

Grade 11/12

Distance Learning Module 8: Week of: 5/25/2020-5/29/2020

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

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)
Monday: Memorial Day/ No School		
Tuesday: Researching current political issues /legislation	Discovering what the Legislature does. Search Current Legislation: Congress.gov Ct General Assembly Active Bills	Submit your Discovering What the Legislature does document - (the letter you'll be working on Wednesday and Thursday will build off this research) Discovering what the legislature does.
Wednesday: Applying analysis of local Bills to civic involvement - writing a letter to a legislator requesting action, support or understanding.	How to Write Effective Letters to Congress This information can apply to any government official or similarly to anyone you are seeking support from on the issue/problem you are	Letter to Legislator.docx

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	addressing with your CAP. Letter to Legislator.docx **Combine your CAP workday and the letter assignment. Communicate formally to someone you would like to get on board with your CAP and solicit help on the issue or problem you selected.	
Thursday: Finalize and send the letter relevant to your Civic Action Plan	Proofread letters to Congress	<ul style="list-style-type: none"> ● Send the letters. ● Complete the following entry in your personal CAP activity log: Who did you write to and how are you expecting the letter to be received? How will your CAP be impacted by this action?
Friday: Article II Constitution- Executive Branch	Article II of the Constitution: Khan Academy Executive Branch slides Examine the Powers (formal and informal) of the US President.	Complete the Khan Academy tutorial & quiz check-up. Identify: Formal and Informal Powers of the President - share /"turn in" a photo or document of your notes on google classroom

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

Check When Completed:

- ☐ Research into current legislation, complete guided discovery google doc.
- ☐ Letter to Legislator
- ☐ Send your letter. Complete discussion board reflection on the intent of the letter.
- ☐ Identify: Formal and Informal Powers of the President - share a photo or document of your notes.
- ☐ Complete the Khan Academy tutorial & quiz check-up.

Supportive resources and tutorials for the week (plans for re-teaching): Khan Academy - formal and informal executive powers