|  |
| --- |
| Unit: Introduction to Comparative Government (Week 1, 8 Weeks) http://qischina.rubiconatlas.org/common_images/icons/calendar.png?v=Atlas8.0.4.36 |
|  |
| **Stage 1 - Desired Results** |
|

|  |  |
| --- | --- |
| Essential Question(s)  |  |

• What provocative questions will foster inquiry, understanding and the transfer of learning?• These questions are the hook to get your students interested at the beginning of the unit. • They must be open ended questions that make students want to know more. As the pace of globalization increases why do states become increasingly interdependent?Distinguish among "states," "nations," "government," and "regimes."How do states, governments, and regimes reflect the values of the people in a nation?How can you account for the sources of agreement and disagreement that exist among the world's major political philosophers? |

|  |  |
| --- | --- |
| Enduring Understandings (Students will understand)  |  |

• What are the big ideas you want the students to take away from this unit?• The students will… There are several central ideas to this unit:* Students in comparative government study to analyze different political systems among nations and to examine institutional and political changes within countries.
* We live in an increasingly interdependent world.
* We live in an increasingly globalized world.
* States, nations, regimes, and governments reflect different political concepts.
* Despite differing political and economic systems, almost all nations face similar challenges.
* Political philosophers often disagree sharply over the the characteristics that constitute the "best" form of government.
 |
|

|  |  |
| --- | --- |
| Curriculum Standards & Benchmarks  |  |

• Selected from the curriculum documents.• Should include standards from your content area as well as Common Core Literacy, Counseling, and IT when applicable. CA: CCCS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CA: Grades 11-12, History/Social StudiesKey Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.* 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.* 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.* 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.* 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Assess how point of view or purpose shapes the content and style of a text.* 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Integration of Knowledge and Ideas7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.* 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.* 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CA: CCCS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CA: Grades 11-12, Writing/HSTText Types and Purposes1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.* 1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
* 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
* 1e. Provide a concluding statement or section that follows from or supports the argument presented.
 |
|

|  |  |
| --- | --- |
| Opportunities to Incorporate Counseling  |  |

• The QISS School Counselor has a curriculum to deliver, but no designated class time. Does this unit provide an opportunity to partner with the School Counselor? If so, how?  |

|  |  |
| --- | --- |
| Opportunities to Incorporate IT  |  |

• The QISS Middle School IT teacher has a curriculum to deliver, but no designated class time. Does this unit provide an opportunity to partner with the IT teacher? If so, how? |
|

|  |  |
| --- | --- |
| Connections to ESLRs and Real World Application  |  |

• In what ways will the unit emphasis one or more of the QISS ESLRs (vitality, courage, sensitivity, intelligence and/or compassion)?• What connections can be made between the skills or concepts taught and authentic, real-life situations? ESLRs TestCourage- Students question and assess the functions of governmentIntelligence-Students make connections to different forms of government and the relationship these governments have with each other and as in the world community.[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36ESLR Test.docx](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=18483&) |

|  |  |
| --- | --- |
| Global Competencies  |  |

• What connections will you make to world cultures, language, economics, environmental issues and social systems?  |
|

|  |  |
| --- | --- |
| Key Vocabulary  |  |

Monarchy.... Absolute Monarchy.... Constitutional Monarchy.... Aristocracy.... Democracy.... Polity.... Tyranny.... Dictatorship.... Oligarchy.... Authoritarianism.... Totalitarianism.... Communism.... Capitalism.... Socialism.... Radicals.... Conservatives.... Moderates.... Liberals.... Reactionaries.... state.... nation.... government.... regime.... interdependency.... globalization |
| **Stage 2 - Assessment Evidence** |
|

|  |  |
| --- | --- |
| [Assessments](http://qischina.rubiconatlas.org/Atlas/Browse/StandardsDetail/View/Default?CurriculumMapID=781&UnitID=9429&YearID=2015&)  |  |

• How will you know whether or not the students have met the learning outcome?• What formative (pre-tests, interims, self assessments) and authentic summative assessments (including Key Assignments) will you use?• Attach any rubrics you will use during this unit.Lesson 01 class discussion rubricFormative/Interim : Speaking: SpeechClass discussion rubric for lesson 01[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 01 rubric](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14751&) |
| **Stage 3 - Learning Activities** |
|

|  |  |
| --- | --- |
| Unit Outline/Timeline  |  |

• Specify a weekly (or daily) overview of the topics or concepts to be covered for the unit. This may be uploaded as a separate attachment and should include the following.o Introduction/Hook - How will you grab students’ attention to ensure student engagement and activate prior knowledgeo Topics/subtopicso Learning Activities and Projectso Formative Assessments (when do they occur in the timeline)o Summative Assessments (when do they occur in the timeline)o Reflection opportunitiesThere are 13 lessons in this unit. See "Links" above for detailed lesson plans.1. Political Philosophers and Their Ideas: A Salon Simulation
2. Understanding and Unwrapping the Social Contract
3. What is Democracy?
4. Separation of Powers
5. Federal and Unitary Systems
6. Democracies and Dictatorships
7. Presidential & Parliamentary Systems
8. Answering the Political Questions of Philosophers
9. Dissent in Democracy
10. Democracy Around the World
11. Comparative Political Systems: Fitting the Pieces Together
12. Classifying Governments
13. Need for Government Game

[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Philosopher questions.docx](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=18484&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Political Salon Lesson Plan for Teachers.docx](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14649&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 02 Lesson Plan Natural Rights Contract.docx](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14650&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36GETTING TO DEMOCRACY lesson plan.docx](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14654&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Separation of Powers Teacher Lesson Plan.docx](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14658&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 05 plan](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14741&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 06 plan](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14743&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 07 plan](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14747&) |
|

|  |  |
| --- | --- |
| Differentiated Learning Strategies  |  |

• How will you ensure all learners are accessing the curriculum? |
|

|  |  |
| --- | --- |
| ELL Strategies  |  |

• Strategies specifically geared toward helping ELL students succeed. |

|  |  |
| --- | --- |
| Resource  |  |

• Materials• Textbooks• Handouts• Videos• TechnologySee "Links" above for:* US Declaration of Independence
* English Bill of Rights
* UN Declaration of Human Rights
* Materials for Lesson 03: Democracy
* Student reading for Lesson 04
* 2 videos (Schoolhouse Rock) for Lesson 04
* Student handout for Lesson 05
* Chart for Lesson 05
* Student handout for Lesson 06
* Vocab list for Lesson 06
* Video for Lesson 06 (Monty Python)
* Student reading for Lesson 07
* Notes for Lesson 07
* Video for Lesson 07 (Fareed Zakaria)

[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Declaration Independence.pdf](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14651&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36English\_BillofRights.pdf](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14652&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36UN UDHR.pdf](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14653&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 03 article.pdf](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14655&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36For Lesson 03](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14656&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36for Lesson 03](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14657&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36for Lesson 04](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14659&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36video for lesson 04](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14660&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36video 02 for Leson 04](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14661&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 05 student handout](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14742&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 06 student handout](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14744&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Lesson 06 vocab list](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14745&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Video for Lesson 06 (from the Holy Grail)](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14746&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Student reading for Lesson 07](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14748&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Notes for Lesson 07](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14749&)[http://qischina.rubiconatlas.org/common_images/icons/link.png?v=Atlas8.0.4.36Video for Lesson 07 (Fareed Zakaria)](http://qischina.rubiconatlas.org/Atlas/View/File?AttachmentID=14750&) |

|  |  |
| --- | --- |
| Strategies to Incorporate IT  |  |

The use of videos to enhance understanding |
|

|  |  |
| --- | --- |
| Unit Reflections  |  |

• What strategies worked well during this unit?• What would you change for next time?• How might assessment data lead to adjustment of instruction in this or future units?  |
|  |

[<< Previous Year](http://qischina.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?UnitID=9429&YearID=2014&CurriculumMapID=781&)

Last Updated: Monday, August 25, 2014, 3:54PM