work Futures</b>			
Examine the roles and responsibilities of participants in the changing Australian or global workplace (VCEBW026)			*

Ethical Capability - Understanding Concepts			
	1	2	3
Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance (VCECU019)	*		
Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU020)	*		
Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues (VCECU021)	*		
Ethical Capability – Decision Making and Actions			
Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022)	*		
Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023)	*		
Intercultural Capability – Cultural Practices			
Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices (VCICCB017)		*	
Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VCICCB018)		*	
Intercultural Capability – Cultural Diversity			
Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019)		*	
Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VCICCD020)		*	

Economic Reasoning and Interpretation			
	1	2	3
Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions (VCEBE028)			*