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

**Chapter 6 and 14**

**American Government:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Quiz Quiz Trade on chapters 6 and 14 (Cooperative learning)**
3. **Big 3 Warm Ups (Bell Ringer)**
4. **Know it? Show it! Chapters 6 and 14 (Exit Ticket)**
5. **Cornell Notes: Chapter 6 and 14 (Note taking)**
6. **Power Point Review Presentations for chapters 6 and 14**
7. **Assessments and Extended Learning Opportunities**
8. **5 Big 3 Warm Ups this week: 4th set of Big 3 Warm Ups are due Friday**
9. **Turn in Cornell Notes for Chapters 6 Notes on Tuesday**
10. **Know it? Show it! For sections 3 through 4 chapter 6 and section 1 through 4 chapter 14**
11. **Chapters 6 and 14 Chapter Outline are due on Tuesday**
12. **The chapter 6 and 14 Exam is next week**
13. **Chapters 6 and 14 Study Guide to be given out on Thursday**

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

**American Government:**

 C. **Learning Targets and Objectives
 \*Students will be able to** **summarize the history of voting rights in the United States.**

 **\*Students will be able to Identify and explain constitutional restrictions on the States’ power to set**

 **voting qualifications.**

 **\*Students will be able to identify the universal qualifications for voting in the United States.**

 **\*Students will be able to explain the other requirements that States use or have used as voting**

 **qualifications.**

 **\*Students will be able to understand the significance of the civil rights laws enacted in 1957, 1960,
 and 1964.**

 **\*Students will be able to analyze the provisions and effects of the Voting Rights Act of 1965.
 \*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 the Presidents’ own views have affected the power of the office.**

 **\*Students will be able to examine the power of executive privilege.**

 **\*Students will be able to explain why and how executive agreements are made.**

 **\*Students will be able to explain the President’s legislative powers and how they are an important part**

 **of the system of checks and balances.**