



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies Grade 6

Unit title	<i>Unit 8: All About Australia</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>20 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Geography

SS6G11 Locate selected features of Australia.

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.

SS6G12 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 impact trade and affect where people live.

History

SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.

Government

SS6CG4 Explain forms of citizen participation in government

a. Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].

Economics

SS6E10 Analyze different economic systems.

a. 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

b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

c. Describe the economic system used in Australia.

SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.

a. Explain how specialization makes trade possible between countries

b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.

c. Explain why international trade requires a system for exchanging currency between nations.

SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.

- a. Evaluate how literacy rates affect the standard of living
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita)
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy
- e. Describe the role of entrepreneurship.

Information Processing Skills (IPS):

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

Map and Globe Skills (MAGS):

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location

Literacy Standards (LS):

RHSS:

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

WHST:

L6-8WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

Key concept	Related concept(s)	Global context
<p>Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>	<p>Perspective Culture</p>	<p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex</p>

Statement of inquiry

The characteristics and development of a place is impacted by an ever changing world.

Inquiry questions

- Factual**
1. Who were the indigenous people of Australia and how were they affected by the arrival of the British?
 2. How does Australia’s location impact trade?
 3. What environmental challenges does Australia face?
 4. What type of government and economy does Australia have?
- Conceptual**
1. How does Australia’s society reflect the influence of the British?
 2. How do citizens participate in Australia’s government?
 3. Why do Australians live and work where they do?
 4. How are Australia’s government and economy similar and different from other regions we have studied?
- Debatable**
1. How does mandatory voting in Australia impact the way people participate in government?
 2. What is the best thing Australia can do to improve their economy and standard of living (explain)?
 3. What features make Australia a good/bad place to live?
 4. How can Australia’s government assure equal protection and rights for indigenous people (explain)?

MYP Objectives	Assessment Tasks	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
Criterion A. Knowing and Understanding Criterion C. Communicating	Australia Acrostic How Can We Save the Reef DBQ	Formative Assessment(s): Geography of Australia Performance Matters Learning Activity SS6G11 The Impact of English Colonization on Australia’s Aboriginal Peoples Performance Matters learning activity SS6H4 Geography’s Influence on Australia Performance Matters learning activity SS6G12 Summative Assessment(s): Unit Assessment

Approaches to learning (ATL)

Category- Communication
Cluster- Collaboration
Skill Indicator- For students to effectively collaborate for learning, they will actively listen to perspectives and ideas of their peers.

Learning Experiences
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS6G11 Locate selected features of Australia. a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.	Location and definition slides of Australia project Students will research three physical features from the standard and complete the slide presentation.	Allow students to work with a partner, create a pathfinder for research sites, provide sentence starters and/or terms to include list

<p>SS6G11 Locate selected features of Australia.</p> <p>SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.</p>	<p>Australia Geography Choice Board After learning about Australia’s geography, learners will choose two items from the choice board to illustrate their understanding of the content.</p>	<p>Provide vocabulary checklists and/or sentence starters</p>
<p>SS6G11 Locate selected features of Australia.</p> <p>SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.</p>	<p>Australia’s Indigenous People Presentation and Art Project. Students will review physical features while learning about the culture of the Aboriginal people of Australia prior to European Colonization and their efforts to maintain this culture over time. Learners will have an opportunity to compare Aboriginal culture before and after colonization then create art representing a physical feature of their choice in Aboriginal style</p>	<p>Provide outlines of physical features or other geographic features student choose</p>
<p>SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.</p> <p>a. Describe how Australia’s location, climate, and natural resources impact trade and affect where people live.</p> <p>SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.</p>	<p>Australia Guided Presentation. Students complete activities embedded in the presentation about Australia’s climate, natural resources, economy, and how those impact where people live.</p>	<p>Utilize note taking scaffolds- charts, circle maps, etc.</p>
<p>Content Resources</p>		