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| **Civics** | | | | | |
| **Social Studies 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. | | | | **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 | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - What are the different forms that government can take in the world? | | **Essential Question:**  - What are the different systems of government? | | **Essential Question:**  - What is foreign policy? | |
| **H.O.T. Questions:**  - How are democracies, monarchies, oligarchies, and autocracies set up?  - Who has power within these forms of government?  - How are they similar to and different from each other? | | **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:**  - How are foreign and domestic policy different from each other?  - How have the objectives of American foreign policy been chosen and put into action? | |
| **Bell Ringer:**  Watch <https://www.youtube.com/watch?v=vdh9xo47OWM> – “FLVS Going Global: Forms of Government.” Students will write down what they think would have been the best form of government for the islanders, and then we will discuss their answers. | | **Bell Ringer:**  Ask students to answer several EOC-style questions on Microsoft Forms regarding forms of government as a review from the previous lesson and to connect into the 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? | |
| **Learner Outcome:**  Students will differentiate between the different forms of government. They will analyze how each form of government is set up and who controls power within each form of government. | | **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 have been created and implemented. | |
| **Whole Group:**  - Play the video at [https://www.youtube.com/watch? v=vdh9xo47OWM](https://www.youtube.com/watch?%20v=vdh9xo47OWM) – “FLVS Going Global: Forms of Government.” Then discuss student responses to the Bell Ringer question as to what they think would have been the best form of government for the islanders.  - Post on Teams a graphic organizer notes page, and direct students to take notes on a PowerPoint that is displayed to students. Go through the PowerPoint together as a class, with students taking notes about the different forms of government on their Word doc graphic organizers.  - After finishing the notes, display a quick series of review questions on the PowerPoint that asks students to identify which form of government best fits the given scenario. We will do this together as a class, with additional instruction given for any scenario in which a significant number of students miss the question.  - Have students go to the assignments tab on Teams, where they will work on a “Who Rules?” worksheet. Students will work in small groups (via Breakout Rooms) to read through examples of countries and to identify the form of government for each. The teacher will work with groups that are struggling with this to ensure that students understand the lesson and get the correct answers.  - Then students will continue to work on the second part of the classwork worksheet, which gives students additional questions and a vocabulary exercise.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Which form of government would be best for the island community seen in the Bell Ringer video? Why? | | **Whole Group:**  - Students will begin by working on the EOC-style Bell-Ringer questions.  - 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 a Word document posted on Teams.  - In groups via Breakout Rooms, 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 move between video calls and work with groups who are having difficulties with the scenarios.  - As a writing assignment, students will complete the Evidence Based Writing question found below.  **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. | | **Whole Group:**  - Class will begin with the Bell-Ringer assignment, and students will have about 10 minutes to type their thoughts. Then, we will discuss their answers as a whole group. Give some background information on the atomic bomb and World War II. Also take some time to discuss the idea that how the United States interacts with the world is incredibly important, both for us and for other countries.  - Display several PowerPoint slides for the class that discuss the difference between domestic (“at home”) and foreign (“abroad”) policy. Go over a few examples with students to help them differentiate between the two.  - Then release students to work on their classwork assignment. They will read a PDF of p. 584-589, a section which covers foreign policy. They will fill out a Word document with a 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 students 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. This will go into the gradebook for the 4th Quarter.  **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? | |
| **Assessment:**  - The teacher will ensure that students take notes in class, and the PowerPoint questions will allow the teacher to evaluate student learning and understanding during the lesson. The worksheet will be collected and graded as classwork | | **Assessment:**  - The EOC 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 writing prompt, will be collected for a classwork grade. | | **Assessment:**  - The graphic organizer/notes and Bell Ringer questions will be collected and graded. The teacher will spot check assignments on Teams to gauge student understanding and to help teach/re-teach any material that students struggle with. | |
| **Home Learning:**  - Finish classwork.  - Final day for late work is Friday, 3/19/21. | | **Home Learning:**  - Finish classwork.  - Final day for late work is Friday, 3/19/21. | | **Home Learning:**  - Finish classwork.  - Study for quiz on different systems and forms of government. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Graphic Organizers  Focus on Key Words | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Provide key concepts or vocabulary prior to lesson presentation  Highlight key words in lessons |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Graphic Organizers  Focus on Key Words | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide key concepts or vocabulary prior to lesson presentation  Highlight key words in lessons |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Graphic Organizers  Focus on Key Words | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Provide key concepts or vocabulary prior to lesson presentation  Highlight key words in lessons |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Graphic Organizers  Focus on Key Words | P8 – EF-V/K; YP-K | Provide key concepts or vocabulary prior to lesson presentation  Highlight key words in lessons | P8 - SB | Problem Based Learning |