Brussels Study Tour 2016 K-12 Teacher Unit Planning Template

Name: Felix Yerace		Unit Plan: Weeks of	
		Subject/Grade Level: AP Comparative Government	
		& Politics, Grades 11-12	
Unit Title:	The European Union		
Unit Narrative:	In this unit, students will be introduced to the structures of the European Union, the concept of		
	"pooled sovereignty," political parties of the EU, the admissions process for new members, and		
	will consider potential futures of the	European Union.	
Standards:	5.1.12 A Evaluate the major arguments advanced for the necessity of government.		
Pennsylvania	5.1.12 B Analyze the sources, purposes and functions of law.		
Standards for	5.2.12 A. A. Evaluate an individual's civic rights, responsibilities and duties in various		
Civics and	governments 5.2.12 B Evaluate citizens' participation in government and civic life.		
Government	5.3.12. E Evaluate the roles of politic		
	5.4.12 E Compare the purposes and functions of international organizations.		

Objectives

- → Define the major institutions of the European Union
- → Create a timeline of major historical events in the history of the European Union
- → Explain how the European Union functions today
- → Identify issues with the European Union and offer possible solutions
- → Explain how the European Union impacts the sovereignty of its member states
- → Identify major political movements within the European Union
- → Describe how nations can enter the European Union
- → Compare and contrast different possible futures for the European Union
- → Evaluate reasons why nations would want to join the European Union

Big Ideas

- → History of the EU
- → Structures of the EU
- → Functions of the EU
- → Sovereignty in the EU
- → Politics of the EU
- → Admission of new members into the EU
- \rightarrow The future of the EU

Essential Questions

- → What is the nature of citizenship? Why is citizenship so important?
- → What are the benefits and implications of nations working closely together?
- → Why are Federalism and Sovereignty important concepts today?
- → How does the European Union and other organizations impact the US?

Learning Acquisition and Assessment

Students will know (content/concepts)	Students will be able to (skills, performance tasks)
→ History of the EU	→ Explain the history and structure of the EU
→ Structure of the EU	→ Explain political movements in the EU
→ Functioning of the EU	→ Explain how the EU impacts member states
→ Political movements in the EU	→ Explain how members are added to the EU
→ How nations are admitted to the EU	→ Evaluate possible futures for the EU
Formative Assessments	Summative Assessments
→ Daily checks via questioning and class	→ Essay on future of the European Union
participation	

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Learning Activities (1 week – 5 days): Lesson introduction, body, and closing				
Day 1	→ WebQuest on the EU. Teacher will introduce the WebQuest and assist students in completing it.			
Day 2	→ Sovereignty of the EU. Teacher will introduce the concept of sovereignty, and students will compare the functioning of the EU to the US Federal Government.			
Day 3	→ Political Groupings of the EU. Teacher will have students research the different political groups of the European Union and present to their classmates.			
Day 4	→ Admission of new member states. Students will conduct research into the admission process by which nations are admitted into the EU, and then will participate in a simulation to determine what new members should be allowed to join the EU.			
Day 5	→ Class debate on the future of the EU. Students will conduct research into what they believe will be the future of the European Union, and then will participate in a debate over their opinions on where the EU is going in the future.			
Resources and Materials				
\rightarrow	Five lesson plans, one for each day. More specific resource lists included in each lesson.			