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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 (“A”)** | | **Tuesday (“B”)/Wednesday (“A”)** | | **Thursday (“B” Day)/Friday (“A” Day)** | |
| **Essential Question:**  - What do international organizations do? | | **Essential Question:**  - How can I succeed on the “Foreign Policy” unit test? | | **Essential Question:**  - How can I succeed on the “Foreign Policy” unit test? | |
| **H.O.T. Questions:**  - What role does the United States have in international organizations?  - How may governments and citizens participate in international organizations? | | **H.O.T. Questions:**  - What do I already know well about the material from this unit, and what areas do I need to study further?  - How are different countries throughout the world set up?  - How has the United States interacted with the world, both in the past and in the present? | | **H.O.T. Questions:**  - How does domestic policy differ from foreign policy?  - How has the United States pursued its foreign policy goals? | |
| **Bell Ringer:**  Why does foreign policy matter to us in our everyday life? | | **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:**  Log into Kahoot to review for our test today. | |
| **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. | | **Learner Outcome:**  Students will review for their test by evaluating their knowledge of the previous unit, using the review sheet to look up and correct any areas in which they are deficient. They will differentiate between the different forms and system of government throughout the world, and they will analyze the effects of American foreign policy in the world wars, the Cold War, and fighting against terrorism. | | **Learner Outcome:**  Students will test their knowledge of the previous unit by differentiating between foreign policy and domestic policy. They will also identify American foreign policy goals and analyze how certain actions have helped to pursue national security, open trade, peace, democracy, and aid for those in need. | |
| **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 question, calling on students to share their responses.  - 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 part of the reading posted that discusses 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 reading together. If the teacher is testing and a substitute is in the classroom, then the students will look at the reading 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 discussing the main purpose, goals, and abilities of each of these groups.    **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 do we need international organizations that stretch across the borders of countries? Give evidence from the reading to support your answer. (If you’re stuck, think about the nature of problems in the world. Do they always fit neatly within the borders of countries?) | | **Whole Group:**  - Discuss the Bell Ringer question with the class, calling on volunteers to answer the Qs and going over the correct answers (and the strategies to process the questions/eliminate answer choices).  - For classes that missed time because of testing, we will spend some time reviewing the key concepts of terrorism and international organizations using a PowerPoint, with students taking notes.  - Introduce the iCivics review games project to students, where students will be offered a choice of a number of iCivics games to play over the following several weeks. They must play a certain amount of them (most likely 3 out of 5 offered) and document this in order to receive credit. Answer any questions about this upcoming project.  - Afterwards, put the class into groups on Teams. Direct them to their group channels, where they will find a shared document that contains the review sheet for the test. This review sheet will have key ideas and definitions that need to be matched together, a list of scenarios where students will identify whether a policy is domestic or foreign, and a set of examples where students will identify which form or system of government is being described. There will also be several short answer review questions about the unit in general that students will need to answer.  - The teacher will model a question or two for the class. Then the teacher will start Breakout Rooms with each group, and groups should work together to divide up the review sheet and help each other with answering the questions. The teacher will move from group call to group call to monitor their work and to help groups with any questions that they might have.  - In the last few minutes of class, the teacher will direct students on how to download a copy of their shared work for the day so that they may have their own copy of the review sheet to study. The teacher will also post links to a review game that students may play on their own to study.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**  Why was the Cold War called a “cold war?” What were its important features that resulted in this name? | | **Whole Group:**  - Display the Kahoot game pin number on screen for those at home and in person, and direct students to go to Kahoot in order to play a review game before the test. The Kahoot will contain key vocabulary terms, short scenarios, and even modified test questions for students to play through.  - The game should take about 20-30 minutes to play. While playing, the teacher may pause the game if a large number of students are getting a question wrong in order to explain it and re-teach the concept.  - Once the Kahoot game has been completed, we will devote 5-10 minutes to any final questions that the class might have. If the class does not have any questions, the teacher will spend the time to go through some of the questions on the review sheet that were not also on the Kahoot that students might have struggled with. The teacher will call on students to provide answers to the class for these questions.  - Walk students through how to find the test on the Assignments tab. The test will be taken through Microsoft Forms, and correct answers and explanations will be provided to students automatically once they submit their test.  - Release the class to work on the test. They may take the rest of the period to complete the questions, which will be mostly multiple choice.  - If any students finish early, they may start to play the iCivics games that have been assigned for the upcoming weeks as part of the iCivics review project. They may also go back to any missing or incomplete assignments that they have for Civics class and complete them.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Why did the United States join the fighting in World War I and World War II? How did this reflect the foreign policy goals of the United States? | |
| **Assessment:**  - The student responses to the reading will be turned in as a classwork grade. | | **Assessment:**  - The review sheet worked on by each group will be graded as a classwork assignment. The Bell Ringer will serve as an informal assessment and give students a chance to practice their knowledge before the test and the teacher a chance to correct/reteach any concepts that the class has struggled with. | | **Assessment:**  - The test will be graded as a test grade and will provide the teacher with detailed feedback of how well students have learned and understood the lessons of the previous unit. The feedback given by Forms will give the teacher data to guide future re-teaching of concepts that students have not mastered. | |
| **Home Learning:**  - Finish classwork assignment.  - Begin reviewing for test. | | **Home Learning:**  - Study for test next class. | | **Home Learning:**  - Begin to play iCivics review games.  - Work on any missing/make up work. | |
| **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 | Extended Time  Bilingual Dictionaries | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Provide positive reinforcement for following rules or directions  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Extended Time  Bilingual Dictionaries | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide positive reinforcement for following rules or directions  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Extended Time  Reference Tools | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Provide positive reinforcement for following rules or directions  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Extended Time  Reference Tools | P8 – EF-V/K; YP-K | Provide positive reinforcement for following rules or directions  Allow extended time frames to complete assignments, projects and tests | P8 - SB | Problem Based Learning |