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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:**  - How has the United States engaged in foreign policy in modern times? | |
| **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 global problems and trade issues has the United States faced since the end of the Cold War?  - What impact has terrorism had on the United States and its foreign policy since the September 11, 2001, attacks? | |
| **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 fill out their Modern World Conflicts map. | |
| **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 examine the various global problems that have arisen since the Cold War. They will analyze the impact that terrorism has had on US foreign policy. | |
| **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:**  - Begin class by distributing the world maps. Students will be given about 15 minutes to work together in their groups to find each of the 15 assigned countries on the map (using the maps at the back of their textbooks). These countries are important world countries or “hot spots” relating to their reading, and it will help them to better visualize their reading of the day’s lesson.  - While students are working on their maps, pass out graphic organizer for the day’s lesson, which has broken down the reading into geographic sections.  - Begin reading p. 619-624 as a whole group. The teacher will lead students through the first few paragraphs and the first section of the graphic organizer, modeling how students should complete this worksheet.  - Release students to continue reading p. 619-624 on their own or in their groups. As students read, each section will have one or two questions on their graphic organizer that they will answer. The teacher will work with groups who are having difficulty with answering these questions or with staying on task by reading with them and by explaining these conflicts in more detail and by utilizing the maps completed during the Bell Ringer.  - As an exit ticket, students will apply what they have learned from the reading to answer the following question in several sentences:  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  What impact has terrorism had on the United States and its foreign policy since the September 11, 2001, attacks? Give specific examples? | |
| **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:**  - The graphic organizer will be collected and graded as classwork. The teacher will circulate while students are working to assess their level of understanding with the reading and to correct any deficiencies. | |
| **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 “Immigration Nation” and “Supreme Decision” on iCIvics as review games (due Sunday).  - Finish classwork assignment. | |
| **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 |