6th Grade Social Studies

Government Systems Unit Information

Milestones Domain/Weight: Civics/Government 15%

Purpose/Goal(s): These standards appear at the beginning of each Civics/Government section. The intent of the standards is to lay a foundation for students to understand the basic organization of governments before attempting to compare actual governments. The elements dealing with unitary, confederation, and federal systems focus on the ways in which government systems distribute power—the relationship between the national or central government and the smaller governmental divisions (states, provinces, counties and cities). The elements dealing with autocratic, oligarchic, and democratic types of governments focus on how citizen participation is determined.

Content Map: Government Systems Content Map

Government Systems Content from Frameworks and Teacher Notes

Government Instructional Guide from GaDOE

Prerequisites: Government Systems Elementary Standards

Unit Length: Approximately 10 Days

Gov't & Economics Study Guide  |  Gov't & Economics Study Guide KEY

Click on the links below for resources by Essential Question:

EQ 1: How is power distributed in different forms of government?

EQ 2: How do citizens participate in different forms of government?

EQ 3: How do presidential and parliamentary governments differ?
# TCSS 6th SS Government Systems Unit

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<td>1. How is power distributed in different forms of government?</td>
<td><strong>Essential</strong>&lt;br&gt;Unitary&lt;br&gt;Federal&lt;br&gt;Confederation&lt;br&gt;&lt;br&gt;<strong>Supplemental</strong>&lt;br&gt;Government continuum&lt;br&gt;Central government (national)&lt;br&gt;Regional government (state/province/local)&lt;br&gt;*Essential Vocabulary listed in the GPS Standards&lt;br&gt;**Supplemental Vocabulary listed in the state frameworks and/or other state document</td>
<td>The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.&lt;br&gt;<strong>Government Power Distribution PowerPoint</strong> - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Government Power Distribution ppt Notes&lt;br&gt;<strong>Government Power Distribution Graphic Organizer</strong> – Students should use the graphic organizer to record or summarize important information from the lesson. One graphic organizer version is blank so you could allow students to develop their own representation. Another version has blank pictures from the ppt that students can fill in&lt;br&gt;<strong>Video on Power Distribution</strong> [linked in ppt]&lt;br&gt;<strong>Government Distribution of Power Continuum Labeling Task</strong> – Independently or with a partner, students will place the following types of governments on a continuum of strong central government and weak central government: Confederation, Unitary, Federal&lt;br&gt;<strong>Government Distribution of Power Summarizer</strong> - Each student should complete the summarizer. The teacher should use the summarizer to determine the level of student mastery and if differentiation is needed.</td>
<td><strong>SS6CG1a, SS6CG4a, SS6CG6a. Distribution of Power Sample Assessment Items</strong></td>
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## TCSS 6th SS Government Systems Unit

### Essential Question and Standard(s)

2. How do citizens participate in different forms of government?

Standards: SS6CG1b, SS6CG4b, SS6CG6b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

### Vocabulary

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<thead>
<tr>
<th>Essential*</th>
<th>Autocratic</th>
<th>Oligarchic</th>
<th>Democratic</th>
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<tr>
<td>Suplemental**</td>
<td>Dictatorship</td>
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*Essential Vocabulary listed in the GPS Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

### Resources [Back to Top]

The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.

- **Citizen Participation ppt** - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Citizen Participation ppt Notes
- **Citizen Participation Graphic Organizer** – Students will use the graphic organizer to record or summarize important information during the lesson
- **Citizen Participation Activity** – Students cut out titles and place them where they think they belong on a diagram based on their understanding of how different types of governments determine citizen participation.
- **Citizen Participation Summarizer** - Each student should complete the summarizer. The teacher should use the summarizer to determine the level of student mastery and if differentiation is needed.

### Assessment

- SS6CG1b, SS6CG4b, SS6CG6b. Citizen Participation Sample Assessment Items
3. How do presidential and parliamentary governments differ?

Standards:
SS6CG1c, SS6CG4c, SS6CG6c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

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| **3. How do presidential and parliamentary governments differ?** | **Essential**  
Parliamentary  
President | **Supplemental**  
Prime Minister  
Legislature  
Checks and Balances  
Personal freedoms  
Personal rights  
3 branches of government | The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.  
- **Types of Democracy ppt** – See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Types of Democracy ppt Notes  
- **Types of Democracy Notes** – Students should record the important information on their notes during the lesson  
- **Types of Democracy Reading Passage and Venn Diagram** – Students read two passages and complete a Venn diagram comparing the two types of democracies  
  - Differentiation – Struggling learners can answer questions based on the reading passage instead of completely the Venn Diagram | SS6CG1c, SS6CG4c, SS6CG6c. Democratic Governments Sample Assessment Items |

*Essential Vocabulary listed in the GPS Standards  
**Supplemental Vocabulary listed in the state frameworks and/or other state document