<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Main Ideas</th>
<th>Duration (weeks)</th>
<th>Assessment Item</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Social Environments</td>
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<tr>
<td>Focus Unit 3: Sustaining Communities</td>
<td>TERM 3 1. What are communities and settlements? 2. Where do people live in the world? 3. What are the patterns and characteristics of urban areas in both Australia and the world? 4. What social, economic, political and physical processes have caused the patterns? 5. What impacts do these processes and patterns have on the sustainability of our settlements and communities? 6. What is being done and what could be done by individuals, groups and governments to enhance the sustainability of our communities?</td>
<td>10 weeks</td>
<td>Exam Stimulus Response Essay (70Min)</td>
<td>Wednesday 29th August (Week 7)</td>
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<tr>
<td>Focus Unit 4: Connecting People and Places</td>
<td>TERM 4 1. What community infrastructure links people, goods and services across geographical space? 2. How do different modes of transport and communication have an effect on the livelihood, opportunities and lifestyles of the population? 3. What impact does infrastructure for transport and communication have on the social and natural environment? 4. What is being done and what could be done by communities and governments to encourage transport and communication planning for a sustainable social environment?</td>
<td>8 weeks</td>
<td>Assignment (Non-Written Response Research Assignment - Oral Presentation)</td>
<td>Wednesday 7th Nov (Week 5)</td>
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**Literacy Components**
- Speaking and Listening – communicating research, following instruction
- Reading & Viewing – analysing and comprehending information from diverse text forms, spatial data and physical environments.
- Writing & Designing – note taking, written responses, recording data, field sketches and diagrams

**Numeracy Components**
- Number - ratios, fractions, percentages.
- Algebra
- Measurement – social and environmental data.
- Space – analysis of spatial data
- Chance & Data – tables, graphs

**ICT/Technology Components**
- Select and use ICTs in the processes of inquiry and research
- Select and use ICTs to create a range of responses to suit the purpose and audience
- Select and use ICTs to collaborate and enhance communication for an identified purpose and audience
- Develop and apply ethical, safe and responsible practices when working with ICTs
- Use a range of advanced ICT functions and applications