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

**Week of May 1st**

**American Government:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Quiz Quiz Trade on chapters 6, 14 (Cooperative learning)**
3. **Big 3 Warm Ups (Bell Ringer)**
4. **Know it? Show it! Chapter 14 (Exit Ticket)**
5. **Cornell Notes: Chapter 14 (Note taking)**
6. **Power Point Review Presentations for chapters 14**
7. **Review for Exam covering Chapters 6 and 14**
8. **Power Point Presentations covering chapter 7**
9. **Legislative Branch Overview for next week’s learning activity**
10. **Assessments and Extended Learning Opportunities**
11. **4 Big 3 Warm Ups this week: 5th set of Big 3 Warm Ups are due next Friday**
12. **Turn in Cornell Notes for Chapters 14 Notes on Wednesday**
13. **Turn back in your Cornell Notes for Chapter 6 on Wednesday**
14. **Know it? Show it! For sections 3 through 4 chapter 14**
15. **Chapters 6 and 14 Exam is on Wednesday**
16. **Work on your study guide for your Unit Exam covering chapters 5,6,13, and 14**

**\*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.**