

<b>Subject: Grade 7 Social Studies</b>		<b>Title: Systems of Government</b>		<b>Teachers: Mr. Meger</b>	
<b>Stage 1: Identify Desired Results</b>					
<b>Outcome(s)/Indicator(s):</b>					
PA 7.3 Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government.					
<ul style="list-style-type: none"> <li>a) Examine the systems of government of circumpolar or Pacific Rim countries which are not democracies (e.g., China, North Korea, Vietnam, Fiji)</li> <li>b) Contrast the systems of government of the non-democracies in circumpolar and Pacific Rim countries with Canada's system of government</li> <li>c) Identify the criteria by which countries are described as dictatorships, oligarchies, or democracies</li> </ul>					
<b>Key Understandings: ('I Can' statements)</b>			<b>Essential or Key Questions:</b>		
<ul style="list-style-type: none"> <li>- I can explain the differences between different forms of government, such as democracy, dictatorship, and oligarchy</li> <li>- I can describe the structure and functions of my country's government</li> <li>- I can analyze the advantages and disadvantages of different systems of government and evaluate their effectiveness in promoting the welfare of society</li> <li>- I can identify the basic rights and responsibilities of citizens in a democratic government and explain how they can participate in the political process</li> <li>- I can assess the challenges and threats that democratic governments face in the contemporary world, such as corruption, inequality, and political polarization</li> </ul>			<ul style="list-style-type: none"> <li>- What is the difference between a democratic and dictatorship government?</li> <li>- How are officials elected or appointed in different systems of government?</li> <li>- What rights and responsibilities do citizens have in a democratic government?</li> <li>- How can citizens participate in the political process and affect change within their government?</li> </ul>		
<b>Prerequisite Learning:</b>			<b>Instructional Strategies:</b>		
<ul style="list-style-type: none"> <li>- General understanding of the different forms of government that have existed throughout history, such as monarchy, oligarchy, and democracy.</li> <li>- Basic structures and functions of government</li> <li>- History of different countries and regions</li> <li>- Aware of current events and issues in their own country and around the world</li> </ul>			<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Group discussions</li> <li>- Videos</li> <li>- Inquiry based</li> <li>- Worksheets</li> </ul>		
<b>Stage 2: Determine Evidence for Assessing Learning</b>					
<ul style="list-style-type: none"> <li>- Filling out systems of government sheet to show they are capable of comprehending information and filling out the final box of the KWL chart "what did I learn"</li> <li>- Class discussion to wrap up</li> </ul>					
<b>Stage 3: Build Learning Plan</b>					
<b>Allow students time to get settled for Social Studies (2-4 mins)</b>			<b>Materials/Resources:</b>		
			<ul style="list-style-type: none"> <li>- Systems of government sheets</li> <li>- KWL chart sheets</li> </ul>		

**Set (Engagement):** Explain outlook/guidelines of class

**Length of time: 5-10 mins**

- Set out guidelines, respect for others opinions
- Reiterate how the KWL chart should work
- We will start with writing out what we know about Democracy, then Dictatorship, then Oligarchy
- Move into what we want to know
- When you have filled out first 6 boxes put pen/pencil down and remain quiet while others write

**Development:**

**Length of time: 20-25 mins**

- Discussion of what they know about each government
- 3 minute youtube video on the systems
- Who holds power
- How are decisions made
- How do citizens participate

**Learning Closure:** Wrap-up & what will be next with debate

**Length of time: 4-6 mins**

- What did we learn about the systems today?
- Please raise hand to answer

Youtube video -

<https://www.youtube.com/watch?v=sWMIDhM26SA>

- Youtube videos
- Pens/pencils
- Whiteboard markers

**Possible Adaptations/Different Strategies:**

- Use of videos for different form or learning
- Have examples of countries and what government they have

**Management Strategies:**

- Set guidelines/expectations of students at beginning of class
- Be clear with instructions
- Prepare for questions students may ask
- Countdown from 10 strategy
- Ask students to leave if they continue to disrupt the class.

**Safety Considerations:**

- Respect for students backgrounds
- Respect students opinions

#### Stage 4: Reflection

- Time management:
- What worked well/what did not:
- Were explanations thorough/further explanation needed:
- Were all students able to participate:

