

**HPISD CURRICULUM**  
(SOCIAL STUDIES, GRADE 6)

**EST. NUMBER OF DAYS: 11A 10 DAYS, 11B 10 DAYS**

<b>UNIT NAME</b>	<b>UNIT 11A: PACIFIC REALM: AUSTRALIA AND NEW ZEALAND</b> <b>UNIT 11B: PACIFIC REALM: OCEANIA AND ANTARCTICA</b>
<b>Unit Overview</b>	<b>A-B:</b> In this unit, students will be introduced to the geography and people of Australia, New Zealand, Oceania, and Antarctica. They will learn about the physical and human features of these unique areas, including cultural and social issues.
<b>Generalizations/Enduring Understandings</b>	<p><b>A-B:</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● The culture of a society is reflected in art, music, literature, traditions, religious beliefs, education and the practices of daily life.</li> <li>● Governmental, economic and cultural institutions are basic to all societies, but characteristics of these institutions vary from one society to another.</li> <li>● Improved communication among cultures leads to increased cultural borrowing and diffusion as well as greater potential for conflict or cooperation.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● Geographic factors explain patterns of population and location of economic activities in places and regions.</li> <li>● Geographic factors shape the domestic and foreign policies of a society.</li> <li>● Interactions between people and the physical environment impact the development of places and regions.</li> <li>● Understanding, using and creating the tools of geography offer distinct and valuable ways to interpret population, economic and cultural patterns in our world.</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>● All societies have some form of organized government that determines the distribution of power and the decision making process.</li> <li>● Citizens exercise various rights and responsibilities depending on their form of government.</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>● The uneven distribution of factors of production (natural, human and capital resources) leads to conflict or interdependence.</li> </ul>
<b>Concepts</b>	<p><b>A:</b> Geography, culture, government, economics</p> <p><b>B:</b> Geographic remoteness impacts the lives of the people</p>

## Guiding/Essential Questions

### A:

#### Culture

- What is the culture of Australia like today?
- How have the British influenced the culture of Australia?
- Compare the treatment of the indigenous peoples by the early governments of Australia and New Zealand.
- How can today's Australians and New Zealanders rectify this past treatment?
- How is the culture of the indigenous peoples reflected in their art and folktales?
- What characteristics from the indigenous cultures are a part of today's cultures of Australia & New Zealand?

#### Geography

- What is unique about Australia's geography?
- Why are most major Australian cities located on the coast?
- Why are the flora and fauna of Australia unique?
- How does the geography of New Zealand affect its people and its relations with other countries?

#### Government

- What countries colonized Australia and New Zealand?
- Why were countries interested in establishing colonies in Australia?
- What form of government is found in Australia and New Zealand?

#### Economics

- What type of economic system is used in Australia and New Zealand?
- How does this economic system operate in these two countries?
- How have the physical features of Australia affected the economic development of the country?

### B:

#### Culture

- How have advancements in technology and communication affected the cultural identities of the island societies throughout Oceania?
- Why are there so many different cultures and languages in the Melanesian islands?
- What is unique about the population of Antarctica?

#### Geography

- What are the unique characteristics of the geography of Oceania?
- How have the geographic features of Tahiti and other islands encouraged the common practice of stilt walking?
- Why do scientists come to Antarctica?
- Why have countries agreed not to use the resources of Antarctica?
- Why do scientists study the ozone layer in Antarctica?

#### Government

	<ul style="list-style-type: none"> <li>• What forms of government are found throughout Oceania?</li> <li>• Why have the United States and other countries set up territories in Oceania?</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• How does the geography of Oceania shape the daily lives and livelihood of its people?</li> <li>• What would be the economic impact of removing the Antarctic Treaty?</li> </ul>	
<b>Learning Targets</b>	<b>Performance Levels</b>	<b>Learning Progressions</b>
	<p><i>Students identify the cultural features of the indigenous cultures and colonial cultures of the Pacific Realm.</i></p> <p>Learning Target 1: Students will understand the differences between indigenous and colonial cultures by examining the arts, religious beliefs, traditions and daily life.</p>	<ul style="list-style-type: none"> <li>• Identify indigenous culture traits then compare and contrast Aborigine and Maori peoples.</li> <li>• <i>Decision Point 1</i></li> <li>• Identify cultural traits blended between native and colonial people.</li> <li>• <i>Decision Point 2</i></li> </ul>
	<p><i>Students will explain why the animals of the Pacific Realm are unique to that region.</i></p> <p>Learning Target 2: Students will examine the influence of the physical environment on the human and animal life in the Pacific Realm.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p><i>Students can identify the different types of government in the Pacific Realm.</i></p> <p>Learning Target 3: Students will understand that all societies have an organized government deciding who is in charge and how the group makes decisions.</p>	
	<p><i>Students will identify resources of each community in the Pacific Realm.</i></p> <p>Students will understand that access to resources can determine community stability or need.</p>	
	<p><i>Students will develop a map of a region.</i></p> <p>Students will be able to apply cartographic tools to interpret and create maps.</p>	
<b>Formative Assessments</b>	<b>Digital Lesson Quiz, Brainpop, Studystack, Students create a physical and political map of the region</b>	
<b>Summative Assessments</b>	<b>Digital Topic Test</b>	
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<b>(1) History. The student understands that historical events influence contemporary events.</b>	<b>Including exploration of Captain James Cook and British colonization of Australia (Glencoe)</b>

	<p><b>The student is expected to:</b>  (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p>	
	<p><b>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</b>  (A) identify and describe the influence of individuals or groups achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and</p>	
	<p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p>	<p><b>Including British style parliamentary democracy in Australia and New Zealand (Glencoe)</b></p>
	<p><b>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</b>  (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;</p>	<p><b>Including tectonic plate activity separating Australia from other continents (Glencoe)</b></p>
	<p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;</p>	
	<p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries;</p>	<p><b>Including population and economic activities of Australia and New Zealand (Glencoe)</b></p>
	<p><b>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and</b></p>	<p><b>Including Great Barrier Reef, Great Artesian Basin, outback, Coos Strait, North Island South Island (Glencoe)</b></p>

	<p><b>uses latitude and longitude to determine absolute location. The student is expected to:</b></p> <p>(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;</p>	
	<p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p>	
	<p>(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.</p>	<p><b>Including Australia, New Zealand, and major island countries in Oceania and coastal cities of Sydney and Perth (Glencoe)</b></p>
	<p><b>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</b></p> <p>(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;</p>	
	<p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.</p>	
	<p><b>(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</b></p> <p>(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth’s surface;</p>	<p><b>Including glacier effects on geography of New Zealand, fjords, formation of volcanic islands in Oceania (Glencoe)</b></p>
	<p><b>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</b></p>	

	(A) identify and analyze ways people have adapted to the physical environment in various places and regions;	
	<b>(8)Economics. The student understands the factors of production in a society's economy. The student is expected to:</b> (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	
	(C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.	<b>Including the wool industry of Australia and New Zealand (Glencoe)</b>
	<b>(9)Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</b> (A) compare ways in which various societies organize the production and distribution of goods and services;	
	<b>(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</b> (A) describe roles and responsibilities of citizens in various contemporary societies including the United States;	<b>Including Australia voting requirements (Glencoe)</b>
	<b>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</b> (A) identify and explain the duty of civic participation in societies with representative governments; and	
	(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	

	<p><b>(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</b>  (B) identify and describe common traits that define cultures;</p>	<p><b>Including Aborigine and Maori cultures (Glencoe)</b></p>
	<p>(F) identify and explain examples of conflict and cooperation between and among cultures.</p>	<p><b>Including Aborigine and British settlers (Glencoe)</b></p>
	<p><b>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</b>  (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p>	
	<p><b>(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</b>  (A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p>	
	<p><b>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</b>  (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p>	
	<p><b>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</b>  (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;</p>	
<p><b>Processes and Skills</b></p>	<p><b>(21) Social studies skills. The student applies critical-thinking skills to organize and use</b></p>	

	<p><b>information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;</p>	
	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	
	<p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p><b>Including maps of Australia, New Zealand and Oceania (Glencoe)</b></p>
	<p><b>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>(A) use social studies terminology correctly;</p>	
	<p>(E) use standard grammar, spelling, sentence structure, and punctuation; and</p>	
<b>Topics</b>	<p><b>A:</b> Australia's and New Zealand's land, climate and economy The Aborigine culture and Australia's modern history History and culture of New Zealand</p> <p><b>B:</b> Climate and resources of Antarctica Regions of Oceania</p>	
<b>Facts</b>		
<b>Language of Instruction</b>	<p><b>A-B:</b> outback stations Prime Minister fjord colonization geyser geothermal</p>	

	hydroelectric territory ozone cacao
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	<p>OWT p. 636 +  Standardized Test Skills Handbook- p. 678+  Nations of the World Data Bank - p. 690+  Nystrom atlas  Jr. Scholastic News Magazine  <a href="http://www.socialstudies.tea.state.tx.us">www.socialstudies.tea.state.tx.us</a>  OWT Teacher Resources kit  OWT TAKS Skills Practice Activities booklet</p>