**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
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| ***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?
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| ***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*
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| **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
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| 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
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| **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)
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