

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

Sixth Grade Social Studies Unit 10 – “Australia”

Elaborated Unit Focus

In this unit students will study Australia. Students will explore how British exploration and colonization of Australia resulted in a pattern of **conflict and change** that has had lasting impact on the people and society of Australia. Students will examine the impact that the **movement and migration** of indigenous peoples and European settlers had on Australia’s society and culture. Students will describe the **location** of Australia, explain the continent’s unique physical geography, and analyze the impact of geography on people and their economic decisions related to the **production, consumption, and distribution of goods**. Students will learn that Australia’s historical links to British colonialism have influenced traditional ties to the United Kingdom in **governance**. Students will explain the diversity of Australian **culture** by examining languages, religions, and literacy rate.

Standards/Elements

SS6G12 The student will be able to locate selected features of Australia.

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.

SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.

- a. Describe how Australia’s location, climate, and natural resources have affected where people live.
b. Describe how Australia’s location, climate, and natural resources impact trade.

SS6G14 The student will describe the cultural characteristics of people who live in Australia.

- a. Explain the impact of English colonization on the language and religion of Australia.
b. Evaluate how the literacy rate affects the standard of living.

SS6CG6 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

SS6CG7 The student will explain the structure of the national government of Australia.

- a. Describe the federal parliamentary democracy of Australia, distinguishing form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms.

SS6E8 The student will analyze different economic systems.

- Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.
- Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
- Describe the economic system used in Australia.

SS6E9 The student will give examples of how voluntary trade benefits buyers and sellers in Australia.

- Explain how specialization makes trade possible between countries.
- Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos.
- Explain why international trade requires a system for exchanging currency between nations.

SS6E10 The student will describe factors that influence economic growth and examine their presence or absence in Australia.

- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
- Describe the role of natural resources in a country's economy.
- Describe the role of entrepreneurship.

SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans.

- Describe the origins and culture of the Aborigines.

SS6H9 The student will explain the impact European exploration and colonization had on Australia.

- Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.
- Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.

Enduring Understandings/Essential Questions

CONFLICT and CHANGE: The student will understand that when there is conflict between or within societies, change is the result.

- What are the reasons for British colonization of Australia (use of prisoners as colonists)?
- How are the indigenous people affected by colonization (diseases and weapons)?

CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- What is the impact of English colonization on the language and religion of Australia?
- What is the relationship between literacy rate and standard of living?

GOVERNANCE: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

- How is power distributed in different forms of government (unitary, confederation, and federal)?
- How do citizens participate in different forms of government (autocratic, oligarchic, democratic)?
- What are the important democratic features of parliamentary and presidential forms of government?
- What is the structure of the Australian government?
- What role does the citizen have as a participant in Australia's government?

LOCATION: The student will understand that location affects a society's economy, culture, and development.

- What are the major physical features of Australia, and where are they located on a map (Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert)?
- How do the factors of location, climate, access to water, and natural resources affect where Australians choose to live and work?
- How do the factors of location, climate, access to water, and natural resources affect trade?

PRODUCTION, CONSUMPTION, and DISTRIBUTION: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- How do the three types of economic systems (traditional, command, and market economies) answer the questions of what, how, and for whom to produce?
- How do most countries strike a balance between having a pure market and pure command economy?
- What is the economic system used in Australia?
- How does specialization enhance Australia's ability to trade with other countries?
- How do trade barriers (tariffs, quotas, and embargoes) hinder voluntary trade from occurring between countries?
- Why is it necessary to exchange currencies for nations to trade?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect Australia?
- What is an entrepreneur?

MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

- How did Aborigines migrate to Australia?
- What impact did the migration of the Aborigines have on the development of society and culture in Australia?
- Why did the British colonize Australia, and what was the impact of British colonization on Australia's indigenous peoples?

TIME, CHANGE, and CONTINUITY: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

- How are the origins of the Aborigine people explained?
- How have the traditions and beliefs of the Aborigine people shaped their cultures over time?

*NOTE: Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p><i>Political Systems</i> Students will fill in the student graphic organizers (Appendix B) for the hierarchy of the political system of Australia. The teacher will use transparencies of the completed charts (Appendix C) to guide the students to review the structure of government in Australia.</p> <p>Discuss these ideas:</p> <ul style="list-style-type: none"> • Head of State vs. Head of Government • Distribution of Power/Branches of Government • Role of citizen in Popular election Ceremonial Role of British Monarchy 	SS6CG6a,b,c SS6CG7a	Constructed Response Discussion and Dialogue
<p><i>Postcards Home</i> Each student will create four postcards to be sent home from a visit to Australia. On the front of each postcard the student will draw a picture of the location and on the back the student will identify the location, explain its relative location within the region, and describe its importance to tourists.</p> <p>Post cards should include the following locations: Australia's Great Barrier Reef, the Coral Sea, Ayers Rock/Australian Outback, and the Great Victoria Desert.</p>	SS6G12a	Constructed Response
<p><i>Modern Economies</i> Use information from the CIA Factbook to complete the Import/Export Chart for Australia. (See Appendix A)</p> <p>Each student will create a list of Pros & Cons of trade for Australia and suggestions for how Australia can improve its economic outlook.</p>	SS6E9a,b,c	Constructed Response

<p>End of the unit exam which could include multiple choice, matching, fill-in-the-blank, and short answer.</p>	<p>SS6G12a SS6G13a,b SS6G14a,b SS6CG6a,b,c SS6CG7a SS6E8a,b,c SS6E9a,b,c SS6E10a,b,c,d SS6H8a SS6H9a,b</p>	<p>Selected Response, Constructed Response</p>
<p><i>Indigenous Children in Australia</i> This link is to the United Nations lesson plans on indigenous children that correlate to the UN film Indigenous Children in Australia which is an excellent resource for teaching about the issues faced by indigenous children all over the world. Several lessons may be used without the movie and tie into the Convention for the Rights of the Child. http://www.un.org/works/goingon/australia/lessonplan_indigchildren.html# There are more links to other websites about indigenous people throughout the world.</p>	<p>SS6H8a</p>	<p>Discussion & Dialogue</p>
<p><i>Aboriginal Origins, Culture, and European Impact: Dreamtime</i> This activity is to help students understand Dreamtime in the Aborigine tradition. Also, the activity will allow the students to present their understanding of the origins and culture of the Aborigines and explain how the arrival and colonization by the Europeans impacted their culture. The students will use examples of Aboriginal Dreamtime stories to write one of their own. The students will write a story of how the Aborigines came to Australia, how their culture developed, what is their relationship to the land, the arrival of the Europeans, and the impact of the Europeans had on their culture in a mythical story similar to a dreamtime legend.</p> <p>Website examples:</p> <p>http://www.dreamtime.net.au/ http://www.crystalinks.com/dreamtime.html http://www.didjshop.com/stories/index.php</p> <p>Additional resources can be found on United Streaming video web service, for example:</p> <ul style="list-style-type: none"> • Worlds of Faith—Animism: Living in Dreamtime video clip • Mystic Lands—Australian Dreamtime video clip 	<p>SS6H8a SS6H9a, b</p>	<p>Discussion & Dialogue Observation Self - Assessment</p>
<p><i>Origins and Traditions</i> Compare and contrast the history, culture, and traditions of Australia’s Aborigine. (See Appendix B)</p>	<p>SS6H8a</p>	<p>Constructed Response</p>

<p><i>Colonization of Australia</i> Use the attached link for student research or to print off for a student reading. Students will make an annotated map showing the various fleets, settlement areas, and annotated notes about each settlement. Students should write a paragraph describing the goals of the colonists. http://www.cultureandrecreation.gov.au/articles/australianhistory/</p>	SS6H9a,b	Constructed Response
<p><i>Australia Geography Chart</i> Using various research materials, the students will complete a graphic organizer (APPENDIX D) on the geography, population distribution, climate, and natural resources of Australia. Students will use the information in the graphic organizer to answer the following question as a part of a classroom discussion: How do Australia’s location, climate, and natural resources impact Australia’s ability to trade with other countries?</p>	SS6G13a H8-a	Constructed Response Dialogue and Discussion
<p><i>Impact on English colonization on the language of Australia</i> This activity will allow students to examine Australia’s language and how to use the country’s unique language. The teacher will lead a discussion over the history of the Australian language. (Web Link: http://fits.depauw.edu/mkfinney/culturaleresumes/australia/history_of_australian_language.htm Students will write a letter to a relative or a friend using as many words as possible from Australia’s language. The teacher will give the students a list of Australian words for the students to use to write their letter. (Attached Below) Students will be allowed to read their letters to the rest of the class. The teacher will lead a discussion on the clarity and meaning of the letter.</p>	SS6G14a	Selected Response, Constructed Response
<p>Students will use the provided resources to define the key economic vocabulary terms for this unit:</p> <ul style="list-style-type: none"> • traditional, command, market, and mixed economies • trade barriers (tariffs, quotas, and embargoes) • human capital • capital goods • types of capital investment (factories, machinery, and technology) • natural resources • 4 factors of production • entrepreneurship • economics • goods & services • gross domestic product (GDP) 	SS6E8a,b,c SS6E9a,b,c SS6E10a,b,c,d	*Dialogue and Discussion *Observation *Constructed Response *Self-assessment

Students can define these terms using multiple resources, including:

- Economics: The Production, Distribution, and Consumption of Goods and Services: Producing Video – GPB – Discovery Educator Network. The teacher will pause the video occasionally and guide the students' discussion so students will identify the main ideas.
- www.answers.com
- CIA World Factbook

Activity: Students will write the key vocabulary from the resources with the teacher's assistance on note cards. On the other side of the cards, students will write the definition and illustrate the vocabulary word. After the cards are completed, students will pair up and play a concentration (Memory) game with their partners. The teacher will observe the interaction between students to assess their understandings of key economic vocabulary.

Sample Performance Task

HUMAN ENVIRONMENT INTERATCION: The student will understand that humans, their society, and the environment affect each other.

PRODUCTION, DISTRIBUTION, and CONSUMPTION: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Write a persuasive letter to the prime minister of Australia supporting or opposing with his plan for Australia. You may agree with some aspects of the plan and disagree with others. The prime minister has outlined the following areas of primary focus during his term as Australia’s prime minister:

- An education revolution
- Decisive action on climate change
- Balance and fairness in the workplace
- Maintaining our national security
- A strong economy delivering for working families
- A national plan to fix our hospitals

Letters should reflect understanding of how the prime minister’s plan reflects the environmental issues of the region and factors that influence economic development. **In your letter, make SPECIFIC references to how these points relate to themes we have discussed in class.**

The Prime Minister’s plan with links to each specific area of focus may be viewed in detail at: <http://www.labor.com.au/>

Prime Minister Rudd’s election victory speech may be read at: <http://www.labor.com.au/media/1107/spepme240.php>

Letters to Prime Minister Rudd should be addressed to:

The Honorable Kevin Rudd MP
 Prime Minister
 Parliament House
 CANBERRA ACT 2600

Map and Globe Skills:
 8, 12

Information Processing Skills:
 1, 3, 4, 5, 8, 11, 12, 14, 15, and 16

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Content Rubric for Performance Task

	1 Below Standard	2 Needs Improvement	3 Meets Standards	4 Exceeds Standards
Student evaluates environmental aspects of plans in terms of Human Environmental Interaction	<ul style="list-style-type: none"> Incorrectly describes the plan OR can describe components of the plan, but shows no indication of putting everything together. 	<ul style="list-style-type: none"> Correctly explains several environmental aspects of plan. No clear connection to enduring understanding is present 	<ul style="list-style-type: none"> Correctly explains multiple environmental aspects of plan. Correctly links the explained aspects to the relevant component of the enduring understanding. 	In addition to everything in “meets standard,” student also uses persuasive language to argue for or against the plan.
Student evaluates economic aspects of plans in terms of Production, Distribution, and Consumption.	<ul style="list-style-type: none"> Incorrectly describes the plan OR can describe components of the plan, but shows no indication of putting everything together. 	<ul style="list-style-type: none"> Correctly explains several economic aspects of plan. No clear connection to enduring understanding is present 	<ul style="list-style-type: none"> Correctly explains multiple economic aspects of plan. Correctly links the explained aspects to the relevant component of the enduring understanding. 	In addition to everything in “meets standard,” student also uses persuasive language to argue for or against the plan.

Product Rubric for Performance Task

	1 Does Not Meet	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Letter is in proper format of a business letter.	Writing is not in the format of a letter.	Letter does not follow proper formatting for a business letter.	Letter is written in a standard format for a business letter.	N/A
Letter is written and utilizes writing conventions.	Letter has 7 or more spelling and grammar errors.	Letter has 4-6 spelling and grammar errors.	Letter is easy to read with 2-3 errors in spelling or grammar.	Letter has no more than one error in spelling or grammar and utilizes a variety of transitions that engage the reader.

Sample Performance Task
Celebrate Australia!!!

CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

LOCATION: The student will understand that location affects a society's economy, culture, and development.

Congratulations, as one of Australia's top special event planners you have been assigned to take on a new and exciting task for next year's Australia Days' celebration! For the upcoming event, representatives from each region of Australia (New South Wales, Northern Territory, Queensland, South Australia, Western Australia, Victoria and Tasmania) will participate and make the event into "Celebrate Australia!!!" a festival celebrating the region's cultural and civic pride.

Your task is to select one region of Australia (see above) and create a display that features your region's culture, economy, lifestyle, climate, and geography using the two themes from the unit (Culture and Location). Essentially, you will need to select a format for the celebration such as a parade or stage show or speech, etc.

For example, if you were creating a parade float for Australia's Outback you could feature how that region's culture, economy and lifestyle are influenced by the geography and climate. .

Your celebration must include the following:

- **Description of unique physical features, human characteristics, and natural resources of your chosen region. (Refer to the chart that was completed earlier.)**
- **Explanation and analysis of your region's culture. How does your region reflect the theme we have learned in class?**
- **Evaluation of the impact of LOCATION on your region's economy and culture.**

Learn more about Australia Days here: <http://www.australiaday.gov.au/pages/index.asp>

You may present your plan to Parliament in one of the following formats:

- drawn sketches with notations of necessary information
- models with note cards describing details
- a written descriptive proposal

Map and Globe Skills:
6, 7, 8, and 12

Information Processing Skills:
1, 3, 4, 5, 8, 10, 11, 15, and 16

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Content Rubric for Performance Task

Criteria	1 Below Standard	2 Needs Work	3 Meets Standard	4 Exceeds Standard
Accurately compares the major physical features, human characteristics and natural resources celebrated in the region.	<ul style="list-style-type: none"> • Does not demonstrate unique physical features, human characteristics, climate trait, or natural resources. 	<ul style="list-style-type: none"> • Demonstrates at least one unique physical feature, human characteristic, climate trait, and natural resource important to the region. 	<ul style="list-style-type: none"> • Demonstrates multiple unique physical features, human characteristics, climate trait, and natural resource important to the region. • Features are clearly compared or contrasted with Australia. 	In addition to everything in “meets standard”: <ul style="list-style-type: none"> • Student makes specific connections to the themes in presentation.
Synthesizes and analyzes popular cultural traditions.	<ul style="list-style-type: none"> • Incorrectly attributes certain cultural qualities to region. 	<ul style="list-style-type: none"> • Correctly identifies multiple cultural aspects of region. • No clear connection between identification of culture and theme. 	<ul style="list-style-type: none"> • Correctly identifies multiple cultural aspects of region. • Explains how several aspects reflect the theme of culture as described in class. 	In addition to everything in “meets standard”: <ul style="list-style-type: none"> • Student specifically and directly explains how every cultural aspect identified supports the theme of culture.
Evaluates the impact of location to the economy and culture of the island.	<ul style="list-style-type: none"> • No reference to theme OR incorrect explanation of theme 	<ul style="list-style-type: none"> • References theme of location with vague or ambiguous examples. • Incorrectly links theme to examples. 	<ul style="list-style-type: none"> • Uses specific examples (<i>must be more than 1 from each</i>) from culture and economy to explain how location affects the region. 	In addition to everything in meets: <ul style="list-style-type: none"> • Student contrasts this location with another location learned during the course. (i.e. Europe, Latin America, etc)

Product Rubric for Performance Task

	1 Below Standard	2 Needs Work	3 Meets Standard	4 Exceeds Standard
Illustrations (<i>optional</i>) distinguish unique aspects of each theme and elaborate ideas.	<ul style="list-style-type: none"> The illustrations do not demonstrate details that make one region identifiable from another. 	<ul style="list-style-type: none"> Some regions are not identifiably unique through illustration from other regions. 	<ul style="list-style-type: none"> Each state or territory is unique in decoration and appealing in color and use of embellishments. 	<ul style="list-style-type: none"> Each state or territory is unique, colorful, and is enhanced with embellishments using resources found in that state or territory.
Written descriptions elaborate upon the visual elements of design and theme.	<ul style="list-style-type: none"> Written descriptions do not enhance or elaborate on the chosen themes. 	<ul style="list-style-type: none"> Written descriptions generalize the elements of each design without adding many details and elaborations. 	<ul style="list-style-type: none"> Written descriptions give detail of decorative themes and enrich the characteristics of features. 	<ul style="list-style-type: none"> Written descriptions go beyond detail of decorative themes and enrich the characteristics with other elements of sound, smell, and touch.

Sample Performance Task

CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.

CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

HUMAN ENVIRONMENTAL INTERACTION: The student will understand that humans, their society, and the environment affect each other.

LOCATION: The student will understand that location affects a society's economy, culture, and development.

MOVEMENT/MIGRATION: The student will understand that movement or migration of people and ideas affects all societies involved.

TIME, CHANGE, CONTINUTY: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

You have been asked to be a story teller at the elementary school near your middle school. The students there are learning about the indigenous peoples of Australia and would like to have a comparison to people in other parts of the world that have been studied this year (Latin America and the Caribbean and Canada). The sixth grade students with the most informative and interesting stories will be invited to tell their story at the elementary school. You may present your story as an illustrated story book, a documentary movie, a cartoon script, Web page, PowerPoint, Photo story, display board, or an oral story with pictures or artifacts that you show as you tell the story. Your story must include the following elements of the indigenous people you select:

- ✓ Their origin and where they live now
- ✓ Their basic beliefs
- ✓ Arts and traditions
- ✓ Their encounters with the Europeans
- ✓ How their lives were affected by European colonists
- ✓ Problems they face today in the modern world

The most important factors in your presentation are the relationship to all of the themes/concepts listed above: (CONFLICT AND CHANGE, CULTURE, HUMAN ENVIRONMENTAL INTERACTION, LOCATION, MOVEMENT AND MIGRATION, and TIME, CHANGE, CONTINUITY.)

Your teacher may allow you to choose which cultural group to prepare for or they may assign you to one of these cultural groups.

Map and Globe Skills:

Information Processing Skills:

1, 5, 6, 11, 15, 16

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Rubric for Performance Task

	Does Not Meet	Not There Yet	Meets	Exceeds
Traces the origin of the cultural group.	Does not tell where the group lives or where they originated.	Describes where the group lives now OR where they are from but not both.	Describes where the group is originally from and how they came to their current location.	In addition to the prior info the journey is described with details such as means of transportation.
Describes and gives examples of the cultural beliefs and traditions.	Describes the group's beliefs and traditions without giving specific examples.	Gives examples of the group's traditions and beliefs without explaining their meanings.	Describes the group's creation, stories, art, music, and other traditions giving specific examples.	Provides multiple examples for each cultural belief and tradition required to meet expectation.
Analyzes the impact of Europeans (i.e. weapons and diseases) on the cultural group.	Describes the historical events of the arrival of the Europeans without describing the conflict or the effects on the populations.	Explains the conflict between the Europeans and the native group without evaluating the effects on the populations.	Explains the impact of Europeans on the culture groups and uses statistics to document the effects on the population.	In addition to explain population statistical changes the story compares the experiences to other indigenous groups in the world.
Analyzes how the culture group has encountered conflict which has resulted in change.	Does not show how conflict and change has impacted the culture.	Shows either conflict or change and its impact on the culture.	Shows examples of conflicts experienced by culture group and how the society has changed as a result of those conflicts.	As well as "meets standard": Compares and contrasts the changes made in the culture group with changes in other culture groups that have faced conflict in their past.
Analyzes how the culture is a product of their religion, beliefs, customs, traditions and government.	Does not show how the culture is a product of their religion, beliefs, customs, traditions and government.	Shows that the culture is a product of their religion, beliefs, customs, traditions and government, but not all of them.	Shows that the culture is a product of their religion, beliefs, customs, traditions and government.	As well as "meets standard" Compares and contrasts the religion, beliefs, customs, traditions and government of their group to another cultural group.
Understand how the environment and their culture affect each other.	Does not show how the environment and their culture affect each other.	Shows how the environment affects the culture or how the culture affects the environment, but not both.	Shows how the environment and their culture affect each other.	As well as "meets standard" Compares and contrasts human environmental interaction of this cultural group to another cultural group.

Analyzes how location has impacted the culture's development.	Does not show how location has impacted the culture's development.	Shows the location of the culture, but does not show the impact.	Shows how location has impacted the culture's development.	As well as "meets standard" Compares and contrasts the location and impact of this cultural group to another.
Analyzes how the movement and migration of people and ideas have impacted the culture.	Does not show how movement and migration of people and ideas have impacted the culture.	Shows movement and migration, but does not show impact upon the culture.	Shows how movement and migration of people and ideas have impacted the culture.	As well as "meets standard" Compares and contrasts movement and migration of this cultural group to another or explains how the movement and migration of their culture impacted another culture.
Analyzes how the culture group has adapted to change over time yet in some aspects continues to maintain traditions through time.	Does not show how the culture has adapted and changed over time.	Shows time, change and continuity, but does not show how it has impacted the culture.	Shows how time, change and continuity has impacted the culture.	As well as "meets standard" Compares and contrasts time, change and continuity of this cultural group to another.

Product Rubric				
Scale	1	2	3	4
Criteria	Below Expectation	Needs Improvement	Meets Expectation	Exceeds Expectation
<i>Students produce a product that is attractive.</i>	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation. A visual representation of the idea/innovation is included.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
<i>Students produce a product that is organized.</i>	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
<i>Students produce a product that exhibits proper mechanics.</i>	More than 4 errors are spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.

Resources for Unit

Map Resources

http://www.yourchildlearns.com/puzzle_austr.htm

Australia

Provide this site for research on the Performance Task—students do not need to complete the activity on this link. Resource list only:

http://www.cap.nsw.edu.au/bb_site_intro/stage3_Modules/exchangestudent/we_are_australian.htm

A webquest of links to Australia: <http://library.thinkquest.org/28994/gov.html>

Information about Australia Days

<http://www.australiaday.gov.au/pages/index.asp>

Information about the states of Australia

<http://www3.nationalgeographic.com/places/promo/australia/explore.html>

<http://www.about-australia.com/facts.htm>

<http://www.virtualoceania.net/australia/photos/>

**This unit was created by Pam Knauer, Shaun Owen, and Kelli Schollaert with additional input from GaDOE Social Studies staff and the Social Studies Advisory Council.*

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Suggested Australian Words and Meanings

(A)

Ace!: Excellent! Very good!
Ambo: ambulance, ambulance driver
Ankle biter: small child
Any tic of the clock: very soon
Apples, she'll be: It'll be all right
Arvo: afternoon

(B)

Barbie: barbecue (noun)
Barrack: to cheer on (football team etc.)
Bathers: swimming costume
Beaut: great, fantastic
Bikkie: biscuit
Billy: teapot. Container for boiling water.
Bingle: motor vehicle accident
Bities: biting insects
Bloke: man, guy
Bloody: very (bloody hard yakka)
Blue: fight
Bog in: commence eating, to attack food with enthusiasm
Bonnet: Hood (of a car)
Bonzer: great
Boot: Trunk (of a car)
Bounce: a bully
Brekkie: breakfast
Bush: anywhere that isn't in town
Bushfire: Forest fire, wildfire.
Bushtelly: campfire
Busranger: outlaw

(C)

Cark it: to die
Chewie: chewing gum
Chokkie: chocolate
Chook: a chicken
Chrissie: Christmas
Chuck a sickie: take the day off sick from work when you're perfectly healthy
Chunder: vomit
Cobber: friend
Cockie: cockroach
Come good: Turn out okay.
Cozzie: swimming costume
Cranky: in a bad mood, angry
Cut lunch: sandwiches

(D)

Dad 'n Dave:- a shave.
Dag: a funny person, nerd, goof
Daks: trousers
dead cert:- a certainty beyond doubt
Dead horse: Tomato sauce
Dead ringer: an exact copy, likeness, or replica
Dinky-di: the real thing, genuine

(E)

Earbashing : nagging
Easy on: a request for someone to calm down in a heated moment
Exercise book:- a school workbook.
Exy: expensive

(F)

Fair dinkum : true
Fair crack of the whip: to give someone an equal opportunity
Fair go: a chance
Fairy floss: cotton candy

(G)

G'Day: hello!
Give it a burl: try it, have a go
Good onya: good for you
Goog: an egg
Grundies: undies, underwear

(H)

Have a single short: to be silly
Holiday: Vacation.
Hooroo: goodbye

(I)

Icy pole; popsicle
Idiot box: television
In a tic: in a moment, very shortly
Ivories: your teeth

(J)

Joe: police officer
Joey : baby kangaroo
Journo : journalist
Jumbuck : sheep

(K)

Keen as mustard:- extremely enthusiastic
kick in the teeth:- a set back
Kindie : kindergarten
Kip:- a short sleep, nap
Knackered:- puzzled or exhausted

(L)

Lemon squash- Lemonade
Lift. Elevator
Lingo:- language
Lippy : lipstick
Lob in : drop in to see someone ("the rellies have lobbed")
Lollies : sweets, candy
Loo:- toilet

(M)

Maccas (pron. "mackers") : McDonald's
Mate : friend
Matilda: sleeping bag
Milko: milkman
Mozzie: mosquito

(N)

Nappy: diaper
No worries! : Expression of forgiveness or reassurance

(O)

Offsider. Assistant or partner
Oldies : parents
On the nose: either smelly

(P)

Pash: a kiss
pictures. The movies
Polly: politician
Postie: mailman
Prezzy: present, gift

(Q)

Quid: money

(R)

Rage : party
Rapt : pleased
Rellie: family relative
Ripper : great, fantastic
Rock up: to arrive

(S)

Sanger: a sandwich
sealed. Paved, as in sealed road
Servo: gas station
She'll be right : it'll turn out okay
Sheila : a woman
Shoot through: to leave
Snag : a sausage
Spewin' : very angry
Spit the dummy : get very upset at something
Sprung : caught doing something wrong
Spunk : a good looking person (of either sex)
Squizz (noun) : look - "take a squizz at this"
Station : a big farmy
Stickybeak : nosy person
Stoked : very pleased
Strides : trousers
Sunbake : sunbathe
Sunnies : sunglasses

(T)

Tall poppies : successful people
takeaway. Take out food
Tee-up : to set up (an appointment)
Thongs : sandals
Tinny : small aluminium boat
Tinny: lucky
Togs: swim suit
Too right! : definitely!
Truckie : truck driver
True blue : patriotic
Tucker : food
Tucker-bag : food bag

(U)

Uni : university
Unit : flat, apartment
Up oneself : stuck up; have a high opinion of oneself - "he's really up himself"
Ute: pickup truck

(V)

Vedgies : vegetables
Vee dub : Volkswagen
Veg out : relax in front of the TV (like a vegetable)
Vejjo : vegetarian

(W)

Waggin' school: skipping school
Walkabout : a hike
Whinge : complain
Wog : flu

(Y)

Yabber : talk (a lot)
Yakka : work (noun)
Yewy : u-turn in traffic ("chuck a yewy at the next traffic lights")

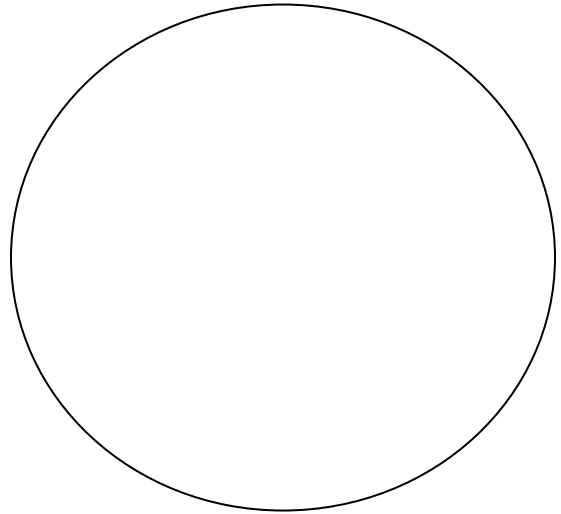
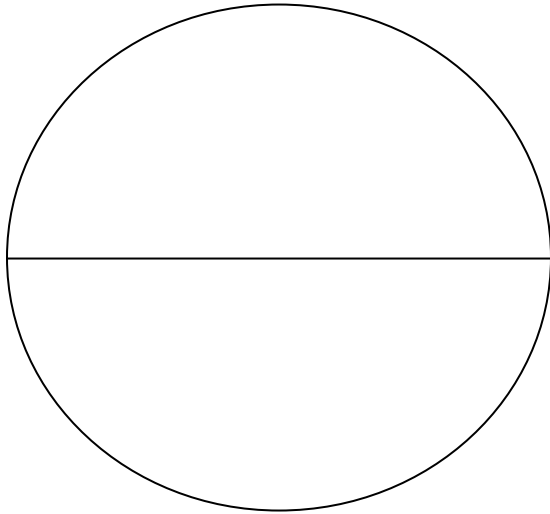
Appendix A: Import/Export Chart

	Australia
Top five agricultural products.	1.
	2.
	3.
	4.
	5.
Top five industries.	1.
	2.
	3.
	4.
	5.
Exports in \$	
Top five exported commodities	1.
	2.
	3.
	4.
	5.
Imports in \$	
Top five imported commodities	1.
	2.
	3.
	4.
	5.

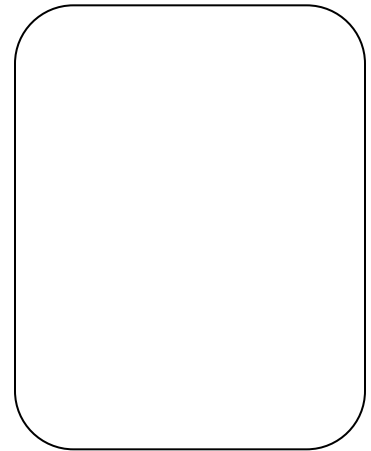
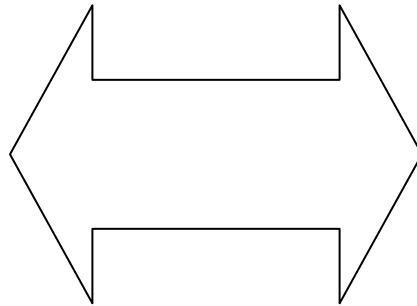
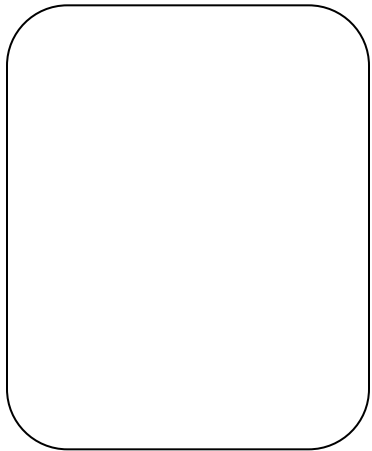
Australia

Pros	Cons

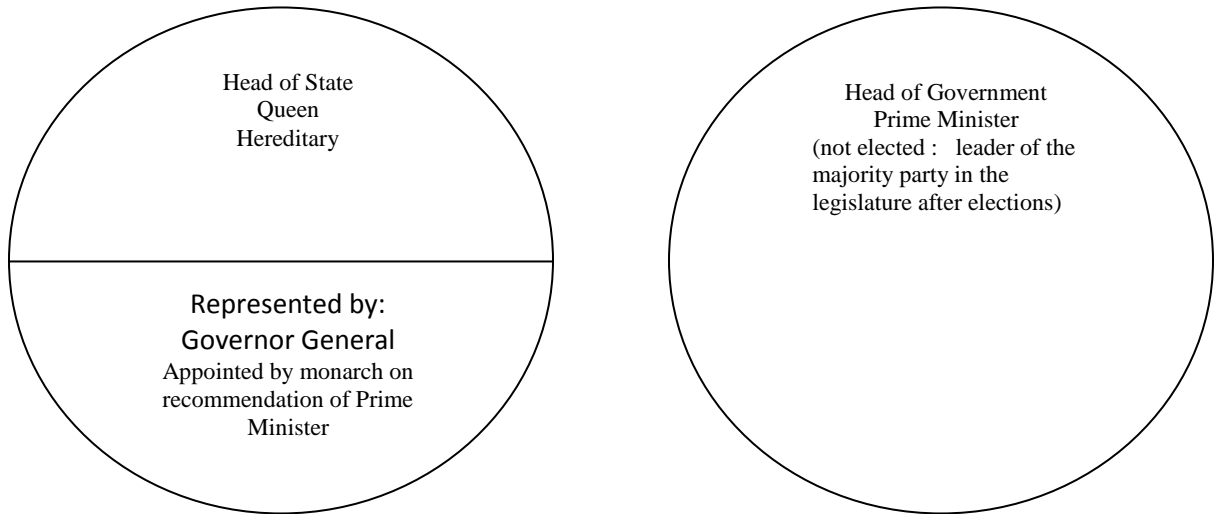
Appendix B: Australia – Federal Parliamentary Democracy



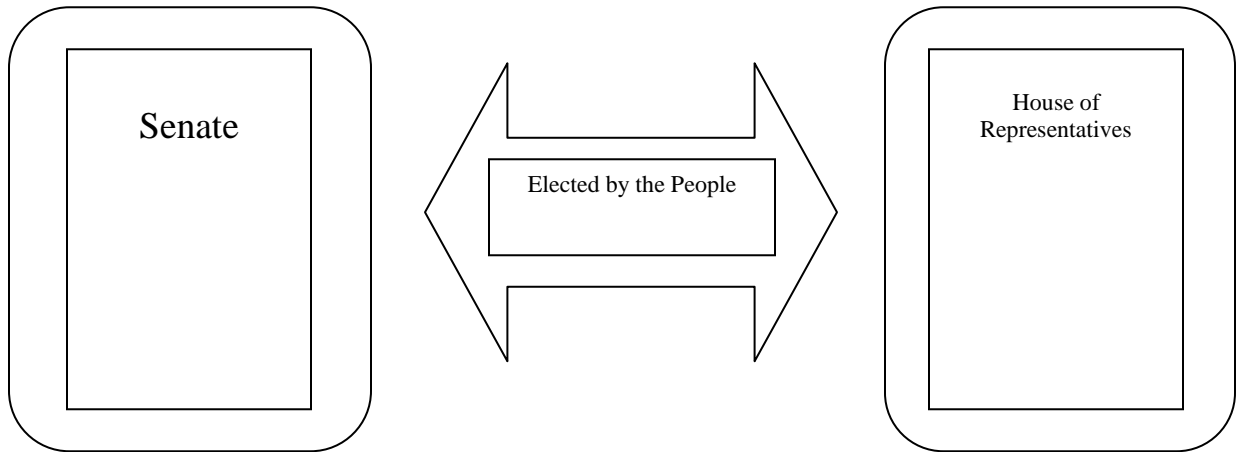
Legislature = Bicameral Federal Parliament



Appendix C: Australia – Federal Parliamentary Democracy



Legislature = Bicameral Federal Parliament



APPENDIX D

**GEOGRAPHY OF AUSTRALIA
GRAPHIC ORGANIZER**

DIRECTIONS: Complete the chart below using information from the Internet, textbooks, atlas, and encyclopedias, etc.

AUSTRALIA REGIONS	LOCATION (ABSOLUTE, RELATIVE, & MAJOR CITIES IN REGION)	CLIMATE TYPES	INDUSTRIES (MANUFACTURED GOODS)	NATURAL RESOURCES
NEW SOUTH WALES				
NORTHERN TERRITORY				
QUEENSLAND				
SOUTH AUSTRALIA				
WESTERN AUSTRALIA				
VICTORIA				
TASMANIA				

WEBSITE RESOURCES:

<http://www.bom.gov.au/lam/climate/levelthree/ausclim/zones.htm>
<http://www.bom.gov.au/lam/climate/levelthree/ausclim/koeppen2.htm>
<http://www.bom.gov.au/climate/averages/> (Nice interactive map)
http://www.worldbook.com/wb/Students?content_spotlight/climates/australian_climate
<http://www.mapsofworld.com/australia/thematic-maps/australia-climate/index.html>
<http://tourismhospitalityeducation.com/students/maps/climate.aspx>
<http://www.mapsofworld.com/australia/thematic-maps/population-of-australia/population-map-of-australia.html>
<http://www.worldbook.com/wb/Media?id=mp000282>
<http://www.worldatlas.com/webimage/countrys/oceania/aussnew.htm>
<http://geology.com/articles/satellite-photo-earth-at-night.shtml> (Night satellite)
<http://www.freeworldmaps.net/australia/index.html>
<https://www.cia.gov/library/publications/the-world-factbook/geos/as.html>