

POLITICAL SYSTEMS**SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS****Grades: 5****PAGE 1****Acceleration Approach**

Standard has been accelerated by moving grade level 5 up to the standard used for grade level 8/10.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes	
				—————→							

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Systems

Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning)

Paul's Model of Reasoning

Differentiation Features—Students:

- Assessed earlier or prior to teaching.
- Provided alternate tasks, products and assessments.
- Have an opportunity to explore and apply advanced creative thinking and problem solving strategies to social issues.
- Use multiple higher-level skills.
- Requires multiple resources.
- Study a concept with multiple applications.
- Uses advanced resources.

COMMON CURRICULUM GOAL**Social Science—Civics and Government**

Analyze major political systems of the world.

English/Language Arts—Writing

Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.

CONTENT STANDARDS**Social Science—Civics and Governemnt**

Understand that there are different ways for governments to be organize and to hold power.

BENCHMARKS**Social Science—Civics and Government**

5th—Understand that there are different ways for governments to be organized.

8th—Understand various forms of government.

CIM—Understand how various forms of government function in different situations.

English/Language Arts—Writing

8th Grade—Writing persuasive compositions.

8th Grade—Create compositions that have a coherent thesis, and end with a clear and supported conclusion.

8th Grade—Establish coherence within and among paragraphs through effective transitions and parallel structures.

8th Grade—Use an effective organizational pattern that lends coherence to the composition (e.g., comparison and contrast; organization by spatial or of importance or climactic order).

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Archetypal Model

Using the strategy of comparing and contrasting different governments, the student will analyze two complex systems and write a persuasive composition based on the supporting evidence.

TASK DEMAND

Sample Task Activity—General Class

- The general class is assigned Athens and Sparta to compare and contrast.
- Read selected primary and secondary sources about two governments.
- Create webs using the Graphic Organizer *A Web to Gather Government* for the governments, highlighting key leaders, their contributions, effect on citizens, and key events that led to the development of the governmental system under study.
- Use the Graphic Organizer *Venn Diagram* showing the comparison and contrasting elements of the two governments.
- Write a persuasive composition based on the supporting evidence of why under which government you prefer to live.

Questions—Athens and Sparta

1. What influenced the development of governments in Athens and Sparta?
2. Why did they develop so differently?
3. How did they affect the citizens?
4. Under which government would you prefer to have lived? Why?

Sample Task Activity—High End-Learners

- High-end learners select two contemporary international governments. See list of Resources for websites.
- Read advanced level primary and secondary sources about two governments.
- Create webs using the Graphic Organizer *A Web to Gather Government Information* for the governments, highlighting key leaders, their contributions, effect on citizens, and key events that led to the development of the governmental system under study.
- After studying the results of the completed government information web that relates to effects on citizens (life style, occupation, family, health), the students form a specific, focus question to use with the Graphic Organizer *Social Studies Wheel of Reasoning*.
- After completing the above tasks, the students write a persuasive composition based on the supporting evidence of why under which government they prefer to live.

8th Grade—Plan and conduct multiple-step information searches by using computer networks.

8th Grade—Achieve an effective balance between researched information and original ideas.

CIM—Maintain a consistent tone and focus throughout the composition.

CIM—Construct a well supported conclusion.

CIM—Use clear research questions and suitable research methods (e.g., library, electronic media, interview) to obtain information from primary and secondary sources.

CIM—Synthesize information from multiple sources and identify complexities, discrepancies and different perspectives found in each (e.g., almanacs, Internet sites, new sources, in-depth field studies, speeches, journals, technical documents.)

CIM—Integrate quotations and citations into written text while maintaining the flow of ideas.

CIM—Use appropriate format for documentation in the text, notes, and bibliographies.

CIM—Reflect manuscript requirements, including title page presentation, pagination, spacing and margins.

CIM—Design and publish documents by using publishing software and graphics programs.

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Questions—Two Current International Governments

1. What influences the development of the two governments?
2. Why did they develop so differently?
3. How does the government affect the citizens (e.g. lifestyle, military power, occupations, health and family)?
4. What is the leadership style of the head of government in each country?
5. Under which government would you prefer to live? Why?

Implementation Time

- Five class periods
- Reading assigned outside of class over two nights

Note: High-end learners should already understand and be able to implement the CIM benchmarks that are listed for English/Language Arts.

Resources

- Graphic Organizers
- Social Science Text Books
- Books on early Greece, Athens and Sparta
- US State Department lists background information on all countries. <http://www.state.gov/countries/>
 For example Background Notes:
 Afghanistan <http://www.state.gov/r/pa/ei/bgn/5380.htm> and
 Pakistan <http://www.state.gov/r/pa/ei/bgn/3453.htm>
- History/Social Studies Web Site for K-12 Teachers <http://my.execpc.com/~dgoals/goals.html>

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

Scoring Guide See Writing Scoring Guide in Standards and Assessments Section VII.	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Students will be able to:						
Describe governments in terms of development.						
Describe governments in terms of changes.						
Describe governments in terms of effect on citizens.						
Compare lives of citizens under each type of government.						
Support an evaluation of which government would have been best for him/her.						

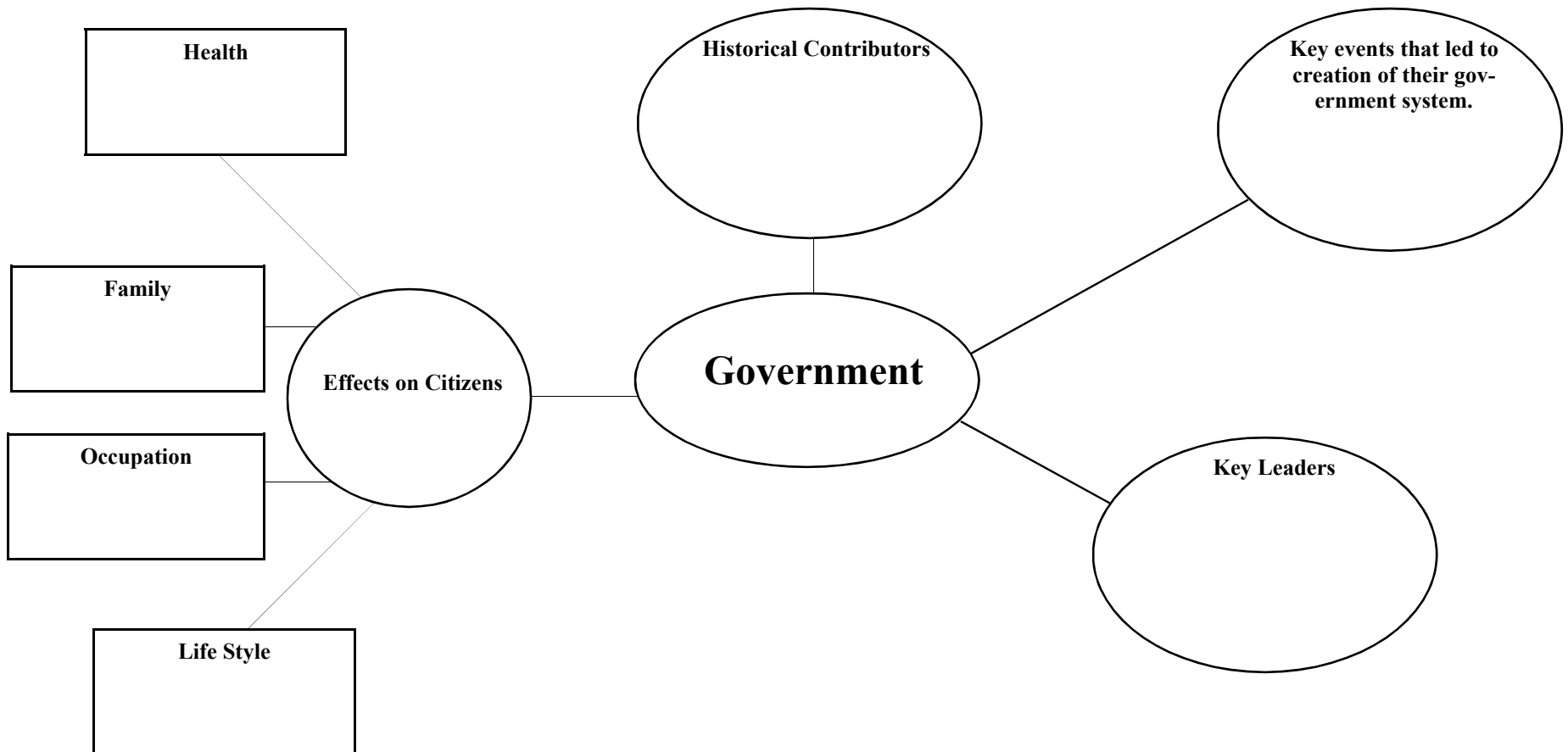
GRAPHIC ORGANIZER
A WEB TO GATHER GOVERNMENT INFORMATION

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Name _____ Date _____

Government _____

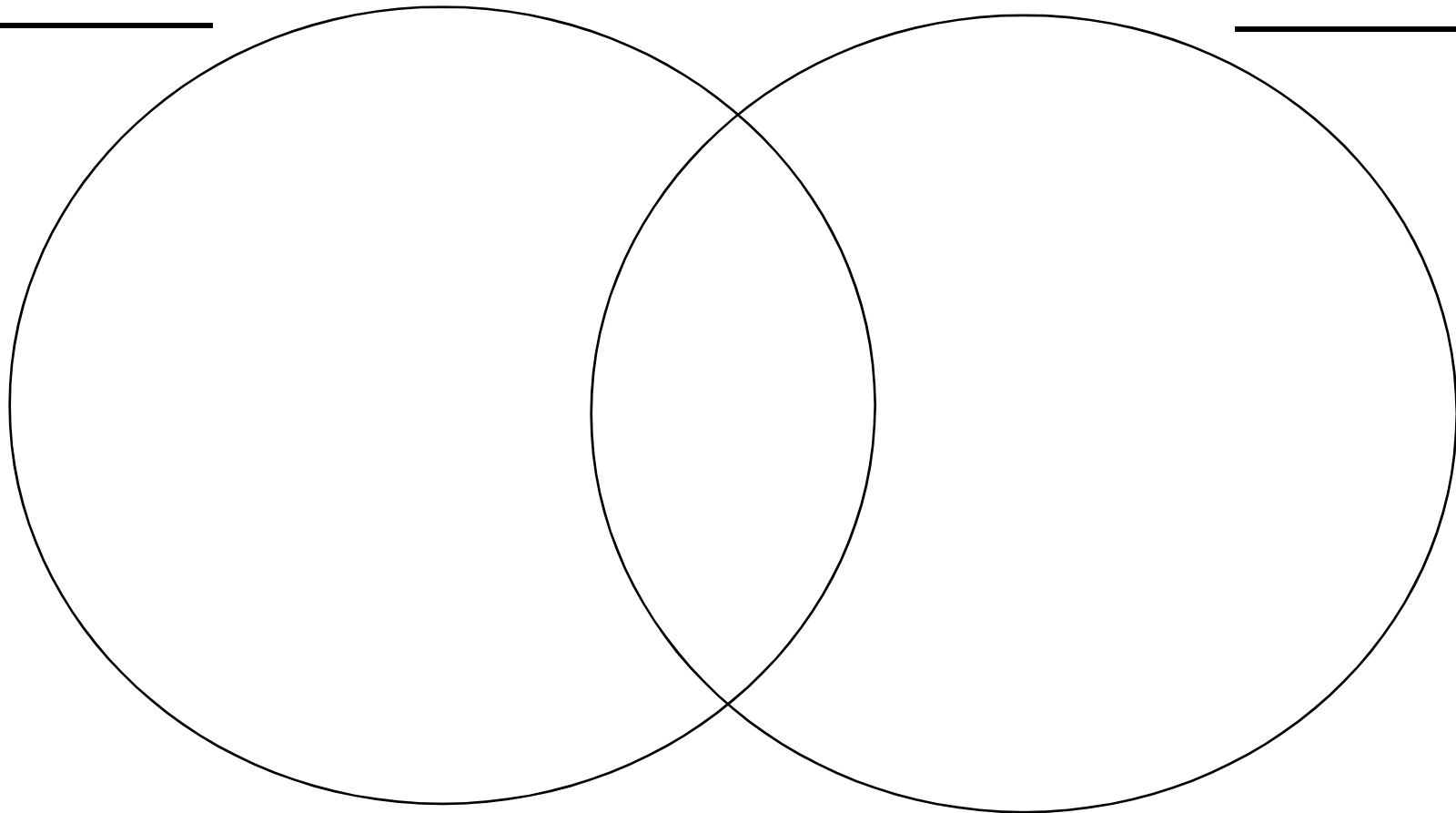


GRAPHIC ORGANIZER
COMPARING AND CONTRASTING VENN DIAGRAM

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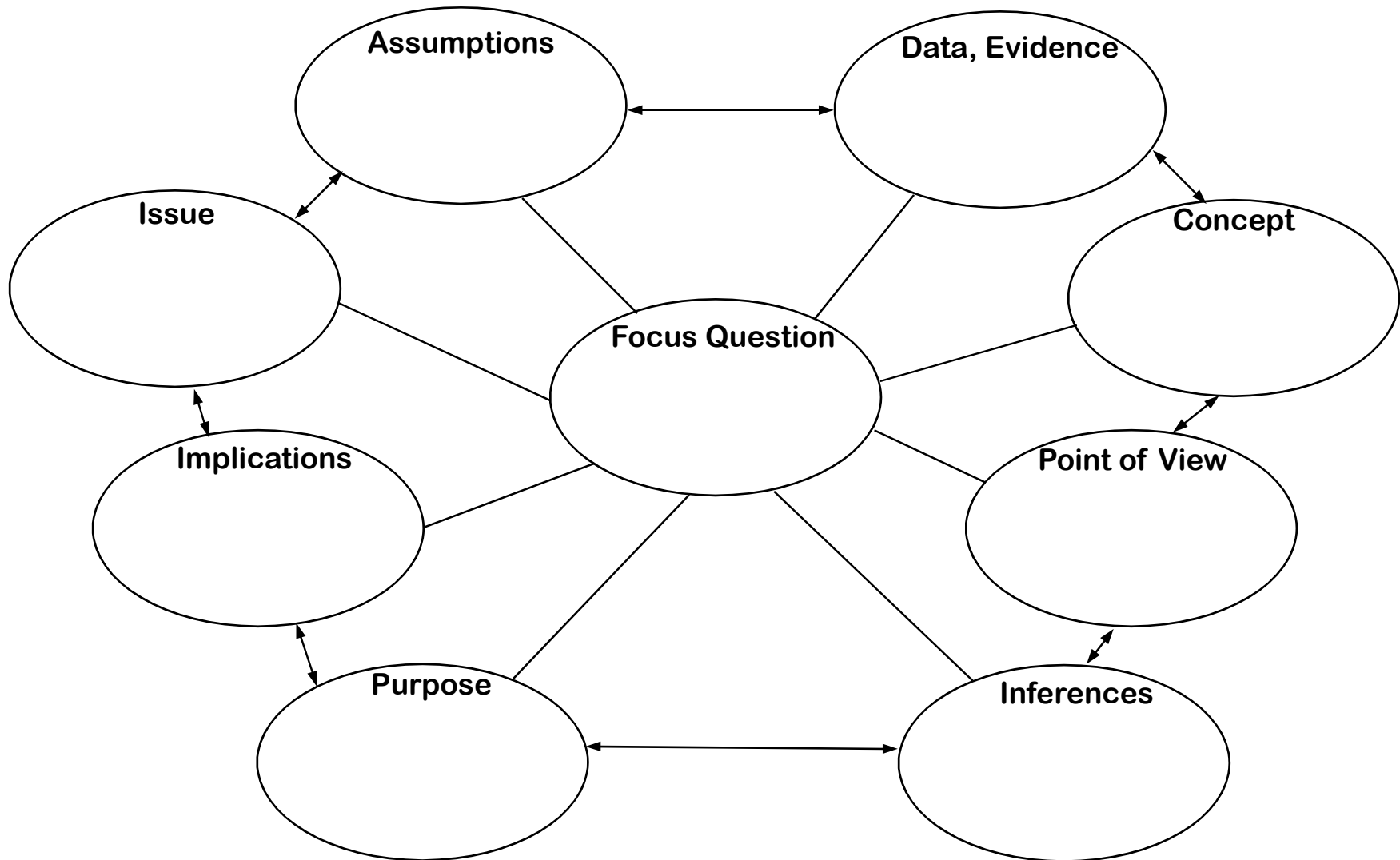
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Name _____ Date _____



GRAPHIC ORGANIZER
SOCIAL STUDIES WEB—WHEEL OF REASONING

Name _____ Date _____
Government _____



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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input checked="" type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audience <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes	<input type="checkbox"/> Advanced Critical Thinking in Soc Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input type="checkbox"/> Challenging Soc Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input checked="" type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p>Social Science:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>*Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>				
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p>				
<p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				