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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).  SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.  SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.  SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts. | | | | | | **Vocabulary:** forms of government; anarchy; democracy; republic; oligarchy; dictatorship; monarchy; socialism; communism; theocracy; representative democracy; direct democracy; systems of government; federalism; confederal; unitary; presidential; parliamentary; domestic policy; foreign policy; national security; treaty; executive agreement; ambassadors; trade; tariff; embargo; diplomacy; alliance | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday** | |
| **Essential Question:**  - What are the different systems of government? | | | **Essential Question:**  - N/A 🡪 BENCHMARK TESTING | | | **Essential Question:**  - What is foreign policy? | |
| **H.O.T. Questions:**  - Who controls power in a federal, confederal, and unitary system of government?  - What are the similarities and differences between a presidential and parliamentary system of government? | | | **H.O.T. Questions:**  - N/A 🡪 BENCHMARK TESTING | | | **H.O.T. Questions:**  - What are the differences between foreign and domestic policy?  - What are the objectives of American foreign policy?  - How has the United States dealt with international conflicts? | |
| **Bell Ringer:**  Pass out worksheet with 3 FSA-style questions regarding forms of government as a review from previous lesson and to connect into current lesson. | | | **Bell Ringer:**  - N/A 🡪 BENCHMARK TESTING  - Get students set up with the Chromebooks and correct log-ins for benchmark test #3. | | | **Bell Ringer:**  Show students two photos of the atomic bomb being dropped on Hiroshima, Japan. One photo is an aerial view, while the other is shown from ground level (showing the devastation). Students will look at these images and answer the following questions:   1. What effects did the atomic bomb have on the citizens of Hiroshima? 2. Why do you think the United States decided to drop the atomic bomb? 3. What other options/alternatives do you think should have been considered? 4. When is such military force necessary? | |
| **Learner Outcome:**  Students will analyze who controls power within federal, confederal, and unitary systems of government. They will also differentiate between presidential and parliamentary systems and apply these concepts to real-life scenarios. | | | **Learner Outcome:**  Students will take Benchmark Test #3 for Civics to determine their current level of understanding. | | | **Learner Outcome:**  Students will differentiate between foreign and domestic policy. They will identify the objectives of American foreign policy and analyze how the United States has applied these goals when dealing with other countries and international conflicts. | |
| **Whole Group:**  - Students will begin by working on the 3 FSA-style Bell-Ringer questions. They will have 10 minutes to answer the three questions and to write a statement for each stating why they chose the answer that they did (i.e. their reasoning/evidence).  - As a whole group, we will go over the Bell-Ringer questions, with students fixing any incorrect answers. We will explain each question and answer in order to reinforce the previous lesson.  - Distribute iCivics username/password papers to students. The teacher will display on the board the iCivics website and visually show students where to go in order to sign up for the website and where to reach the games. The “Immigration Nation” game will be assigned as homework for this week in order to review some material that we have learned early in the year that students have struggled with.  - Watch <https://www.youtube.com/watch?v=SL6eGwP0JTg> – “FLVS Going Global: Systems of Government” video clip. Students will discuss which system of government that they think would be best for the islanders in the video, and why.  - Display “Making Systems Simple” PowerPoint to students. As a whole group, we will go through the PowerPoint, with students taking notes on the different systems of government. One slide will require students to fold a sheet of paper and to label it in order to create an interactive graphic organizer. If students do not have blank paper, the teacher will provide blank printer paper for them.  - In groups, students will receive six scenarios found at: [https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/ 1/1936/files/2014/11/Government-Scenarios-27sysy7.pdf](https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/%201/1936/files/2014/11/Government-Scenarios-27sysy7.pdf). They will be required to analyze each scenario to determine the system of government found in each country, and to answer several questions about each scenario. The teacher will circulate around the room and work with groups who are having difficulties with the scenarios. These scenarios will be differentiated based on groups, with low-level students receiving reduced-complexity scenarios.  - As a lesson close, students will complete the following question in several sentences:  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  Which form and system of government do you think would be best for the island nation seen in the earlier video? Why? Explain your answer using what you have learned in the last two classes. | | | **Whole Group:**  - Before class, the desks will be separated from groups into individual rows so that students will not have the temptation to talk or cheat during the benchmark test, and so that they will not be distracted by their peers.  - Pass out Chromebooks from the mobile cart, and assist any students who need help with logging into Performance Matters.  - Display: [www.tinyurl.com/epapf](http://www.tinyurl.com/epapf) on the board, as this will take students directly into the testing site.  - The teacher will release Benchmark Test #3 using Performance Matters.  - Once students have logged into the testing site, they may begin the test. They will have the entire class period to test. If they finish early, they will be instructed to raise their hand, turn in their Chromebook, and then to remain quiet for the rest of the period.  - Students who finish early may use the opportunity to work on making up any assignments they are missing. They may also use the time to (quietly) play the iCivics “Immigration Nation” game assigned as homework for review.  **Evidence Based Writing:** Choose an item.  N/A 🡪 BENCHMARK TESTING | | | **Whole Group:**  - Class will begin with the Bell-Ringer assignment, and students will have about 10-15 minutes to write down their thoughts. Then, we will discuss their answers as a whole group.  - After class discussion, distribute reading (“Attachment C” from the MDCPS Lesson Plan) to the students, as well as a graphic organizer for notes. This reading covers the definitions of foreign and domestic policy. It will also cover the four key goals of America’s foreign policy for dealing with other nations:   * National Security * International Trade * Promoting World Peace * Promoting Democracy   and the five major tools of foreign policy:   * Creating treaties and economic agreements * Appointing ambassadors * Foreign aid * International trade * Military force   - Students will work together in pairs or small groups to read together and complete their graphic organizers. The teacher will work with groups that are having difficulties with the material or with staying on task.  - After this, students will receive “Attachment D” (“War, Peace, and Everything In-Between”), which covers the differences between domestic and foreign policy. They will work together to fill out this handout.  - As a lesson close/exit ticket, on the back of the handout, they will answer the following question in several sentences:  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  Pick one of the examples from the reading. How does it demonstrate the United States pursuing one of its foreign policy goals? | |
| **Assessment:**  - The FSA practice Bell-Ringer questions will allow the teacher to measure what students have retained from the previous lesson, and allow an opportunity for re-teaching. The classwork assignment about the country scenarios, as well as the exit ticket/lesson close writing, will be collected for a classwork grade. | | | **Assessment:**  - Benchmark Test #3 will be scored, and its data will be used to determine the current level of student understanding, as well as areas to focus on for remediation and new student groups. | | | **Assessment:**  - The graphic organizer/notes will be checked for completion, and the handout (“Attachment D”) and Bell Ringer/Exit Ticket will be collected and graded. The teacher will circulate around the room to check for student understanding and to help teach/re-teach any material that students struggle with. | |
| **Home Learning:**  - Play “Immigration Nation” in iCivics as a review game: <https://www.icivics.org/games/immigration-nation> (due by Saturday).  - Work on any make-up/late assignments (due by Friday). | | | **Home Learning:**  - Play “Immigration Nation” in iCIvics as a review game: <https://www.icivics.org/games/immigration-nation> (due by Saturday).  - Work on any make-up/late assignments (due by Friday). | | | **Home Learning:**  - Finish handout/exit ticket question.  - Play “Immigration Nation” in iCIvics as a review game: <https://www.icivics.org/games/immigration-nation> (due by Saturday). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Extended Time  Games | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests | P1 - | | Choose an item. |
| P2 – YM | Extended Time  Games | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests | P2 - FV | | Flexible Grouping |
| P4 – DM; OP | Extended Time  Games | P4 – GD-K; AT-K; OW-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests | P4 - | | Choose an item. |
| P5 – AR; EG | Extended Time  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P5 - | | Choose an item. |
| P6 – FB | Extended Time  Games | P6 – GN-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P6 - | | Choose an item. |
| P7 – PA; ES | Extended Time  Games | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests | P7 - | | Choose an item. |
| P8 AP; KS; CS | Extended Time  Bilingual Dictionaries | P8 – AC-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P8 – DA | | Flexible Grouping |