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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? | | | **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 role has the United States played in past international conflicts?  - How have previous international conflicts reflected American goals and strategies? | | | **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:**  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? | | | **Bell Ringer:**  Pass out handout with several FSA-style questions related to foreign policy and international organizations. | | | **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 role that the United States has played in previous 20th and 21st century conflicts. They will apply foreign policy goals and strategies to these specific conflicts. | | | **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. 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.  - While students work on this project, they will be called up individually for data chats for Benchmark #3  **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? | | | **Whole Group:**  - Begin class with Bell Ringer review questions. Students will answer the questions and write why they chose that answer. We will go over these together as a class, with the teacher asking students to explain their answers. This should take no more than 15 minutes.  - Resume work on student projects from previous class period. Students will have about 20 minutes to complete their posters. They should have already completed the graphic organizers in the previous class and started the poster boards, and they will finish the poster boards by about halfway through class.  - Students will present their poster boards. Each group will be given about 5 minutes to cover the important facts about their conflict and how the United States responded in the conflict.  - As groups present their conflict or war, all other students will be given a chart to complete where they will take notes on the presentations.  - We will close class with a short writing assignment as the exit ticket (see below):  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  Pick one of the conflicts that we learned about today from the presentations. Do you think the end result of the conflict benefited the United States? Why or why not? | | | **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 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. | | | **Assessment:**  - The in-class project will be finished, presented to the class, and graded. The presentation organizer/notes will be graded as a separate grade from the project, but they will be collected in the following class right before the mini-assessment (in order to give students an opportunity to use their notes to study). | | | **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 Thursday). | | | **Home Learning:**  - Play “Immigration Nation” and “Supreme Decision” on iCIvics as review games (due Thursday).  - 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 |