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

**Week of November 3rd**

**American Government:**

1. **Learning Activities**
2. **Quiz Quiz Trade on chapters 5 and 13 (Cooperative learning)**
3. **Tear and Share on chapters 5 and 13 (Common Core learning group work activity)**
4. **Big 3 Warm Ups (Bell Ringer)**
5. **Know it? Show it (Exit Ticket)**
6. **Political Party Issue Stance Group Presentation (Common Core learning group work activity)**
7. **Cornell Notes (Note taking)**
8. **Writing Tracker (writing exercise)**
9. **Opposing Viewpoints Writing Response using Wall Street Journal Newspapers (ACT Prep)**
10. **Assessments and Extended Learning Opportunities**
11. **5 Big 3 Warm Ups this week**
12. **Cornell Notes for Chapters 5**
13. **Know it? Show it! For sections 3 through 4 for chapters 5 and 13**
14. **One Wall Street Journal writing response this week**
15. **Chapter 5 and 13 Chapter Outlines are due this Wednesday**
16. **Two writing tracker exercise this week**
17. **Three questions and answers for individual Quiz Quiz Trade card**
18. **Completion of Tear and Share Individual and Group summaries along with presenting summaries**

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

**American Government:**

 C. **Learning Targets and Objectives**
 **\*Students will remember, understand, analyze, evaluate, and create.
 \*Students will be able to** **understand the formal qualifications necessary to become President.**

 **\*Students will be able to explain how the President’s term of office has changed over time.
 \*Students will be able to identify and describe the three major periods of single-party**

 **domination and describe the current era of divided government.
 \*Students will be able to identify the types of minor parties that have been active in American**

 **politics.
 \*Students will be able to understand why minor parties are important despite the fact that none**

 **has ever won the presidency**

 **\*Students will be able explain how the Constitution provides for presidential succession.**

 **\*Students will be able to understand the constitutional provisions relating to presidential disability.**

 **\*Students will be able to explain the Framers’ original provisions for choosing the President.**

 **\*Students will be able to understand how the rise of political parties changed the process of choosing a**

 **President as set out in the Constitution.
 \*Students will work as effective group members.**