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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; Terrorism, Bay of Pigs, Cuban Missile Crisis, Gulf Wars I and II, Iran Hostage Crisis, Korean War, Vietnam War, World War I, and World War II. | |
| **Monday (“B” Day)** | | | **Tuesday/Wednesday** | | | **Friday** | |
| **Essential Question:**  - What are the different systems of government? | | | **Essential Question:**  - What is foreign policy? | | | **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:**  - What are the differences between foreign and domestic policy?  - What are the objectives of American foreign policy? | | | **H.O.T. Questions:**  - Why has the United States been involved in past international conflicts?  - How has the United States dealt with international conflicts in the past? | |
| **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:**  Show students an image of the Twin Towers under attack on September 11, 2001. Students will answer the following questions:   1. What events do these pictures represent? 2. Do countries have a responsibility to prevent war when possible? 3. What are the different methods that can be used to deal with conflict? | |
| **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 identify international conflicts in which the United States has taken part. They will analyze the role of the United States in these conflicts and apply foreign policy goals and tools to specific conflicts. | |
| **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:**  - Start by passing out the short quiz on different systems and forms of government. Students will be given several scenarios and asked to identify the system or form of government reflected by the scenario, based on the previous lessons.  - After finishing and going over the quiz, discuss student answers to the Bell Ringer question. Try to connect student answers and thoughts to the previous lesson about foreign policy goals/objectives and the tools in which countries may use to achieve them.  - Group students into 8 small groups of 2-3 students each. Distribute project sheets to each student and assign each group one of the following international conflicts:   * Bay of Pigs invasion * Cuban Missile Crisis * Gulf Wars I and II * Iran Hostage Crisis * Korean War * Vietnam War * World War I * World War II   - Each group will also receive a tablet, a poster board, and a graphic organizer containing questions that they will be asked to answer about their conflict. These questions include:   * When and where did the event occur? * Who was involved? * Why did the United States get involved? * How did the United States deal with the conflict? * How do American actions reflect foreign policy goals (from the previous lesson)? * What tools or methods of foreign policy did the United States use in this conflict? * What was the end result?   - Working in their pairs or small groups, students will research their given conflict, writing down answers to the provided questions in their graphic organizers. Once they have completed this, they will be asked to create a poster board about their event with the most important information on it. They will be encouraged to find photos, pictures, or cartoons online that apply to their event that they may use (and explain), as well.  - Students will have the entire period to work on this project, and they will be given an opportunity to finish the project during the next class, where we will present their findings. During presentations (next class), other students will take notes and fill out their own graphic organizers about these events.  **Evidence Based Writing: Analyze how and why individuals, events and ideas develop and interact over the course of the text and cite evidence.**  Why the United States get involved in this particular conflict? How did they use the tools of foreign policy in order to pursue their 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:**  - 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 quiz will measure student comprehension and retention of the previous week’s lessons, with an opportunity for re-teaching any material that the majority of students get incorrect. The in-class project will be started this class and finished the following class. The teacher will monitor students and assist with any issues that they have. | |
| **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:**  - 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 | 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 |