

"Australia.com"

Fourth Grade

Picadome Elementary School

Organizer

What would my life be like in Australia?

Academic Expectations and Demonstrators

1.2 Students make sense of the variety of materials they read.

- Relate reading experiences to life situations.
- Demonstrate an understanding of print materials read in and out of school.
- Respond to reading through a variety of forms (e.g., conversation, art, media, writing).

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

- Classify objects according to one property or attribute.
- Make predictions (extrapolate and interpolate) based on patterns.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

- Explain the influence of geographic factors on human movement.
- Compare regions to identify unifying characteristics.
- Examine the interaction between people and their environment and predict trends.

5.3 Students organize information to develop or change their understanding of a concept.

- Classify objects by characteristics.
- Gather, sort, and re-sort information into categories.
- Identify connections between new information and prior knowledge.

Essential Questions

1. What are the similarities and differences between the geographical regions of Australia? (climate, economics, landforms, etc.)
2. How do the geographic regions affect the lifestyle and culture of Australians? (language, songs, food, sports, etc.)
3. How do children our age in the Australian outback spend their everyday lives?
4. How does the wildlife in Australia differ from the wildlife in the US?
5. How does their history affect the lives of Australians today?

Culminating activity

You are a partner in an Internet start-up company named Australia.com. To encourage people to invest in your company you will be entering a web page design competition. Doing well in this competition will make people want to increase their investment in your company. The purpose of your web site will be to encourage tourism to the various regions of Australia. Your web development team will be responsible for one region of the country. You should include the following information about your region:

- Climate & landforms
- Economics
- Everyday life
- Food
- History
- Natural Resources
- Language & Songs
- Special Attractions
- Sports
- Wildlife

Rubric

The rubric is available for download here:

<http://www.fayette.k12.ky.us/instructtech/pet/units/picadomerubric.htm>

Knowledge (Core Content)

- 2.1.2 Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.
- 2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.
- 4.1.1 Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.
- 4.1.2 Every point on Earth has an absolute location defined by latitude and longitude, and a relative location as compared to other points on Earth's surface.
- 4.3.2 Humans usually settle where there are adequate resources to meet their needs.
- 4.3.3 Technology allows humans to settle in areas previously inaccessible.
- 4.4.3 The physical environment both promotes and limits human activities (e.g., mountains as barriers or as protection, rivers used as boundaries or transportation routes).
- 5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present
- 2.1.2 Earth materials provide many of the resources humans use. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials (e.g., stone, clay, marble), as sources of fuel (e.g., petroleum, natural gas), or growing the plants we use as food.
- 2.2.2 Objects in the sky (e.g., Sun, clouds, moon) have properties, locations, and real or apparent movements that can be observed and described.

- 3.1.1** Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).
- 3.1.2** Organisms have basic needs. For example, animals need air, water, and food; plants need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met.
- 3.3.2** The world has many different environments. Distinct environments support the lives of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.
- RD-E-2.0.10** Connect the content of a passage to students' lives and/or real world issues.
- RD-E-2.0.6** Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to understand a passage.
- RD-E-2.0.9** Make predictions and draw conclusions based on what is read.
- RD-E-4.0.6** Locate and apply information for authentic purposes.
- WR-E-1.4** Transactive Writing

Technology Standards

- T1.1** Demonstrate ethical use of electronic resources
- T2.1** Extract information appropriately and record citations
- T3.1** Use proper citations
- T3.2** Communicate responsibly and respectfully
- T4.4** Locate information using the Internet
- T4.5** Navigate within an operating system or software
- T4.7** Locate information from application software
- T5.2** Evaluate information using electronic references
- T5.3** Evaluate information from the Internet
- T5.5** Use problems solving techniques to troubleshoot technical problems
- T6.2** Publish information on the Internet
- T6.3** Integrate two or more programs
- T6.6** Use digital imaging and audio

Skills and Processes

- Collect, organize, display and present information
- Paraphrase and summarize reading materials
- Synthesize information from multiple sources
- Evaluate presentations

Instructional Activities

Timeline for Unit

March				
Monday	Tuesday	Wednesday	Thursday	Friday
12 Introduce WebQuest with smart board in Library History K-W-L	13 Geography Latitude and longitude Read <u>The Greedy Frog</u>	14 Geography Latitude and longitude Read <u>My Grandma lived in Gooligulch</u>	15 Climate Read <u>An Aboriginal Family</u>	16 Language and Songs Read <u>A Family in Australia</u>
19 Begin Animal Research for Animal Transactive Piece Read <u>Where We Live: Australia</u>	20 Fill in a template of 5 specific areas: <ul style="list-style-type: none"> • Physical description • Food • Habitat • Reproduction • Unusual Facts Read: <u>All the Children of the World</u>	21 Start organizing and write first draft of Animal Transactive Piece Read: <u>Animal Tales</u>	22 Australia Art Project (Animal Mask) Read: <u>Wombat Stew</u>	23 Australia Art Project (Animal Mask) Read: <u>Waltzing Matilda</u>
26 Students begin writing fiction Read: <u>The Rainbow Serpent</u>	27 Continue Writing Fiction Read: <u>Koala Lou</u>	28 Complete Fiction Piece Read: <u>Lighting the Way</u>	29 Share Fiction Piece Read: <u>Down Under</u>	30 Record Animal Video Read: <u>Max In Australia</u>

April				
Monday	Tuesday	Wednesday	Thursday	Friday
2 Focus on Group's Region	3 Special Attractions and Natural Resources	4 Special Attractions and Natural Resources	5 Special Attractions and Natural Resources	6
9	10	11	12	13
16 Culture, food, economics, daily life, and sports	17 Culture, food, economics, daily life and sports	18 Culture Continued LAB: Start Web page	19 Culture Continued LAB: Web page	20 Culture Continued
23 Australian Guest Speaker LAB: Work on Web Pages All Week	24 Great Barrier Reef	25 Great Barrier Reef	26 Cooking	27 Game Day

Critical Resources

- WebQuest
 - Part One Animals
 - List of animals by region
 - Worksheet for 5 Animal Attributes
 - Part Two Regions
 - Cover all ten parts of prompt
 - Worksheet
- Lat/Long Activity
- Websites that show latitude and longitude, hemispheres,
- Australian Visitor
- Great Barrier Reef Websites?
- Cultural
- Websites for special Attractions
- Web Development Resources
 - Background, graphics, etc.

Australia.com Evaluation Guide

Instructions: Enter a one (1) for the description that best fits the site you are evaluating. The gray box will be updated with the points awarded for your score. Any cells that are red contain unacceptable values. Please correct them. If the site fails to meet even the minimum description, leave the cells blank and it will receive a score of zero for that section.

Most of this information comes from "Peer Review Rubric ." The Global School House. 1998. The Lightspan Partnership Inc. . 14 January, 2001. <<http://gsh.lightspan.com/cf/rubric/evalrubric.stm>>.

Ideas and Content

1.1 Accuracy

	Information is clear and accurate. All 10 parts of the prompt are addressed.
	Information generally clear and accurate. At least 8 of the 10 parts of the prompt are addressed.
	Information is sometimes clear and accurate. At least 7 of the 10 parts of the prompt are addressed.
	Information incomplete or inaccurate. Less than 7 of the 10 parts of the prompt are addressed.
0	

1.2 Purpose

	There is a clear statement of purpose, theme or main idea for this Web project. It is evident that all parts of the project point back to this main idea/purpose/theme.
	There is a clear statement of purpose, theme or main idea for this Web project. It is evident that some parts of the project point back to this main idea/purpose/theme.
	The purpose, theme or main idea of this Web project is not clearly stated or may be vague. The ideas and information may not be detailed, personalized, or expanded enough to show a strong sense of purpose throughout the entire project.
	This Web project lacks a clear sense of purpose or central theme. The text may be repetitious, or may read like a collection of disconnected, random thoughts.
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1.3 Supporting Details

	There is a rich variety of relevant supporting information for all 10 parts that is useful, adds interest and contributes to an understanding of the project's main idea.
	There is a variety of supporting information for at least 8 of the 10 parts, much of which is useful, adds interest and contributes to an understanding of the project's main idea.

	There is a variety of supporting information for at least 7 of the 10 parts, much of which is useful, adds interest and contributes to an understanding of the project's main idea.	
	There is not enough detail and information to support the project's theme or purpose. There may not be	
0		

1.4 Citation of Sources		
	All sources of information are properly and clearly identified and credited.	
	Almost all sources of information are properly and clearly identified and	
	There may be some question about the sources of some information, pictures, graphics, or other content.	
	Citation of sources is rudimentary and needs improvement, or else there is no apparent effort to cite resources.	
0		

1.5 Sources

	There is an abundance of information and ideas that come from four sources from three different types
	There is an abundance of information and ideas that come from 3 sources from
	There is an abundance of information and ideas that come from 2 sources.
	There is an abundance of information and ideas that come from 1 source.
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Writing and Organization

2.1 Introduction

	An inviting opening page draws the visitor in and introduces the overall purpose and structure of the site. The introduction is well written and causes the visitor to want to continue exploring.
	The main Web page introduces the basic purpose of this Web project but may not create a strong sense of what is to follow, and the reader may not know what to do next. The structure of the Web project may not be as clear as it could be.
	The opening page does not adequately introduce the purpose of the project. It is not clear what this site will present. The structure and choices on the opening page are not clear and/or the reader can't understand what the next step is. The introduction does not create enough interest to continue reading through the project.
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2.2 Organization of Supporting Details

	Supporting details and information fit where they're placed: sequencing on almost every page, and from page to page, is logical and effective.
	Supporting details and information on most pages is usually logical, and their sequencing from page to page usually makes sense. However, sometimes the sequence or placement of details results in a page which is too sparse, too cluttered, or doesn't make sense.
	The structure or sequencing of supporting details is unclear. Details often seem to be unrelated to the theme or purpose. Often, related information is not grouped together, and/or unrelated information is grouped together for no reason. The sequencing of information makes it harder to understand.
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2.3 Quality of Writing

This Web project is interesting to read and holds the visitor's attention. Writing is simple, clear, direct, and in an active voice. Paragraphs are well structured and there is a logical flow from one paragraph to the next, and from one page to the next.

This Web project has many interesting things in it. The writing is understandable, but there are some places where it may be hard to understand. The writing could probably have been improved if the Web authors had asked for reviewers to give them more suggestions for improvement.

The writing in this project is difficult to understand. Paragraphs and/or choices of words often don't make sense, or else it looks like the writing was done by someone other than the Web authors.

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2.4 Site Navigation

It is easy to navigate through this project. The use of links and menus make it clear how to continue to explore an idea or area in progressively more detail or to move along to the next topic. Visitors usually know where they are, what remains to be explored, and how to get back to the home page or index. A topic index or table of contents may be present.

While it is usually easy to navigate, visitors may sometimes have the sense of being lost or unsure of how or where to go next. Sometimes it may be difficult to determine which links are central to the main idea or purpose of the project, and which provide supporting information.

It is easy to get lost in this project. The structure does not give enough guidance to help the visitor navigate through the content, or else the structure is so complex that it is confusing to move through the content in any organized way.

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2.5 Links to Other Sites

Links to other Web sites are appropriate, contribute to the information being presented, and represent a valuable collection of additional resources related to the topic/context of the Web project.

Links to other Web sites are usually appropriate and interesting, but there may not be enough information given with the links to show how they are related to the project purpose or main idea. Or sometimes the authors rely too much on links to other Web sites and not enough on their own research.

Links to other Web sites don't seem to contribute anything to the project purpose or main idea. There may not be enough information given to relate the links to the project purpose or main idea. Or there are either too many links which are unrelated to the topic, or there are not enough links to help support or explore the topic.

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Writing Conventions

3.1 Grammar

<input type="checkbox"/>	Grammar and word usage are correct and contribute to clarity and style.
<input type="checkbox"/>	While there are some problems with grammar or usage, they are not serious enough to distort meaning.
<input type="checkbox"/>	Errors in grammar or the use of words are very noticeable, and may affect meaning.
<input type="checkbox"/>	
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3.2 Punctuation

<input type="checkbox"/>	Punctuation is accurate and guides the reader through the text.
<input type="checkbox"/>	End of sentence punctuation is usually correct; however internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing or wrong.
<input type="checkbox"/>	There is often no punctuation at the end of line, as well as mistakes with internal sentence punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses).
<input type="checkbox"/>	
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3.3 Spelling

<input type="checkbox"/>	Spelling is generally correct, even on more difficult words.
<input type="checkbox"/>	Spelling is usually correct or reasonably phonetic on common words.
<input type="checkbox"/>	Spelling errors are frequent, even on common words, making it difficult to read.
<input type="checkbox"/>	
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3.4 Need for Revision

<input type="checkbox"/>	Site needs little or no editing or revision.
<input type="checkbox"/>	Site could be improved with editing and revision.
<input type="checkbox"/>	Site needs extensive editing
<input type="checkbox"/>	
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Appearance

4.1 Effective Overall Design Theme

	The layout of most pages is clear and easy to follow and follows a consistent design theme. Headers and fonts contribute to the overall understanding and flow of the information, and help to move the eye from main topics to supporting details.
	The layout of most pages is simple enough to follow the information. Headers and fonts are usually appropriately used. Most pages follow the same or similar design theme.
	The layout is cluttered or confusing, or the layout is so simple that the benefits of hypertext on the Web are lost on this project (i.e., it looks more like a term paper than a hypermedia project). Or pages have a different look and feel and it is not clear that they form part of an organized set to accomplish a goal.
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4.2 Colors, Background and Text

	Colors, backgrounds and text are clear and easy to read together. They work together to create a pleasant viewing experience.
	Colors, backgrounds and text are clear and easy to read together but could have been used more effectively.
	Colors, backgrounds and text are not used effectively. If present, the contrast is inappropriate or the background is too busy, which makes the text hard to read.
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4.3 Multimedia Resources

	Multimedia resources, such as sound, video, images, icons and other graphics, if present, contribute to the main purpose of the Web site and enhance the reader's understanding of the information presented. (Give this project a 5 if there are no multimedia graphics used.)
	Multimedia resources, such as sound, video, images, icons and other graphics, are usually relevant, but sometimes they don't add much to understanding or seem to be irrelevant to the topic.
	Multimedia resources too often seem unrelated to the topic. They generally don't add much value to the information being presented.
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Technical

5.1 Pages Load Efficiently

	Pages load quickly. Graphics, icons, and other graphical elements, if used, are kept small enough or are optimized.
	Graphics, icons, and other graphical elements load reasonably fast
	Graphic elements on too many pages are so large or unoptimized that pages take too long to load.

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5.2 Links Work

	Almost all links to other sites, to internal Web pages, and to internal multimedia resources work properly.
	Most, but not all, links to other sites, to internal Web pages, and to internal multimedia resources work properly.
	Too many links to other sites, to internal Web pages, and to internal multimedia resources don't work properly.

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5.3 Multimedia Resources

	Multimedia resources, if present, such as movies and sound, work properly on a variety of platforms and browsers when they are downloaded (score project at this level if there are no multimedia resources).
	Multimedia resources, such as movies and sound, work most of the time, but there were problems with some of them.
	Multimedia resources, such as movies and sound, fail to work too often.

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