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| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  American Government Class  Name:  Class:  Period:  Date:  Chapter 13 Section 1: | |
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| *Questions/Main Ideas:* |  |
| *Learning Targets and Objectives* | 1. Describe the President’s many roles. 2. Understand the formal qualifications necessary to become President. 3. Explain how the President’s term of office has changed over time. 4. Describe the President’s pay and benefits. |
| Key Terms/People |  |
| **chief of state:** | * the ceremonial head of government |
| **chief executive:** | * the leader of the executive branch and holder of executive power under the Constitution |
| **chief administrator:** | * **:** the director of the executive branch |
| **chief diplomat:** | * the main architect of the nation’s foreign policy and its chief spokesperson to the world |
| **commander in chief:** | * the leader of the nation’s armed forces |
| **chief legislator:** | * the main author of the nation’s public policies |
| **chief of party** | * the leader of the political party controlling the executive branch |
| **chief citizen*:*** | * the representative of all the people and the champion of public interest |
| **Introduction** | What are the roles and qualifications of the office of the President? |
| Presidential Roles |  |
| Presidential Roles, cont. |  |
| Formal Qualifications | * Checkpoint: What are the three requirements a potential President must meet to be eligible for office? |
| Terms in Offices |  |
| Terms in Office, cont. |  |
| Views on Term Limits |  |
| Pay and Benefits |  |
| Pay and Benefits, cont. |  |
| Review | Does the current electoral process result in the best candidates for President? Explain your answer in two to three complete sentences |
| ***Summary, Reflection, Analysis*** | Must be at least three to four complete sentences in length |

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| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  American Government Class  Name:  Class:  Period:  Date:  Chapter 13 and Section 2: | |
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| *Questions/Main Ideas:* |  |
| Learning Targets and Objectives | 1. Explain how the Constitution provides for presidential succession. 2. Understand the constitutional provisions relating to presidential disability. 3. Describe the role of the Vice President. |
| Key Terms / People |  |
| **presidential succession:** | * the scheme by which a presidential vacancy is filled |
| **Presidential Succession Act of 1947:** | * the current law fixing the order of succession to the presidency after the Vice President |
| **balance the ticket:** | * the practice of choosing a vice presidential running mate who can strengthen the presidential candidate’s chance of being elected |
| Introduction | What occurs when the President is unable to perform the duties of the office? |
| Presidential Succession |  |
| Presidential Succession, cont. |  |
| Order of Succession |  |
| Presidential Disability |  |
| Presidential Disability, cont. |  |
| The Vice Presidency | * Checkpoint: What are the formal duties of the Vice President? |
| The Vice Presidency, cont. |  |
| The Vice Presidency Today |  |
| The Vice Presidency Today, cont. | What does this cartoon imply about the growth of the power of the Vice President? |
| Vice Presidential Vacancy |  |
| Review | Does the current electoral process result in the best candidates for President? Explain your answer in two to three complete sentences |
| ***Summary, Reflection, Analysis*** | Must be at least three to four complete sentences in length |

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| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  American Government Class  Name:  Class:  Period:  Date:  Chapter 13 and Section 3: | |
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| *Questions/Main Ideas:* |  |
| Learning Targets and Objectives | 1. Explain the Framers’ original provisions for choosing the President. 2. Understand how the rise of political parties changed the process of choosing a President as set out in the Constitution. |
| Key Terms/People |  |
| **presidential elector:** | * one of a group of individuals who cast the formal votes that choose the President |
| **electoral vote:** | * one of two votes cast by an elector, one for President and one for Vice President |
| **electoral college:** | * the group of people chosen from each State and the District of Columbia to formally select the President and Vice President |
| Introduction | How did the process of choosing a President change over time? |
| The Constitutional Debate |  |
| The Electoral College |  |
| The Electoral College, cont. |  |
| The Election of 1800 |  |
| The Election of 1800, cont. |  |
| The Election of 1800, cont. |  |
| Review | Does the current electoral process result in the best candidates for President? Explain your answer in two to three complete sentences |
| ***Summary, Reflection, Analysis*** | Must be at least three to four complete sentences in length |
| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  American Government Class  Name:  Class:  Period:  Date:  Chapter 13 and Section 4: | |
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| *Questions/Main Ideas:* |  |
| Learning Targets and Objectives | 1. Describe the role of conventions in the presidential nominating process. 2. Evaluate the importance of presidential primaries. 3. Understand the caucus-convention process. 4. Outline the events that take place during a national convention. 5. Examine the characteristics that determine who is nominated as a presidential candidate. |
| Key Terms/People |  |
| **presidential primary:** | * an election in which a party’s voters choose state delegates to the national convention and/or express a preference for their party’s presidential nomination |
| **winner-take-all:** | * contest where the candidate who wins gets all the delegates chosen at the primary |
| **proportional representation:** | * a system that gives a primary candidate a proportion of delegates equal to their percentage of the vote |
| **caucus:** | * a closed meeting of party members who select delegates to a national convention |
| **national convention:** | * a quadrennial meeting where major parties select their presidential ticket |
| **platform:** | * a party’s formal statement of principles |
| **keynote address:** | * the speech opening a national convention |
| Introduction | Does the nominating system allow Americans to choose the best candidates for President? |
| Nominating the President |  |
| Selecting Delegates |  |
| Presidential Primaries | Checkpoint: How do State laws affect the presidential primary system? |
| Primaries Today |  |
| Primaries Today, cont. |  |
| Evaluation of the Primary | Checkpoint: Why are primaries considered vital to the nomination process? |
| Primary Reform Proposals |  |
| Caucuses |  |
| The National Conventions |  |
| National Conventions, cont. |  |
| Race for the Presidency |  |
| Race for the Presidency, cont. |  |
| Who is Nominated? |  |
| Who is Nominated?, cont. |  |
| Review | Does the current electoral process result in the best candidates for President? Explain your answer in two to three complete sentences |
| ***Summary, Reflection, Analysis*** | Must be at least three to four complete sentences in length |

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| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  American Government Class  Name:  Class:  Period:  Date:  Chapter 13 and Section 5: | |
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| *Questions/Main Ideas:* |  |
| Learning Targets and Objectives | 1. Describe the features of the presidential campaign. 2. Explain how the Electoral College provides for the election of the President. 3. Identify several flaws in the Electoral College system. 4. Outline the advantages and disadvantages of proposed reforms of the Electoral College. |
| Key Terms/People |  |
| **swing voter:** | * a voter who has not made up his or her mind at the start of a campaign |
| **battleground State:** | * a State in which either candidate could win |
| **district plan:** | * a plan in which each State chooses electors as it chooses members of Congress |
| **proportional plan:** | * a plan that gives each presidential candidate a share of the State electoral vote equal to his or her share of the State popular vote |
| **direct popular election:** | * a plan that would abolish the electoral college and replace it with a direct popular vote for president |
| **national popular vote plan:** | * a plan to reform the electoral system to accomplish a direct popular vote |
| Introduction | Does the election process serve the goals of American democracy today? |
| Presidential Campaigns |  |
| Presidential Campaigns, cont. |  |
| Choosing Electors |  |
| Counting Electoral Votes | How does this graphic show the impact of the winner-take-all system? |
| Defects in the Electoral College |  |
| Bush v. Gore |  |
| The House |  |
| The House, cont. |  |
| Proposed Reforms |  |
| Direct Popular Election |  |
| National Popular Vote Plan |  |
| Defending the Electoral College | Checkpoint: What are the arguments for keeping the electoral college system? |
| Review | Does the current electoral process result in the best candidates for President? Explain your answer in two to three complete sentences |
| ***Summary, Reflection, Analysis*** | Must be at least three to four complete sentences in length |