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| **Law Studies** | | | | | |
| **Social Studies Standards:**  SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy. | | | | **Vocabulary:**  Constitution; Executive Branch; Article II; commander in chief; foreign policy; domestic policy; bureaucracy; veto; departments; agencies; Cabinet; appointments; State Department; Defense Department; Justice Department | |
| **Tuesday** | | **THANKSGIVING BREAK** | |  | |
| **Essential Question:**  - What powers does the executive branch have? | |  | |  | |
| **H.O.T. Questions:**  - How has the Presidency carried out its different roles or jobs, both historically and in the present?  - How does the Cabinet or executive departments and agencies help the President to carry out his/her duties? | |  | |  | |
| **Bell Ringer:**  Display a political cartoon on the board that relates to the powers of the executive branch (and how domestic and foreign powers differ). Ask students to analyze the cartoon and answer the following questions:   * What things/actions/words do you see in the cartoon? * What do you think these things might mean? * What do you think is the perspective of the creator/artist of the political cartoon? | |  | |  | |
| **Learner Outcome:**  Students will analyze how the executive branch carries out its various roles, both in the present and historically. They will also evaluate the job of the Cabinet departments and connect these to specific roles of the President. | |  | |  | |
| **Whole Group:**  - Go over the Bell Ringer question and discuss student answers to the political cartoon. This should take about 10 minutes.  - Ask students to sign up for our upcoming group project – create 6 groups and give students a choice as to who they wish to work with and what topic they wish to work on. Four groups will have four people total in them, while two groups will contain five people. Each group will receive one of the six big roles or jobs of the Presidency:   * Commander in Chief of the military * Executor of the laws * Head diplomat * Appointment maker * Bill approver * Boss of the executive branch   - Students will begin work on a project whereby they will create a presentation (via PowerPoint) for their assigned “job” or role of the President. Make sure that each student in the group signs up for a specific job (i.e. research, creating the PowerPoint, finding images for it, presenting).  - Pass out a rubric and instruction sheet detailing what students should be looking for, and go over it together, answering any questions. Their presentations should include:   * A definition or explanation of what that role of the President is (in their own words) * The source of that role or job in the Constitution (with the appropriate text listed on a slide, and their explanation of that text). * Various actions that the President can take within that role (i.e. the “Commander in Chief” role allows the President to send the navy to different parts of the world). * Pictures or photos of these actions/jobs of the executive * Who else in the executive branch might help out the President with this role (i.e. the Department of Defense will help with the “Commander in Chief” role). * At least two recent news stories of the executive branch carrying out this role (recent = within the last 10 years). * One historical example of this role.   - As a group, students will also write a paragraph explaining why their presidential role is the most important job that the president has. They should use the evidence they have researched as support for their argument, which they will present to the class when they present their PowerPoints.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Of the president’s jobs, make an argument for why your assigned role is the most important for ensuring a functioning American government. Use evidence from the Constitution and from today’s lesson to support your answer. | |  | |  | |
| **Assessment:**  - The project will be started in class and will be completed and presented in the following class. The teacher will join the different video calls and assist groups as needed with their research and putting together their presentations. This will serve as an informal assessment, with the formal assessment to come in the following class when students have finished the project | |  | |  | |
| **Home Learning:**  - Continue work on Presidential (Article II) project. | |  | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Focus on Key Words | P4 – GM-504 | Allow extended time frames to complete assignments, projects and tests  Provide positive reinforcement for following rules or directions | P4 – JG; LM | Flexible Grouping |