

## Australia

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.

1. Temperate climate like South Georgia with four climatic seasons only opposite of South Georgia USA because Australia is south of the equator.
2. The coast receives rain in Summer and Winter.
3. The interior (outback) is dry with warm days and chilly nights.

***Where do you think most of the people live based on climate?***

1. Minerals in the outback.
2. Shepherding on 50,000 acre ranches in the outback. (Australia is leading wool producer).

b. Describe how Australia's location, climate, and natural resources impact trade.

## Australia

1. Because it is located in the South Pacific and the South of the Indian Ocean the major trade partners with Australia are China, India, Japan, and South Korea.
2. Australia mainly buys from China and the United States.

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.
  1. Language: English
  2. Religion
    - a. English brought Anglicanism
    - b. Irish prisoners brought Catholicism
    - c. 70% of Australia either Catholic or Anglican
- b. Evaluate how the literacy rate affects the standard of living.  
Australia has a literacy rate of 99%.

## Government/Civics Understandings

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.

**Australia had the same form, type, system of government as does Canada. People have the same freedoms as Canada and the United States.**

## Economic Understandings

SS6E8 The student will 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 how most countries have a mixed economy located on a continuum between pure and market and pure command.
- c. Describe the economic system used in Australia.

**Mixed market economy**

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

- a. Explain how specialization makes trade possible between countries.

Australia

**Australia speciality is wool, coal and iron ore which they trade for goods with other countries.**

- b. Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos.
- c. 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.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

**Australia has national schools to trade workers.**

- b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).

**Australia has a highly efficient factories because of spending capital for technology and machinery.**

- c. Describe the role of natural resources in a country's economy.

**coal, iron ore, uranium, bauxite, zinc, lead, diamonds**

- d. Describe the role of entrepreneurship.

(Australian schools teach classes on entrepreneurship making Australia a nation with a high percent of entrepreneurs.)

Historical Understanding

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

- a. Describe the origins and culture of the Aborigines.
  - 1. Only people on Australia for 40,000 years; culture changed very little
  - 2. Hunter-Gatherers
  - 3. "Dreamtime" religion; gods lived on the land; human actions had an effect on physical features of the earth
  - 4. Religion affected art

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

- a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.

- 1. James Cook explored the area for the British.
- 2. Provided ports on the trade route between the Asia, Pacific Islands and Europe.
- 3. Britain opened up for prisoners to colonize New South Wales ( on the east of Australia). Penal Colony

- b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.

- 1. Disease (small pox, influenza, tuberculosis) killed half the population of Aborigines
- 2. The Aborigines spears no match for the guns of the British

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