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

**American Government**

**Chapter 2 week 1**

**American Government:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Quiz Quiz Trade on chapters 2 (Cooperative learning)**
3. **Big 3 Warm Ups (Bell Ringer)**
4. **Tear and Share group presentations**
5. **Know it? Show it! Chapter 2 sections 1, 2, 3, 4, and 5 (Exit Ticket)**
6. **Cornell Notes: Chapter 2 (Note taking)**
7. **Writing Tracker (writing exercise)**
8. **Tear and Share covering chapter 2 sections 1, 2, 3, 4, and 5 (Cooperative learning)**
9. **Explain Opposing Viewpoints Writing Response using Wall Street articles (ACT Prep)**

**(**[**http://mrkay.weebly.com/wsj-opposing-viewpoint-act-responses.html**](http://mrkay.weebly.com/wsj-opposing-viewpoint-act-responses.html)**)**

**Choose an article and or topic from the above link and begin writing**

1. **Power Point Review Presentations for chapter 2 sections 1 through 5**
2. **Assessments and Extended Learning Opportunities**
3. **Five Big 3 Warm Ups this week: 2nd set of Big 3 Warm Ups. Turn in 1st set of Big 3 Warm Ups on Tuesday.**
4. **\*Chapter 1 Exam Monday**
5. **Turn in Cornell Notes for Chapter 1 notes on Monday.**
6. **Know it? Show it! For sections 1 through 5 chapter 2**
7. **One Wall Street Journal writing response is due on Friday.**
8. **Chapter 2 Chapter Outline for extended learning opportunity due Friday.**
9. **Chapter 2 Fact Packet due on Thursday.**
10. **Writing tracker exercise this week**
11. **Turn in Tear and Share presentation responses by the beginning of the school day on Friday**

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

**American Government:**

C. **Learning Targets and Objectives  
 \*Students will be able to** **identify the three concepts of government that influenced the American colonies.**

**\*Students will be able to explain the influence of three landmark English documents.**

**\*Students will be able to describe the three types of colonies that the English established in the American colonies.**

**\*Students will be able to explain how Britain’s colonial policies contributed to the growth of self-government in the colonies.**

**\*Students will be able to identify the major steps that led to growing feelings of colonial unity.**

**\*Students will be able to compare the First and the Second Continental Congresses.  
 \*Students will practice testing each other with critical thinking questions during Quiz Quiz trade learning activity.  
 \*Students will be able to remember, understand, analyze, evaluate, and create.**

**\*Students will be able to analyze the ideas in the Declaration of Independence.**

**\*Students will be able to summarize the common features of the first State constitutions**

**\*Students will be able to describe the structure of the government set up under the Articles of Confederation.**

**\*Students will be able to explain why the weaknesses of the Articles led to a critical period for the country in the 1780s.**

**\*Students will be able to describe how a need for a stronger national government led to plans for a Constitutional Convention.**

**\*Students will be able to identify the Framers of the Constitution and discuss how they organized the Philadelphia Convention.**

**\*Students will be able to compare and contrast the Virginia Plan and the New Jersey Plan.**

**\*Students will be able to summarize the convention’s major compromises and the effects of those decisions.**

**\*Students will be able to describe the delegates’ reactions to the Constitution.**

**\*Students will be able to describe the major arguments for and against the proposed Constitution.**

**\*Students will be able to describe the inauguration of the new government of the United States of America.**