Brussels Study Tour 2016 K-12 Teacher Unit Planning Template

Name: Felix YeraceUnit Plan: Weeks of			
Iname: renx i e	race	Subject/Grade Level: AP Comparative Government & Politics, Grades 11-12	
Unit Title:	The European Union	e Fontes, Oraces 11-12	
Unit Narrative:		ted to the structures of the European Union, the concept of s of the EU, the admissions process for new members, and European Union.	
Standards: Pennsylvania Standards for Civics and Government	 5.1.12 A Evaluate the major argumen 5.1.12 B Analyze the sources, purpos 5.2.12 A. A. Evaluate an individual's governments 5.2.12 B Evaluate citizens' participati 5.3.12. E Evaluate the roles of politice 	nts advanced for the necessity of government. ses and functions of law. civic rights, responsibilities and duties in various ton in government and civic life.	
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 → Sovereignty in the EU → Politics of the EU → Admission of new members into the EU 			
→ 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 → History of t → Structure o → Functioning → Political mo → How nation Formative Assessment	(content/concepts) he EU f the EU g of the EU ovements in the EU as are admitted to the EU ts	 Students will be able to (skills, performance tasks) → Explain the history and structure of the EU → Explain political movements in the EU → Explain how the EU impacts member states → Explain how members are added to the EU → Evaluate possible futures for the EU Summative Assessments	
participatio	s via questioning and class n	\rightarrow Essay on future of the European Union	



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Learning Activities (1 week – 5 days): Lesson introduction, body, and closing			
Day 1	\rightarrow 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.		
Resou	Resources and Materials		
\rightarrow	\rightarrow Five lesson plans, one for each day. More specific resource lists included in each lesson.		