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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.4.2 Recognize government and citizen participation in international organizations. | | | | | | **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; NGO; United Nations; European Union; NAFTA; Red Cross/Crescent; UNICEF; World Trade Organization | |
| **Monday (“B” Day)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - What are the different systems of government? | | | **Essential Question:**  - What is foreign policy? | | | **Essential Question:**  - What do international organizations do? | |
| **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:**  - What are the differences between foreign and domestic policy?  - What are the objectives of American foreign policy? | | | **H.O.T. Questions:**  - What role does the United States have in international organizations?  - How may governments and citizens participate in international organizations? | |
| **Bell Ringer:**  Pass out worksheet with an FSA-style question regarding forms of government as a review from previous lesson and to connect into current lesson. | | | **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? | | | **Bell Ringer:**  Pass out worksheet with 3 FSA-style questions about the Systems of Government lesson. Students will work on a low complexity, medium complexity, and high complexity question. They may use their notes for this. | |
| **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 differentiate between foreign and domestic policy. They will identify the objectives of American foreign policy and analyze how these goals are created and implemented. | | | **Learner Outcome:**  Students will examine the role that international organizations play in the world. They will also analyze the ways that both citizens and the US government participate in international organizations. | |
| **Whole Group:**  - Students will begin by working on the FSA-style Bell-Ringer question. They will be asked to write a statement 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 question. We will also review the iCivics “Who Rules?” PowerPoint which contains examples from the previous lesson.  - 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.  - 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 writing assignment, 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.  - At the end of class, devote about 10 minutes to explaining the iCivics HW assignment and passing out login information to students. Explain to them that they will be getting a series of these games as HW assignments, so it’s very important that they create their iCivics account and log in using the information provided to them. [This information will also be posted to Remind.] | | | **Whole Group:**  - Distribute teacher-created handout and graphic organizer that contains the four Bell Ringer questions, with an area for students to write their answers.  - 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 textbooks.  - Before students begin work on the classwork assignment, emphasize the distinction between domestic policy (“at home”) and foreign policy (“abroad”).  - Students will work together or in small groups to read through p. 584-589, a section which covers foreign policy. They will fill out their graphic organizer as they read. This organizer has broken up the reading into each section, with one or two “main idea” questions for each section. These questions help to cover the key goals of America’s foreign policy for dealing with other nations:   * National Security * International Trade * Promoting World Peace * Promoting Democracy   and major tools of foreign policy:   * Creating treaties and economic agreements * Appointing ambassadors * Foreign aid * International trade * Military force   - The teacher will work with groups that are having difficulties with the material or with staying on task.  - Towards the end of class, emphasize that students need to study for their quiz next class on forms and systems of government. They will be allowed to use their notes as a reward for taking good notes. If time allows, in last 15 minutes, we will play a study Kahoot game to review.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  How has Congress shaped foreign policy? Give a specific example from the reading. Why did Congress choose this particular course of action? | | | **Whole Group:**  - Before school begins for the day, arrange the room into groups of six for the group activity to be done later in class.  - As students work on the Bell Ringer questions, the teacher will walk around the room, checking student answers and marking them correct or incorrect. Once all groups have finished, we will discuss the correct answers as a whole group.  - Distribute iCivics “International Organizations” reading. We will read through this one page handout as a class, identifying key terms such as NGO and learning what international organizations do throughout the world and how they have been formed as agreements or treaties between countries. Students will be asked to underline or highlight important ideas in the reading.  - Divide the class into groups of six. If there is an uneven number, try to get the groups as close to six as possible. It is ok to seat seven or eight to a group, if necessary.  - Distribute the Presentation Activity handout to each group. There are six international organizations that students will be learning about:   * United Nations * North Atlantic Treaty Organization * European Union * World Health Organization * Red Cross/Crescent * World Bank   - Each student within the group will be assigned ONE of these organizations and be given a fact sheet for that organization. They will be responsible for reading the fact sheet about that organization and answering several questions about their organization. This will be collected as a classwork grade.  - As students complete their fact sheet, the teacher will transition them into sharing their discoveries with their group members. All students will have a notes page chart which they will complete based on the presentations of their group members. They will keep this as notes.  - Students will close the lesson by completing on the back of their fact sheets the following question:  **Evidence Based Writing: Analyze how and why individuals, events and ideas develop and interact over the course of the text and cite evidence.**  What is one activity almost all the organizations you learned about are involved in doing? Why do countries think this might be an important thing to do? | |
| **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:**  - The graphic organizer/notes will Bell Ringer question 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. | | | **Assessment:**  - The FSA Bell Ringer practice will allow the teacher to see what students have learned from the previous lessons, and it will offer an opportunity for re-teaching and reinforcing material. The Presentation Activity will be collected as a classwork grade. | |
| **Home Learning:**  - Play “Immigration Nation” in iCIvics as a review game: <https://www.icivics.org/games/immigration-nation> (due by Saturday). | | | **Home Learning:**  - Study for quiz on different systems and forms of government. | | | **Home Learning:**  - Sign up for iCivics and play “Immigration Nation” as a review game.  - Have a good Spring Break!!! | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Small Groups  Focus on Key Words | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Preferential seating with proximity control  Alert student several minutes before transition from one activity to another is planned | P1 - | | Choose an item. |
| P2 – YM | Small Groups  Focus on Key Words | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Preferential seating with proximity control  Alert student several minutes before transition from one activity to another is planned | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Small Groups  Focus on Key Words | P4 – GD-K; AT-K; OW-504 | | Preferential seating with proximity control  Alert student several minutes before transition from one activity to another is planned | P4 - | | Choose an item. |
| P5 – AR; EG | Focus on Key Words  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Preferential seating with proximity control | P5 - | | Choose an item. |
| P6 – FB | Focus on Key Words  Small Groups | P6 – GN-504 | | Preferential seating with proximity control | P6 - | | Choose an item. |
| P7 – PA; ES | Focus on Key Words  Small Groups | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Preferential seating with proximity control  Alert student several minutes before transition from one activity to another is planned | P7 - | | Choose an item. |
| P8 AP; KS; CS | Focus on Key Words  Small Groups  Bilingual Dictionaries | P8 – AC-504 | | Preferential seating with proximity control | P8 – DA | | Research and Independent Study |