

Grade 9: International Government

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. - Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. - Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. - Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. - Civ.7.9-12. Apply civic virtues and democratic principles when working with others. - Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. - Civ.9.9-12. Use appropriate deliberative processes in multiple settings. - Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. - Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. - Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. - Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of	Transfer	
	<i>Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding of international social mechanisms.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.	ESSENTIAL QUESTIONS How significant of a role should the U.S. play in global affairs?
Acquisition		
<i>Students will know...</i> - the difference between a country, state, and nation. - the kind of governmental relationships the United States has with the United Kingdom, Iran, India, Israel/Palestine, China, North & South Korea, Russia, Canada and Mexico. - how culture is influenced by government or vice-versa. - the powers and responsibilities of political institutions such as parliamentary governments, dictatorships, communistic societies, and others. - the role international agreements have on maintaining international order (ie: United Nations, NATO, alliances, NAFTA, treaties, World Court, European Union, WHO, Kyoto Protocol) - which countries the United States has positive		
<i>Students will be skilled at...</i> - comparing and contrasting powers and responsibilities. - analyzing factors that impact national and international affairs. - evaluating the effectiveness and influences of decisions and decision making. - critiquing relationships within systems. - applying civic virtues and democratic principles. - evaluating social and political systems in different contexts, times, and places. - using appropriate deliberative processes. - evaluating decision making procedures. - analyzing how laws are used or challenged to address public issues. - evaluating the causes and effects of public policies.		

various places and regions.	relationships with and those with whom it has more adversarial relationships. • how the changing relationships between countries influences U.S. domestic and foreign policy. • how people have challenged international issues or laws in order to address public or human rights issues. • how countries have reacted in response to the demands of 21st Century technological advancements. • how the international community comes together to help other countries in need. • the current issues that affect the way countries spend, produce, and trade. • How political decisions and decision making have influenced the cultural and environmental characteristics of various places and regions around the globe. • <u>of</u> the following key players, places, events, and/or ideas: - o United Nations, World Court, European Union <u>vocabulary:</u> dictatorship, monarchy, theocratic, anarchy, oligarchy, communism, socialism, totalitarian, republic, parliament, treaty, state, nation, country, foreign policy, domestic policy, Most Favored Nation Status	
Content Area Literacy Standards	21st Century Skills	
• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • WHST.9-10.1 Write arguments focused on discipline-specific content.	• <i>reason effectively</i> • <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>collaborate with others</i> • <i>communicate clearly</i>	

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| <ul style="list-style-type: none">• WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.• WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.• WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.• WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.• WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. | |
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	