**Road Map and Learning Targets/Objectives for Mr. Kay’s Class**

**Week of November 30th**

**American Government:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Quiz Quiz Trade on chapters 10, 11, and 12 (Cooperative learning)**
3. **Big 3 Warm Ups (Bell Ringer)**
4. **Know it? Show it! Chapters 10 and 11 (Exit Ticket)**
5. **Cornell Notes: Chapter 10 (Note taking)**
6. **Writing Tracker (writing exercise)**
7. **Literature Analysis #3 SAT Close and Critical Reading due next Monday**
8. **Power Point Review Presentations for chapters 10 and 11**
9. **Assessments and Extended Learning Opportunities**
10. **5 Big 3 Warm Ups this week: 4th set of Big 3 Warm Ups are due next Friday**
11. **Turn in Cornell Notes for Chapters 10 Notes on Friday**
12. **Know it? Show it! For sections 1 through 4 chapter 10**
13. **Chapter 10 Chapter Outline for extended learning opportunity**
14. **One writing tracker exercise this week**
15. **Chapters 10, 11, and 12 Quiz Quiz Trade Cards due on Friday**

**\*Subject to modification and change throughout the week**

**American Government:**

 C. **Learning Targets and Objectives
 \*Students will be able to explain why the Constitution provides for a bicameral Congress.**

 **\*Students will be able to analyze the formal and informal qualifications for election to the House.**

 **\*Students will be able to explain the difference between a term and a session of Congress.**

 **\*Students will be able to describe a typical congressional election and congressional district**

 **\*Students will be able to describe a situation in which the President may convene or end a session of**

 **Congress.**

 **\*Students will be able to explain how House seats reapportioned among the States after each census.
 \*Students will work to test each other with critical thinking questions during Quiz Quiz trade learning**

 **activity.
 \*Students will remember, understand, analyze, evaluate, and create.**

 **\*Students will be able to explain how House seats are distributed and describe the length of a term in**

 **the House.**

 **\*Students will be able to compare the size of the Senate to the size of the House of Representatives.**

 **\*Students will be able to explain how and why a senator’s term differs from a representative’s term.**

 **\*Students will be able to describe the duties performed by those who serve in Congress.**