



## ***This is Our Place: Assessment of Learning*** The Pitch: Our Future Place

Bega Valley Shire Council undertook an extensive consultative process to find out what the community wanted, published in "Understanding Our Place". They want to continue that consultation with you. **Solve a local problem that will put us on course to a sustainable future.** Present your proposal to BVSC in a *persuasive speech* that demonstrates sustainable practice and your understanding of your responsibility as a steward of God's creation. Utilise creative and critical thinking in developing **drawings, maps or scaled models** that support your proposal, you could also use **video or apps such as Google Sketch or even dioramas or artistic representations**. Discuss your ideas with peers and your teacher, decide if you need to work with others in developing your proposal and how long your proposal should be.



### Criteria for Success

Does your proposal:

- Promote a sense of community and wellbeing?
- Use environmentally sustainable practices?
- Cater to a diverse range of cultures and ages?
- Improve our liveability?

Due: by Week 9/10

What are we looking at?

RE3 Understands that Creation accounts and Science both respond to enduring questions about humanity

EN4-9E Uses, reflects on and assesses their individual and collaborative skills for learning

GE4-4 Examines perspectives of people and organisations on a range of geographical issues

GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 Communicates geographical information using a variety of strategies

**Assessment Rubric**  
**Proposal: Our Future Place**

Extensive	Thorough	Achieving at Level C	Developing	Elementary
<b>Geographical Knowledge and Understanding</b>				
Explains in detail, using complex geographical tools, the significance and relevance of the identified problem.	Explains in detail using relevant geographical tools, a significant problem that is relevant to the task	Explains adequately using key geographical tools a local problem	Describes a local problem with the help of basic geographical tools	Identifies a local problem with no or limited reference to geographical tools
Discusses comprehensively realistic changes from multiple perspectives of people and organisations	Discusses at length the changes for the local and wider environment of the 'solution' to the local problem	Predicts some changes in the selected case study, identifies a consequence from the 'solution'	Generalised predictions about the future and changes that may occur	Limited or no comment about the future implications of the local problem discussed
<b>Observing, questioning and persuading</b>				
Uses research to propose an outstanding geographical inquiry	Proposes a local problem that is relevant and has been researched effectively	Acquits a satisfactory geographical inquiry that reflects some research from a variety of sources	Basic local problem reflecting limited research	Little or no proposal of problem, little planning and research evident
Uses highly persuasive techniques that engage the audience and provoke enquiry	Employs a persuasive style that engages the audience	A number of persuasive techniques are evident throughout, audience reasonable well engaged.	Limited techniques utilised in presentation	No or very limited range of persuasive techniques used
<b>Collecting, recording, evaluating and representing</b>				
Uses a wide range of appropriate data sources (5+)	Uses a range of data sources (4)	Uses a range of data sources (3)	Uses some data sources (2)	Uses a limited source of data
No or minimal errors in supporting material, complying with cartographic conventions	With few errors represents data in a range of mostly appropriate formats, complying with most cartographic conventions	With some errors, represents data in range of formats that comply with most cartographic conventions	With some errors, represents data in a limited number of formats	With many errors, represents data in a format that complies with little or no conventions
<b>Reflecting and Responding</b>				
Expert evaluation of a proposed action that has informatively taken into account social, economic and environmental considerations	Thorough evaluation of a proposed action that has informatively taken into account social, economic, and environmental considerations	Adequate evaluation of a proposed action that has informatively taken into account social, economic, and environmental considerations	Basic evaluation of a proposed action that has taken into account some economic, social and environmental considerations	Limited to no evaluation

## Teacher Resources

TEACHING AND LEARNING FOR A SUSTAINABLE FUTURE is a multimedia teacher education programme available on SCOOTLE at:

[http://www.unesco.org/education/tlsf/mods/theme\\_d/mod27.html?panel=4#top](http://www.unesco.org/education/tlsf/mods/theme_d/mod27.html?panel=4#top)

If prompted by Scootle, use your CE login to access.

### **National Science Week Resources:**

Game changers and Change makers:

<http://asta.edu.au/programs/natscienceweek/resources/2018>

Future Earth teacher resource book: You can view a web-based 'flip book' of the book here.

[http://asta.edu.au/programs/natscienceweek/resources/national\\_science\\_week\\_2017\\_resources](http://asta.edu.au/programs/natscienceweek/resources/national_science_week_2017_resources)

<https://www.scienceweek.net.au/local-councils/>