



UNit of Study-2

**7th Grade**

***social studies***

***Teacher Resource Guide***

**Unit TWO – INTRODUCTION TO GOVERNMENT SYSTEMS**

**(August 29-September 9, 2016)**

**In this unit, students will investigate the forms and organizational structures of modern Governments. This unit is a general unit regarding governance, including how governments determine citizen participation. Learning regarding specific government structures will take place in the regionally specific units.**

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|  | **Duration: 2 Weeks** |
| Standards Addressed | **SS7CG1/SS7CG4/SS7CG6 The student will compare and contrast various forms of government.**   1. Describe the ways government systems distribute power: unitary, confederation, and federal. 2. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. 3. Describe the two predominant forms of democratic governments: parliamentary and presidential. |
| Enduring Themes / Understandings | * **Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. |
| Content Integration | **READING STANDARDS**  **L6-8RH2: 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.**  **L6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**  **L6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**  **WRITING STANDARDS**  **L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**  **L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**  **L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.** |
| Interpretations and Reminders for Unit | * Students should have background knowledge of the government systems, citizen participation in governments, and democracies from sixth grade. Be sure to gauge prior knowledge with students during lessons when necessary. |

**Lesson One Progression**

**Duration: 2-3 Days**

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| **Standards(s)/Elements** | |
| **SS7CG1/SS7CG4/SS7CG6**   * 1. Describe the ways government systems distribute power: unitary, confederation, and federal. | |
| **Literacy Standard(s)** | |
| **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** describe how power is distributed within unitary, federal and confederate systems of government **IOT** explain the level of power in central governments. | |
| **Key Terms and Definitions** | |
| * **Confederation –** A form of government based on a voluntary agreement under which separate countries work together. * **Federal –** A form of government in which power is divided between a central government and small divisions, such as states. * **Unitary –** A form of government in which a central government operates all levels of government in a country. | |
| **Guiding Questions** | |
| * How does power differ in a unitary system of government than in a confederation system? * How is power distributed in a federal system of government? * Why do must governments not have a confederation system? * How much power does the central government have in a federal system? | |
| **Interpretations and Reminders** | |
| * Please refer to the Thinking Maps website, located at [www.thinkingmaps.com](http://www.thinkingmaps.com) , for implementation information. * If needed, have students view a video clip of an actual press conference before the activity. | |
| **Suggested Learning Experiences** | |
| **FOCUS LESSON**   * The teacher will begin by printing out and providing each student with a circle map from the thinking maps template provided. Have students write the word GOVERNMENT in the middle of circle map and ask students to write down six words that come to mind when they think of government. When students are finished, ask students to share their words and to explain the reasons why they chose the words. Inform students that they will be looking at the major systems of government in the world.     **VOCABULARY ACQUISITION**   * Students should define the terms federal, unitary and confederation using the channels Obertopia and Mr. Parker (for audio and visual learners), or they may use the articles and sites listed. Once students view the clip, they can write their own definitions for use with this lesson. Students will discuss their definitions as a whole class, and the teacher will record a class definition based on students’ responses. * [**Unitary Governments**](https://www.youtube.com/watch?v=7Mu9NmA-M_Q) * [**Confederation Governments**](https://www.youtube.com/watch?v=qb-Ni23UlAI) * [**Systems of Government**](https://www.youtube.com/watch?v=md2ZHlyYOsc) * **[Government Systems guide](http://guides.skylinecollege.edu/c.php?g=279117)**   **GUIDED PRATICE**   * Students in groups will each be assigned a form of government, and will do research on a country or organization that has that government. Students may choose from the following countries or organizations: * European Union (confederation) * United Kingdom (federal) * Cuba (unitary) * Mexico (federal) * Once complete, each group will log 5 key points as to why their system is the most promising to the growth of their country or organization.   **COLLABORATIVE LESSON**   * Students will then hold a mock press conference about government. Divide students into groups and assign an article on a type of government system to each group. Students should consider the power of the central government as well as the role of the lower governments. After completing their research, students should write a 3-5 minute speech in which they present what they have learned about the person assigned to them. While each group presents, the rest of the class should develop questions to ask in their roles as journalists and reporters. After each presentation, the audience should be given a chance to ask their questions and the group presenting should use the resources they have collected to best answer each question.      * Once the press conferences are completed, each group will provide written feedback, highlighting pros and cons of each press conference using the peer review form located below. This form can be modified for the press conference by rewriting the questions to fit the activity (DOK Level 2). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |
| **Online/Print Resources/References** | |
| **Government Systems Guide:**  [**http://guides.skylinecollege.edu/c.php?g=279117**](http://guides.skylinecollege.edu/c.php?g=279117)  **Unitary Governments clip:**  [**https://www.youtube.com/watch?v=7Mu9NmA-M\_Q**](https://www.youtube.com/watch?v=7Mu9NmA-M_Q)  **Confederation Governments clip:**  [**https://www.youtube.com/watch?v=qb-Ni23UlAI**](https://www.youtube.com/watch?v=qb-Ni23UlAI)  **Systems of Government clip:**  [**https://www.youtube.com/watch?v=md2ZHlyYOsc**](https://www.youtube.com/watch?v=md2ZHlyYOsc) | |

**Lesson Two Progression**

**Duration: 2-3 Days**

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| --- | --- |
| **Standards(s)/Elements** | |
| **SS7CG1/SS7CG4/SS7CG6**   1. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. | |
| **Literacy Standard(s)** | |
| **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **L6-8WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** identify autocratic, democratic and oligarchic governments **IOT** explain how citizens participate in these governments. | |
| **Key Terms and Definitions** | |
| * **Autocracy –** A government with a single ruler with unlimited power. * **Democracy –** A government that puts the power of the government in the citizens of the country. * **Oligarchy –** A government that is ruled by a few. | |
| **Guiding Questions** | |
| * How much can citizens’ participate in government choices when there is an autocracy in place? * How does voting in a democratic system work? * What is an oligarchy and who participates in government decisions? * What is the difference between a democratic system and an oligarchic system? | |
| **Interpretations and Reminders** | |
| One possible suggestion for this activity would be teacher created role cards. Implement this if students are unsure on the government roles they are to create. | |
| **Suggested Learning Experiences** | |
| **FOCUS LESSON**   * Teachers will show students the clip of government from School House Rock on YouTube. As students are viewing the clip, have students’ record three main points on government from the video. Students should discuss as a whole group the items they recorded, and the teacher will point out similarities between what students wrote.[**School House Rock clip**](https://www.youtube.com/watch?v=oT7dMHAiCfs)   **VOCABULARY ACQUISITION**   * Students will receive six-square pattern that can be folded up and taped into a three-dimensional cube, which will be 4” on each side. Before folding, students write clearly in each square following directions located below. Each student is given one of the three vocabulary words from government: oligarchy, autocracy and democracy. Students will write the assigned vocabulary word in one square. Next, they will write a synonym (word or phrase) in another square and then write an antonym (word or phrase) in another square. Next, they should write a category or categories it could belong to, then write the essential characteristics of the concept of this word. They will lastly give one example. To complete, they will cut, fold, and tape the cube. To review, students will roll the cube and read what comes up on the “top”; the student must tell the relationship of that word or phrase to the original word.     **GUIDED LESSON**   * Students will be divided in groups and will each be assigned one of the three government types: autocracy, oligarchy or democracy. Students will then use the Government.vs website to research information about their government. [**Government.vs Site – Autocracy**](http://www.governmentvs.com/en/what-is-autocracy/model-40-0)   [**Government.vs Site – Oligarchy**](http://www.governmentvs.com/en/what-is-oligarchy/model-17-0)  [**Government.vs Site - Democracy**](http://www.governmentvs.com/en/what-is-democracy/model-1-0)  **COLLABORATIVE LESSON**   * Once research is complete, students will create a role play scenario using characteristics about their government as well as the role of citizens in these governments, which should include all group members having dialogue. The scene can be based in a country or around the concepts. The other groups will write down at least three focal points from the scene. * Once all groups have finished, students will share some focal points they wrote down (DOK Level 2). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structure) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |
| **Online/Print Resources/References** | |
| **What is Autocracy article:**  [**http://www.governmentvs.com/en/what-is-autocracy/model-40-0**](http://www.governmentvs.com/en/what-is-autocracy/model-40-0)  **What is Oligarchy article:**  [**http://www.governmentvs.com/en/what-is-oligarchy/model-17-0**](http://www.governmentvs.com/en/what-is-oligarchy/model-17-0)  **What is Democracy article:**  [**http://www.governmentvs.com/en/what-is-democracy/model-1-0**](http://www.governmentvs.com/en/what-is-democracy/model-1-0)  **School House Rock clip:**  [**https://www.youtube.com/watch?v=oT7dMHAiCfs**](https://www.youtube.com/watch?v=oT7dMHAiCfs) | |

**Lesson Three Progression**

**Duration: 1-2 Days**

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| **Standards(s)/Elements** | |
| **SS7CG1/SS7CG4/SS7CG6**   1. Describe the two predominant forms of democratic governments: parliamentary and presidential. | |
| **Literacy Standard(s)** | |
| **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** describe the leadership, lawmakers and citizen participation of various governments **IOT** explain the similarities and differences of parliamentary and presidential democracies. | |
| **Key Terms and Definitions** | |
| * **Parliamentary Democracy –** A type of democratic government where citizens elect members of Parliament who choose a prime minister as chief executive. * **Presidential Democracy –** A type of democratic government where citizens elect members of the legislature and also the chief executive, known as the president. | |
| **Guiding Questions** | |
| * Who makes the laws in a parliamentary democracy? * How do citizens choose the leadership in a presidential democracy? * What are the similarities and differences of a parliamentary and presidential democracy? | |
| **Interpretations and Reminders** | |
| For implementation of Thinking Maps, refer to their website, [www.thinkingmaps.com](http://www.thinkingmaps.com). | |
| **Suggested Learning Experiences** | |
| **FOCUS LESSON**   * Students should find the similarities and differences between a parliamentary and presidential democracy at the start to the activity. Students can complete a double bubble map using the Government.vs website to determine the characteristics of each government, or they may be paired up or in groups, with groups getting an article on presidential and parliamentary democracies. Students will read each article and will list the characteristics of each democracy based on the article. * [**Government.vs Site – Parliamentary Democracy**](http://www.governmentvs.com/en/what-is-parliamentary-democracy/model-52-0) * [**Government.vs Site – Presidential Democracy**](http://www.governmentvs.com/en/what-is-presidential-democracy/model-92-0)     **COLLABORATIVE LESSON**   * In pairs students will use the information from the double bubble maps and will work with their pair to create notes for a refutation debate. Students will be assigned a guided question “Should the United States have a Parliamentary Democracy?” The directions to conduct a refutation debate are located in the attachment below. Student notes should include pros and cons based on their assigned stance, which the teacher will choose for each pair.      * Each pair will come up with their side of the argument and will debate another pair using the refutation strategy.   **INDEPENDENT PRACTICE**   * Once all debates are complete, students will post their summary of the debate on a Padlet page set up by the teacher. Students should include what their debate was on, what side they took, and what information they learned about parliamentary and presidential democracies from the debate. This may also be done in a writing journal (DOK Level 2). **[Padlet Site FAQ](http://jn.padlet.com/)** | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
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**Lesson Four Progression**

**Duration: 1-2 Days**

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| --- | --- |
| **Standards(s)/Elements** | |
| **SS7CG1/SS7CG4/SS7CG6**   1. Describe the ways government systems distribute power: unitary, confederation, and federal. 2. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. | |
| **Literacy Standard(s)** | |
| **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** identify characteristics of various forms of government **IOT** explain different government systems. | |
| **Key Terms and Definitions** | |
| * **Autocracy –** A government with a single ruler with unlimited power. * **Confederation –** A form of government based on a voluntary agreement under which separate countries work together. * **Democracy –** A government that puts the power of the government in the citizens of the country. * **Federal –** A form of government in which power is divided between a central government and small divisions, such as states. * **Oligarchy –** A government that is ruled by a few. * **Unitary –** A form of government in which a central government operates all levels of government in a country. | |
| **Guiding Questions** | |
| * How is power distributed in different forms of government (unitary, confederation, and federal)? * How do citizens participate in different forms of government (autocratic, oligarchic, and democratic)? | |
| **Interpretations and Reminders** | |
| * This activity can be used either with students moving or with students staying in their groups. | |
| **Suggested Learning Experiences** | |
| **COLLABORATIVE LESSON**   * Students will be placed in groups and will receive pieces to a jigsaw activity based on color. Each group of pieces will be pictures and terms that deal with information centered on the forms of government students learned previously. Around the room, the teacher will place chart paper labeled with these terms: * AUTOCRACY * OLIGARCHY * DEMOCRACY * UNITARY * FEDERAL * CONFEDERATION * Within the groups, students must determine the definition, picture and example for each of the six forms of government. The teacher will check for correction and completion for each group and each group will provide verbal feedback on their success in putting together their jigsaw activity.   **INDEPENDENT PRACTICE**   * Students will write a two paragraph explanatory essay on government, with the prompt being “Choose one system of government and one type of government based on citizen participation, and explain why you believe these are the best government systems to live under.” Have students provide supporting details in their paragraphs when explaining (DOK Level 2). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |