

Grade 11-12

Distance Learning Module 9: Week of: 6/1/2020-6/5/2020

Civics & American Government - Modified from [Unit 3 - Governing By Consensus- Part III](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Structure and function of the three branches of Government
- The roles and powers of leaders from the three branches
- Federalism, states' rights, and local control

Vocabulary: consensus, majority, public opinion, constitutional democracy, Representative Democracy, bicameral, checks and balances, separation of powers, limited power of government, impeach, commander in chief, executive, legislative, judicial, ratification, veto, pocket veto, Cabinet, executive agreements, executive order, State of the Union Address, ambassadors, diplomatic recognition, reprieves, pardons, concurrent powers, jurisdiction, federalism, amendment

Skills: explaining points of agreement, disagreement, and interpretations, explaining the value of inquiry, distinguishing between Constitutional powers and responsibilities in government, evaluating multiple procedures for governmental decisions, evaluating various explanations, analyzing the structure of primary sources, supplying relevant data and evidence to support claims, clear and coherent journaling, synthesizing multiple sources

Expectation:

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
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| Monday: Presidential Power | The US Needs Checks on Presidential Power | <ol style="list-style-type: none">1. Do we need checks on Presidential power?(Teacher assigned discussion board, class discussion or journal -possibly submit in writing if students do not participate in class discussion)2. Schedule a time to have a conference with your teacher regarding your Civic Action Plan progress. |

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
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| Tuesday: Discovering the Executive Branch | <p>Examine the links provided to identify the key components and responsibilities of the Executive Branch. How does the executive branch “execute” the laws? Use this knowledge tomorrow to respond to the question about the President’s legacy.</p> <p>White House.gov, the Executive Branch</p> <p>usa.gov Executive Branch</p> | <p>Identify: The Executive Office of the President. The Cabinet, The Independent Government Agencies, boards, commissions & committees.</p> <p>Diagram: electronically or with a drawing, show the size and scope of the Executive Branch including all of the pieces listed above.</p> |
| Wednesday: A President’s Legacy , How does a president's ability to build consensus determine the success or failure of his administration / presidency? | <p>How does a president's ability to build consensus determine the success or failure of his administration / presidency? Discussion of a president’s power and effectiveness related to his ability to build consensus? (A solid opportunity to use for discussion here is the State of the Union. The President taking credit for all accomplishments.)</p> <p>Links to each State of the Union address</p> <p>Time: 2020 Trump's State of the Union</p> <p>NPR Obama State of the Union</p> | <p>Students generate an op-ed piece, a Flip-grid, journal or discussion board? (assigned at the discretion of the teacher)</p> <p>Prompt: “Given the size and scope of the Executive Branch, can any individual president take responsibility or blame for the accomplishments or shortcomings of the Executive Branch while he is in office?” Explain. Offer examples.</p> |
| Thursday: The Court system and the power of the Supreme Court. | Introduction to Judicial branch | Judicial System guided question |
| Friday: CAP Workday Work in your groups to answer at least one of the questions you have listed in your Probposol. OR Work on more research into the people /organizations involved in | Final Civic Action Plan- Stott | <p>Log all the work on your CAP on the CAP log.</p> <p>Complete Journal reflections as assigned.</p> <p>Be sure you have personally met or arranged a meeting with your teacher to discuss CAP progress.</p> |

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| your topic. OR Communicate (survey, phone calls, emails) with whatever powers that be to go further in accomplishing your task | | (Civic Action Plans will be submitted, Seniors first, beginning on 6/8. First submitted, first graded. Other students will be scheduled per teacher discretion.) |

Week criteria for success (attach student checklists or rubrics):

Monday: Do we need checks on Presidential power? teacher assigned accountability

Tuesday: Diagram all elements of the Executive Branch

Wed: flipgrid, journal, or discussion board: teacher assigned. Is the President fully responsible for his/her own legacy?

Thurs: Judicial System Questions re: Slide Show on Judicial Branch

Friday: CAP workday, entries in CAP log, plan conference with Teacher.

Supportive resources and tutorials for the week (plans for re-teaching):