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| **Civics** | | | | | | | |
| **Civics Standards:**  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.  SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts. | | | | | | **Vocabulary:** 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; Terrorism, Bay of Pigs, Cuban Missile Crisis, Gulf Wars I and II, Iran Hostage Crisis, Korean War, Vietnam War, World War I, World War II | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (“A” Day)** | |
| **Essential Question:**  - How has the United States engaged in foreign policy? | | | **Essential Question:**  - How has the United States engaged in foreign policy in the past? | | | **Essential Question:**  - Why are natural rights considered “Enlightened” ideas? | |
| **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? | | | **H.O.T. Questions:**  - What were the causes of the Cold War?  - How did the U.S. use its containment policy to respond to the Berlin blockade, Cuban missile crisis, Korean War, and Vietnam War? | | | **H.O.T. Questions:**  - What are natural rights?  - How do you know that our democratic ideals were influenced by John Locke and Montesquieu? | |
| **Bell Ringer:**  Review question:  - What are the five main goals of U.S. foreign policy?  (students may use p. 585-587 to help them remember answers to this question) | | | **Bell Ringer:**  - Pass out Cold War timeline.  - Ask students to fill out the first two spots (1941, 1945) based on what we have learned in the previous lesson about World War II. They may use their books (p. 612) to look this up if they do not remember. | | | **Bell Ringer:**  Students will study for the Mini-Assessment #5. | |
| **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. | | | **Learner Outcome:**  Students will examine the causes of the Cold War. They will analyze how U.S. foreign policy determined responses to various crises and events. | | | **Learner Outcome:**  Students will begin their FSA review by analyzing the concept of natural rights. They will apply the ideas of Locke and Montesquieu to the founding and creation of the United States. | |
| **Whole Group:**  - Discuss student answers to the Bell Ringer question. Explain each goal to students and emphasize that although the tactics we use to accomplish these goals may differ, these are the objectives that we try to meet in our dealings with other countries.  - Break the class off into small groups. They will read p. 608-612 together in groups. The teacher will sit with groups who are struggling to read or stay on task and will read with them, explaining how foreign policy for the United States used to focus on isolationism.  - Individually, students will work on the questions at the end of the section (p. 612, 1-4). The teacher will help any students who need assistance.  **Evidence Based Writing: Analyze how and why individuals, events and ideas develop and interact over the course of the text and cite evidence.**  *p. 612 (#4):*  Why the United States get involved in World Wars I and II? What were the ultimate effects of American involvement in the wars, in terms of foreign policy? | | | **Whole Group:**  - Begin class by passing out the Cold War timeline. As a Bell Ringer, students will fill out the first two boxes (1941 and 1945) as a review from the previous lesson. They may use their book (p. 612) to help them with this.  - Discuss student answers to the Bell Ringer questions/Cold War timeline. Emphasize that the end of World War II did not usher in an era of peace, but rather started a “Cold” War that never led to direct war between the US and Soviet Union, but rather was a period of 45 years of international tension.  - As a whole group, begin reading p. 614-618. Emphasize to students that communism was an ideology opposed to capitalism (the system that we have here), and that the United States saw it as incompatible with democracy.  - Walk students through the next box on the timeline (1948 = Berlin Blockade).  - Release students to work individually or in small groups to continue reading p. 614-618. As they read, they will fill out the rest of their timelines with key events corresponding to the provided dates. Once they finish reading, they will answer questions 1-3 on p. 618.  **Evidence Based Writing: Analyze how two or more texts address similar themes and topics and cite evidence**  *p. 618 (#2B):*  How did the US response to the Berlin Blockade and the Cuban Missile Crisis differ? | | | **Whole Group:**  - If any presentations have not been finished yet, we will begin class by finishing the remaining presentations from the international conflicts lesson.  - Otherwise, we will begin class by giving students several minutes to review their notes in order to study for the Mini-Assessment #5.  - As a class, we will take Mini-Assessment #5. Students will have about 30 minutes to finish this. We will grade it together using the markers that students used for their posters in the previous classes to prevent any kind of cheating or changing of answers by students. The teacher will explain (or ask students to explain) the correct answers as we go through them.  - After collecting Mini-Assessment #5, we will begin our review for the FSA test. Students will receive a study packet containing several readings and several worksheets. We will work on the worksheet that deals with the Enlightenment and the ideas of John Locke, the Baron de Montesquieu, and Jean Jacques Rousseau. Students will answer the corresponding questions that go with the review reading. They make work together on these questions. As students work on this, the teacher will circulate around the room and offer help to students who require assistance with the material (or with staying on task).  - As an exit ticket, students will answer the following question in several sentences:  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  How do you know that our democratic ideals were influenced by John Locke and Montesquieu? Give at least one example for each Enlightenment philosophe. | |
| **Assessment:**  - The classwork assignment will be collected and graded. The final question about WWI and WWII will segue into the following lesson and will be emphasized in small groups. | | | **Assessment:**  - The timeline and p. 618 (1-3) will both be collected and graded as classwork assignments. The timeline will be returned to students the following class as notes for themselves. | | | **Assessment:**  - Mini-Assessment #5 will count as a quiz grade. The review handout and exit ticket will be graded as classwork. The previous two iCivics games will count as a homework grade. | |
| **Home Learning:**  - Play “Immigration Nation” and “Supreme Decision” on iCIvics as review games (due Sunday).  - Finish classwork assignment. | | | **Home Learning:**  - Play “Immigration Nation” and “Supreme Decision” on iCIvics as review games (due Sunday).  - Study for Mini-Assessment #5 quiz. | | | **Home Learning:**  - Play “Responsibility Launcher” and “Supreme Decision” on iCivics.org as review games. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Graphic Organizers  Cooperative Learning | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Break long assignments into small, sequential steps  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P1 - | | Choose an item. |
| P2 – YM | Graphic Organizers  Cooperative Learning | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Graphic Organizers  Cooperative Learning | P4 – GD-K; AT-K; OW-504 | | Break long assignments into small, sequential steps  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 - | | Choose an item. |
| P5 – AR; EG | Cooperative Learning  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Break long assignments into small, sequential steps | P5 - | | Choose an item. |
| P6 – FB | Cooperative Learning  Graphic Organizers | P6 – GN-504 | | Break long assignments into small, sequential steps | P6 - | | Choose an item. |
| P7 – PA; ES | Cooperative Learning  Graphic Organizers | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Break long assignments into small, sequential steps  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P7 - | | Choose an item. |
| P8 AP; KS; CS | Cooperative Learning  Graphic Organizers  Bilingual Dictionaries | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Research and Independent Study |