**UNDERSTANDING BY DESIGN - UNIT OUTLINE**

**ESSENTIAL QUESTION: *How can we secure food for the future?***

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS**  *(Bold Outcomes are assessed within the Summative Task)*     * GE5-1 Explains the diverse features and characteristics of a range of places and environments * **GE5-2 Explains processes and influences that form and transform places and environments** * GE5-3 Analyses the effect of interactions and connections between people, places and environments * **GE5-5 Assesses management strategies for places and environments for their sustainability** * **GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry** * **GE5-8 Communicates geographical information to a range of audiences using a variety of strategies** | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Identify local, national and global challenges to food security * Practise sustainable approaches to consuming food and resources * Communicate the effects of urbanisation and population growth on food security * Construct and interpret geographical tools such as maps, graphs, charts etc | |
| ***Meaning*** | |
| ***UNDERSTANDINGS***  *Students will understand that…*   * How people use and alter biomes affects food security in the world * Sustainable management practices are essential for feeding the world's human population * The world has diverse biomes | **TRANSFER QUESTIONS**  *Students will keep considering…*   * Where does the food we eat come from? * Can we feed the populations of the future? * Are our local practices producing food sustainably? |
| ***Acquisition*** | |
| *Students will know…*   * Key terms: *Biomes, Anthromes, Climate, Sustainability, Food miles etc* * The variety of challenges that face biomes: Deforestation, Desertification, Water Scarcity, Climate Change * The physical characteristics of biomes * Sustainable practices * How to interpret geographical information such as topographic maps, column graphs, etc | *Students will be skilled at…*   * Interpreting: * *Climate graphs* * *Synoptic charts* * *Column, pie graphs* * *Choropleth, relief, thematic, satellite & topographic maps* * *Transects* |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| *What are we looking for as measures of success?*   * Understanding of elements of maps and how to use their features appropriately * Observing, measuring, collecting and recording fieldwork data * Identifying challenges that face food security in the region * Proposing appropriate solutions to address food security * Communicating using appropriate terms and concepts | PERFORMANCE TASK (S):  SUMMATIVE:   * Students create an annotated and map of a local site for producing a food source   FORMATIVE:   * Presentation proposal of a viable site for food production in the area * Create a map of a site ensuring food security in the local area - using BOLTSS criteria | |
| OTHER EVIDENCE:  *Quizzes, Observations, Activities, discussions...*   * Kahoots on the definitions of key terms and identification of key concepts * Navigating Google Earth on iPads to visually identify biomes | | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  ***Main Inquiry Questions For The Unit.***   * What are the main characteristics that differentiate the world’s biomes? * How do people use and alter biomes for food production? * Can the world’s biomes sustainably feed the world’s population? * What strategies can be used to increase global food security? * How can we ensure food security in our local community? (LCCC) | | |