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

**Week of November 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. **Writing Tracker (writing exercise)**
7. **Literature Analysis #2 SAT Close and Critical Reading due Monday**
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 Friday**
11. **Turn in Cornell Notes for Chapters 6 Notes next Monday**
12. **Know it? Show it! For sections 1 through 4 chapter 6**
13. **One Wall Street Journal writing response are due on Wednesday**
14. **Chapter 14 Chapter Outline for extended learning opportunity**
15. **Two writing tracker exercise this week**
16. **Chapters 6 and 14 Study Guide 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.**