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| **Civics** | | | | | |
| **Social Studies 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. | | | | **Vocabulary:**  domestic policy; foreign policy; national security; treaty; executive agreement; ambassadors; trade; tariff; embargo; diplomacy; alliance; World War I; World War II; terrorism; nuclear weapons; isolationism; Cold War; world peace; foreign aid; military force; nuclear weapons | |
| **Monday (“B”)/Tuesday (“A”)** | | **Wednesday (“B”)/Thursday (“A”)** | |  | |
| **Essential Question:**  - What is foreign policy? | | **Essential Question:**  - How has the United States engaged in foreign policy? | |  | |
| **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? | | **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? | |  | |
| **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? | | **Bell Ringer:**  Play Kahoot review game on forms and systems of government to prepare for upcoming quiz. | |  | |
| **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. | | **Learner Outcome:**  Students will identify international conflicts in which the United States has taken part in the past. They will analyze the role of the United States in these conflicts and apply foreign policy goals and tools to specific conflicts. | |  | |
| **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? | | **Whole Group:**  - Play review Kahoot on forms and systems of government.  - Students will take a short quiz on Microsoft Forms about the forms and systems of government. Give students about 15 minutes for the 10 questions on the quiz, and students will submit the quiz when they are done.  - Direct students to a review worksheet on Teams about differentiating between domestic and foreign policy. Give students a few minutes to work on this, and then go over it as a class. Also review the goals of foreign policy from last class. 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.  - Begin to read a PDF of p. 608-612 with the class, which covers the history of American foreign policy through World War II. The assignment on Teams will have a Word doc that contains a reading guide that has a key question or two for each of the seven sections of the reading. Read the beginning section on isolationism together with the class and guide them toward finding the main idea of the section and answering the key questions provided on their handout.  - Have students individually read the next section on the War of 1812. Give them about 8-10 minutes to read this section and to write down their answers to the key questions provided to them. Call on students to offer their answers, and discuss these with the class.  - Then release students to work on completing the rest of the reading and on answering the rest of the guided questions. The teacher will work with students or 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, but that this changed with World War II.  **Evidence Based Writing: Analyze how and why individuals, events, and ideas develop and interact over the course of the text. Cite evidence to explain these interactions.**    Why did 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? | |  | |
| **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. | | **Assessment:**  - The quiz will assess how well students have learned and comprehended the previous lessons on forms and systems of government. The classwork assignment will be collected and graded. The final question about WWI and WWII will segue into the following lesson. | |  | |
| **Home Learning:**  - Finish classwork.  - Study for quiz on different systems and forms of government. | | **Home Learning:**  - Finish classwork assignment. | |  | |
| **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 | Recap of Key Points  Chunking | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Give directions in small steps & few words as possible  Provide important dates in writing |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Recap of Key Points  Chunking | P2 – CB-K/F; CT-504; JV-504; NW-K | Give directions in small steps & few words as possible  Provide important dates in writing |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Recap of Key Points  Chunking | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Give directions in small steps & few words as possible  Provide important dates in writing |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Recap of Key Points  Chunking | P8 – EF-V/K; YP-K | Give directions in small steps & few words as possible  Provide important dates in writing | P8 - SB | Flexible Grouping |