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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.4.3 Describe examples of how the United States has dealt with international conflicts.  SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. | | | | | | **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, Iraq, Afghanistan; democracy; monarchy; autocracy; oligarchy; republic; multiple perspectives; public policy; John Locke; Baron de Montesquieu; Enlightenment | |
| **Monday (“A” Day)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - How has the United States engaged in foreign policy in modern times? | | | **Essential Question:**  - How has the United States engaged in foreign policy? | | | **Essential Question:**  - Why are natural rights considered “Enlightened” ideas? | |
| **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? | | | **H.O.T. Questions:**  - How are democracies, monarchies, dictatorships, and oligarchies similar to and different from each other?  - Why is it important to understand multiple perspectives about an issue?  - How has the United States used its foreign policy goals to engage with the world in the Cold War and in its fight against terrorism? | | | **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:**  Students will fill out their Modern World Conflicts map. | | | **Bell Ringer:**  - Pass out handout with FSA style questions regarding foreign policy and forms of government. | | | **Bell Ringer:**  Students will study for the Mini-Assessment #5. | |
| **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. | | | **Learner Outcome:**  Students will review for the Mini-Assessment #5 next class by differentiating between forms of government. They will also review by applying foreign policy goals to the different conflicts faced by the United States in the previous 100 years. | | | **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:**  - 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? | | | **Whole Group:**  - Begin class by passing out the Bell Ringer handout which contains several FSA style questions about the previous lesson. Students will have several minutes to answer these questions. We will go over them as a class, with the teacher asking students to explain the correct answers.  - Distribute review handout to students. Students will work together in groups to look up and answer the review questions covering the topics of multiple perspectives, forms of government, foreign policy, and international organizations. These questions will vary in level from recall questions to analysis questions. The teacher will work with groups having trouble with the questions and will re-teach concepts that students are struggling with.  - We will set aside the final 20-30 minutes of class toward playing a review Kahoot. We will play in teams (not individually) using the classroom Android tablets. The Kahoot questions will cover the same concepts as the review sheet questions (and in some cases, will be exactly the same). The winning team will receive a small reward (candy?).  **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.**  *Review Question:*  When faced with a public policy issue, how can citizens participate in the debate? Why is it important to consider multiple viewpoints or perspectives? How do lawmakers decide which option would be the best choice, and why? | | | **Whole Group:**  - We will begin class by giving students several minutes to review their notes in order to study for the Mini-Assessment #5. The teacher will also answer any last-minute questions that students have.  - As a class, we will take Mini-Assessment #5. Students will have about 30 minutes to finish this. They may write directly on the tests. We will grade it together using pens or markers 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 may work together with those in their groups 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: Support claim(s) with logical reasoning and evidence that demonstrates an understanding of the topic or text, using credible sources.**  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 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. The previous week’s two iCivics games will count as a homework grade. | | | **Assessment:**  - The Bell Ringer and Kahoot questions will allow the teacher to evaluate where the class stands on various subjects and standards. The review sheet will be collected at the beginning of the following class as a classwork grade. | | | **Assessment:**  - Mini-Assessment #5 will count as a test grade. The review handout and exit ticket will be graded as classwork. The two iCivics games assigned throughout the week will count as a homework grade. | |
| **Home Learning:**  - Play “Responsibility Launcher,” “Race to Ratify,” and “Represent Me!” on iCIvics as review games (due Sunday).  - Finish classwork assignment.  - Study for Mini-Assessment #5 test. | | | **Home Learning:**  - Play “Responsibility Launcher,” “Race to Ratify,” and “Represent Me!” on iCIvics as review games (due Sunday).  - Study for Mini-Assessment #5 test by finishing the review questions worksheet. | | | **Home Learning:**  - Play “Responsibility Launcher,” “Race to Ratify,” and “Represent Me!” on iCIvics as review games (due Sunday). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Recap of Key Points  Games | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Allow extended time frames to complete assignments, projects and tests  Preferential seating with proximity control | P1 - | | Choose an item. |
| P2 – YM | Recap of Key Points  Games | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Allow extended time frames to complete assignments, projects and tests  Preferential seating with proximity control | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Recap of Key Points  Games | P4 – GD-K; AT-K; OW-504 | | Allow extended time frames to complete assignments, projects and tests  Preferential seating with proximity control | P4 - | | Choose an item. |
| P5 – AR; EG | Recap of Key Points  Games  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Allow extended time frames to complete assignments, projects and tests | P5 - | | Choose an item. |
| P6 – FB | Recap of Key Points  Games | P6 – GN-504 | | Allow extended time frames to complete assignments, projects and tests | P6 - | | Choose an item. |
| P7 – PA; ES | Recap of Key Points  Games | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Allow extended time frames to complete assignments, projects and tests  Preferential seating with proximity control | P7 - | | Choose an item. |
| P8 AP; KS; CS | Recap of Key Points  Games  Bilingual Dictionaries | P8 – AC-504 | | Allow extended time frames to complete assignments, projects and tests | P8 – DA | | Problem Based Learning |