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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.4.2 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; foreign aid; treaty; executive agreement; ambassadors; trade; tariff; embargo; diplomacy; alliance; World War I; World War II; terrorism; nuclear weapons; isolationism; Cold War; communism; socialism; 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 (“B”)/Tuesday (“A”)** | | **Wednesday (“B”)/Thursday (“A”)** | | **Friday (“B” Day)** | |
| **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? | | **Essential Question:**  - What do international organizations do? | |
| **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? | | **H.O.T. Questions:**  - What role does the United States have in international organizations?  - How may governments and citizens participate in international organizations? | |
| **Bell Ringer:**  - Post Cold War timeline on Microsoft Teams.  - 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 the PDF posted of our previous assignment before the break to help them to remember. | | **Bell Ringer:**  Post several review EOC-style questions about the previous lessons. Students will answer them, and then we will go over them as a class. | | **Bell Ringer:**  Post several review EOC-style questions about the previous lessons. Students will answer them, and then we will go over them as a class. | |
| **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. | | **Learner Outcome:**  Students will examine the role that international organizations play in the world. They will also analyze the ways that both citizens and the US government participate in international organizations. | |
| **Whole Group:**  - Begin class by directing students to a Word document posted on Teams, of which Part A will have a 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 the PDF reading from their previous assignment to assist them.  - Go through a PowerPoint with the class that will help them to fill out the rest of their 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. Instead, this was a period of 45 years of international tension and small, local, “proxy” wars. Continue on with the PowerPoint through the Cold War, covering the major incidents and topics that students must know about the fight between capitalism and communism. Include a short video clip or two that ties into this. As students watch the PowerPoint and follow along, they should fill out their Cold War timeline as a notes page for themselves.  - Post a PDF of pg. 614-618 as a supplement for students on the Microsoft Teams page. Students should read through this and answer questions 1-3 on pg. 618.  **Evidence Based Writing: Analyze how two or more texts address similar themes and topics, citing evidence.**    *p. 618 (#2B):*  How did the US response to the Berlin Blockade and the Cuban Missile Crisis differ? | | **Whole Group:**  - Discuss the Bell Ringer questions, calling on students to give the correct answer and to explain it to the class.  - Post a “Modern World Conflicts” map for students with certain countries highlighted and labeled. Students should share with the class in the chat on Teams which countries that they have heard of, and which countries that they have not.  - Play for the class a short video clip that discusses 9/11 and the American response to it. Discuss with the class their impressions of this. What response do they think that the United States should have engaged in with their foreign policy?  - Direct students to the PDF on Microsoft Teams of the class reading, pg. 619-624 from the textbook. This covers a section on modern conflicts throughout the world, including the US responses to terrorism. Have students open the accompanying Word doc, which contains a series of questions that go with the reading -- some will be fill in the blank, some will be true/false, and some will be multiple choice.  . We will begin to read the PDF together, and we will answer the first several questions together. Then, put students into groups/Breakout Rooms and allow them to work together to complete the rest of the questions, with the teacher offering assistance when needed.  - The final question will be an essay question that asks students to write several sentences in answering the following question:  **Evidence Based Writing: What are the important features or characteristics 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:**  *[Note: the teacher may be testing during these days, depending on the time. A substitute may be in the classroom.]*  - Discuss the Bell Ringer questions, calling on students to give the correct answer and to explain it to the class.  - Post on Microsoft Teams the iCivics “International Organizations” reading. Students should read through this one-page handout, identifying key terms such as NGOs, learning what international organizations do throughout the world, and how they have been formed as agreements or treaties between countries. Students should underline or highlight the important parts of the reading.  - There will also be a PowerPoint posted containing 6 specific International Organizations:   * United Nations * North Atlantic Treaty Organization * European Union * World Health Organization * Red Cross/Crescent * World Bank   - If the teacher is present, we will go through this PowerPoint together. If the teacher is testing and a substitute is in the classroom, then the students will look at the PowerPoint on their own.  - Direct students to a Word doc that contains several questions relating to the reading and the PowerPoint. Students will answer questions about the International Organizations by being given several scenarios and deciding which organization would best be able to handle or respond to that situation, and why.    **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.**    What is one activity almost all the organizations you learned about are involved in doing? Why do countries think this might be an important thing to do? | |
| **Assessment:**  - The classwork assignment on pg. 618 (1-3) will be collected and graded, as well the Cold War timeline notes page. | | **Assessment:**  - The student responses and short paragraph will be graded as a classwork grade. | | **Assessment:**  - The student responses to the reading and the international organization scenarios will be turned in as a classwork grade. | |
| **Home Learning:**  - Finish classwork assignment. | | **Home Learning:**  - Finish classwork assignment. | | **Home Learning:**  - Finish classwork assignment.  - Begin reviewing for test. | |
| **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 | Focus on Key Words  Teacher Made Questions | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Highlight key words in lessons  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Focus on Key Words  Teacher Made Questions | P2 – CB-K/F; CT-504; JV-504; NW-K | Highlight key words in lessons  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Focus on Key Words  Teacher Made Questions | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Highlight key words in lessons  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Focus on Key Words  Teacher Made Questions | P8 – EF-V/K; YP-K | Highlight key words in lessons  Emphasize content rather than spelling in writing communication | P8 - SB | Flexible Grouping |