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

**Week of April 16th**

**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 (Note taking)**
6. **Know it? Show it for Chapter 5 and 13 for Review**
7. **Review for Chapter 5 and 13 Exam**
8. **Power Point Review Presentations for chapters 6 and 14**
9. **Assessments and Extended Learning Opportunities**
10. **5 Big 3 Warm Ups this week: 3rd set of Big 3 Warm Ups are due Monday**
11. **Turn in Cornell Notes for Chapter 13 on Wednesday and for Chapter 6 Notes turn in next Monday**
12. **Know it? Show it! For sections 1 through 4 chapter 6**
13. **Chapter 14 Chapter Outline for extended learning opportunity**
14. **Chapter 5 and 13 Exam on Wednesday**
15. **Chapters 6 and 14 Study Guide given out on Friday**

**\*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.**