Context

**Unit Title**: Executive Branch

**Course/Grade**: Ninth Grade Government

**Class Description:** The class I observed at Bel Air High school was a standard ninth grade government class. Most of the students in this class excelled in the class. There were a few people in the class who seemed to be struggling. To help these students they were allowed to have extra time on in-class assignments and in-class readings. The students who had IEPs have slight modifications like the ones I have already stated. When planning this unit I plan on taking into consideration the need for extra time, therefore the unit may be a bit longer than it should be. However, by giving the extra time I am insuring that the all of the students are able to understand the information I would be teaching them. Finally, when planning this unit I will take into consideration constantly reviewing the information from the previous class, through a warm up question(s).

**Maryland Standards**

PNW9.1.1.4- Students will explain the characteristics of limited (democratic) and unlimited (authoritarian) governments.

PS9.1.1.14- Students will describe the selection process for the President of the United States, including the Electoral College

PS9.2.1.5- Students will evaluate the reliability and influence of the media on elections, elected officials, and public opinion.

PS9.1.1.12- Students will describe the structure, powers, and authority of the executive branch on the federal, state, and local levels.

PNW9.2.1.1- Students will explain how the executive develops and implements foreign policy, such as executive agreements, and appointment of foreign ambassadors, and the creation of treaties.

PS9.3.1.3- Students will analyze how the Supreme Court decisions in Plessy v. Ferguson (1896) and Brown v. Board of Education of Topeka (1954) impacted the rights of individuals.

PS9.3.3.5- Students will describe how the governor of Maryland can use executive power to maintain order and safety in the state, such as calling out the National Guard in case of a natural disaster.

**NCSS Standards**

2. Time, Continuity and Change

5. Individual, Groups and Institutions

6. Power, Authority, and Governance

9. Global Connections

10. Civil Ideals and Practices

**Brief Description**: This unit is about the Executive Branch of the United States Government. Throughout this unit the students will learn about the qualifications to be President, how the President is elected, the role of media during the election, the roles of the President, and structure of the state and local executive branches. Throughout this unit, the essential question will be “ What is the Executive branch at a national, state, and local capacity, and how can it be affected?”. Finally, students should learn the information that’s in this unit because it is general knowledge that all people should have. It will help make the students a better citizen, and help them understand the presidential election process, and what the President can do once they are elected.

Assessment Plan

I plan on pre-assessing the students with a pre-test before the unit starts. During the unit there will formative assessments such as, BCR, projects, homework, or wrap-up questions at the end of each lesson. Students will show their achievement of the essential question through both formative (which will be given daily) and a summative assessment at the end of the unit. Both the formative and summative assessments will assess the important concepts that will be learned throughout the unit.

**Lesson Planning Organizer**

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| **Class Description-** Standard Ninth Grade Government |

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| **Unit Title**  Executive Branch | **Lesson Topic**  Requirements to be President of the USA | **Type of Lesson**  Developmental | **MD State Curriculum Standard**  PS9.1.1.14- Students will describe the selection process for the President of the United States, including the Electoral College |

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| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  The students have taken a pre-assessment for the unit. Some of the students may have already learned this information in a previous social studies class, however to some students this may be new information. |

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| **Lesson Objective(s):**  **Objective 1 –** Students will analyze the US Constitution in order to find the formal qualification to be President of the USA.  **Objective 2**- Students will define informal qualifications and list in their notes informal qualifications to be President of the USA.  **Objective 3**- Using their knowledge students will construct a Help Wanted Poster for an imaginary Presidential candidate. |

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| **Assessment(s):**  **Assessment for All Objective:** Help Wanted Ad. |

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| **Materials Needed for Lesson**  **Differentiation for ELLs/ Learning Styles**   1. Guided Notes when going through power point 2. Students can either draw Poster or use a computer. 3. May need prime vocab from the US Constitution.  * Textbook with Constitution * Construction Paper * Markers * Worksheet * Interactive whiteboard * Power Point * Pictures of Google Images |

**Lesson Development**

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| **Teacher**  **Drill/Motivational Activity –**  **Transition**  **Activity 1 –**  ***Key Questions***  **Transition**  **Activity 2 –**  **Activity 3-**  **Key Questions:**  **Activity 4-**  **Summary/Closure/Revisit Objective**  **Safety Valve**  **Reflection on assessment** | **Students**  Pre-assessment/ Can they be President?  Now that we are starting a new unit about the Executive branch and you have taken a the pre-assessment why don’t we learn about the qualifications to be President.  Go through Power Point and answer key questions.  What are formal qualifications?  Anticipated Responses?   * Something you must have to be President   Where would you find these qualifications?  Anticipated Responses?   * US Constitution   Now that we have discussed where you can find the formal qualifications to be President, let’s actually find them in the Constitution.  Complete the worksheet, and identify the formal qualifications that are found in the US Constitution.  Go through the informal qualifications and then go back through the Can they be President again and let the students correct their answers  What do you think the informal qualifications are?   * Wealth * Educated * Married   Students will construct a Help Wanted Ad for a imaginary Presidential candidate.  If you are not finished your poster, it is now homework. Complete the wrap-up   1. What are the formal qualifications to be President of the US? 2. What are the informal qualifications to be President? 3. Where can you find the formal qualifications?   Write a letter to someone in a foreign country and tell them about how to become president in the USA.  I believe that the assessment give the students a chance to express their creativity and is an interesting way for them to demonstrate their knowledge. | **Time**  10 minutes  8 minutes  7 minutes  15 minutes    40 minutes  10 minutes |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Assessment for the Executive Branch Unit

Directions: Answer the following questions to the best of your ability.

1. What are the qualifications to be President? Star the ones that are in the Constitution
2. What are the propaganda techniques the Media uses?
3. What are the roles of the President?
4. Name as many cabinets you can.
5. Who is the leader of Maryland’s Executive Branch? Who is the leader of Harford County’s Executive Branch?
6. What is the Electoral College?

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Notes

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| Before | Can they be President? | After |
|  | Rihanna |  |
|  | Jennifer Lopez |  |
|  | Steve Martin |  |
|  | Adam Sandler |  |
|  | Gavin DeGraw |  |
|  | Adam Levine |  |

“No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.”

-US Constitution

***Formal Qualifications***

1.

2.

3.

***Informal Qualifications***

What are they?

Examples:

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rubric Help Wanted Ad

Directions: The Help Wanted Ad should be designed for an imaginary Presidential candidate. There can be no more than 50 words on the Ad. There should be at least one picture on the Ad. You need to make sure that the formal and informal qualifications are on the Ad somewhere. You can include any other information you feel is necessary, but do not exceed the word limit. This should be colorful and organized.

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| The poster contains all of the formal qualifications to be President.  5 pts |  |
| The poster contains at least two informal qualifications  5 pts |  |
| The poster has at least one picture  5pts |  |
| The poster is organized and contains 60 words or less  5pts |  |
| The poster is colorful and creative  5pts |  |

Day Two

Getting Elected and the Electoral College

**Objective 1**- Students will explain the four methods of nominating a Presidential Candidate.

**Objective 2**- Through a simulation activity, students will demonstrate their knowledge of a caucus.

**Activities:**

1. Warm- Up: What do you know about the process of nominating a President?
2. Take notes on a graphic organizer about the four methods of electing a president. (closed primary, open primary, caucus, and primary election) They will also take notes on the nominating conventions for both the democratic and republican political parties. This will be done through a power point.
3. Simulation Activity of a mock caucus. Because the state of Maryland has a primary election, students here are most likely not familiar with a caucus. By having a mock caucus students can find out what they are like and how they are different from a primary election.
4. Wrap-Up

**Assessment: Wrap- Up**

1. What are the four methods to nominating a President pick two of the four and explain.

**Lesson Planning Organizer**

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| **Class Description-** Standard ninth grade Government Class |

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| **Unit Title**  Executive Branch | **Lesson Topic**  Electoral College | **Type of Lesson**  Developmental | **MD State Curriculum Standard**  PS9.1.1.14- Students will describe the selection process for the President of the United States, including the Electoral College |

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| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  The students have already learned the formal and informal qualifications to be President. They have also learned the ways to nominate a President. |

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| **Lesson Objective(s):**  **Objective 1 –** Students will define the term electoral college.  **Objective 2**- Students will analyze a map of the US electoral system and outline which state they would campaign in if running for the President of the USA. |

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| **Assessment(s):**  **Assessment for Objective 1 –** The wrap up question will serve as a formal assessment of this objective.  **Assessment for Objective 2**- The activity which will most likely turn into homework if not complete will serve as a formal assessment of this objective. |

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| **Materials Needed for Lesson**  **Differentiation for ELLs/Learning Styles**   1. Give ELLs a map with states already labeled. 2. Allow students to pair up when acting as a campaign manager 3. Allow students to use a calculator when figuring out the quickest way to 270 4. Have students label capitals of states   Map of USA  Electoral College Numbers from 2012  Activity worksheet  Campaign Manager Activity |

**Lesson Development**

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| **Teacher**  **Drill/Motivational Activity –**  **Transition**  **Activity 1 –**  ***Key Questions***  **Transition**  **Activity 2 –**  ***Key Questions***  **Activity 3-**  **Summary/Closure/Revisit Objective**  **Safety Valve** | **Students**  What do you know about the electoral college?  Yesterday you learned about the four methods of nominating a President for election. Today we are going to discuss the electoral college.  Students will label a blank map of the US with the states name and the number of electoral votes they get in a general election.  What states have the most votes? Why do you think they have a lot of votes?  Now that we have labeled the map take some time and find out the least number of states you would need to win the election. Remember you need 270 electoral votes  Students will map their way to victory, finding out the least number of states needed to win the electoral college  Once you know the least number of states needed does the path make sense for someone who is a Republican or Democratic candidate?  Students will pretend that they are a campaign manager. Students will then recommend a strategy for their candidate.  What are the two colors that represent a Republican state and a Democrat state?  Students will use the map they have written on and determine how much time they would spend in each state? They will also determine which groups of people they would target in each state. | **Time**  4 minutes  10 minutes  8 minutes  10 minutes    50 minutes  5 minutes |

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| **Reflection on assessment –**The campaign manager activity will have the students use the map and the knowledge they have learned to assess both objectives. This is good way for students to better their writing skills and to show creativity through designing a campaign trail for a Presidential candidate. |

**Presidential Campaign Manager**

Directions: It is possible to win the election for presidency without winning the majority of the popular vote in America, due to the winner-takes-all system in the Electoral College. As the campaign manager for your candidate, you must decide which states you choose to focus on in creating your run for presidency. Using the map of the USA you are to:

1. Label each state and write in the name of state, and the number of electoral votes that state currently receives.
2. Decide the least amount of states that you need to win the election (hint: quickest way to get to the 270 is to go for the states with the most electoral votes)
3. Once you have decided these states color them\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the remaining states\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the white of the paper is not a color, fill in the blanks with the color of your choice.)

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| State | 2012 | State | 2012 |
| Alabama | 9 | Missouri | 10 |
| Alaska | 3 | Montana | 3 |
| Arizona | 11 | Nebraska | 5 |
| Arkansas | 6 | Nevada | 6 |
| California | 55 | New Hampshire | 4 |
| Colorado | 9 | New Jersey | 14 |
| Connecticut | 7 | New Mexico | 5 |
| Delaware | 3 | New York | 29 |
| Florida | 29 | North Carolina | 15 |
| Georgia | 16 | North Dakota | 3 |
| Hawaii | 4 | Ohio | 18 |
| Idaho | 4 | Oklahoma | 7 |
| Illinois | 20 | Oregon | 7 |
| Indiana | 11 | Pennsylvania | 20 |
| Iowa | 6 | Rhode Island | 4 |
| Kansas | 6 | South Carolina | 9 |
| Kentucky | 8 | South Dakota | 3 |
| Louisiana | 8 | Tennessee | 11 |
| Maine | 4 | Texas | 38 |
| Maryland | 10 | Utah | 6 |
| Massachusetts | 11 | Vermont | 3 |
| Michigan | 16 | Virginia | 13 |
| Minnesota | 10 | Washington | 12 |
| Mississippi | 6 | Washington DC | 3 |
|  |  | West Virginia | 5 |
|  |  | Wisconsin | 10 |
|  |  | Wyoming | 3 |

Day Four: Media

**Objective**: Students will identify what types of media can be found in the US.

**Objective**: Students will analyze the role of gatekeeper, watchdog, and scorekeeper in a Presidential election

**Activities:**

1. Warm up
2. Guided notes via power point. Students will use a graphic organizer to take notes.
3. Students will then look at each role through a jigsaw activity. Students will be split into three groups, each group becoming an expert on one of the above roles.
4. At the end of class students will present their findings to the class.

**Assessment:**

Define watchdog, scorekeeper, and gatekeeper and describe their role.

Day Five

Media/Propaganda

**Objective:** Students will define and give an example of the six propaganda techniques.

**Objective:** Students will analyze a Presidential campaign ad and identify the different type of propaganda techniques that are used.

**Activities:**

1. Warm- Up- Draw a picture showing the role of either gatekeeper, scorekeeper, or watchdog.

Name the different types of media you come into contact with at least once a week.

1. Watch a presidential election commercial. (motivation)
2. Through notes students will learn the six different types of propaganda techniques used.
3. Re-watch the commercial and have them identify which techniques are used in the commercial.
4. Students will then complete the activity “Campaigning for Office”. In this activity students will design a campaign running for Class President. In this activity they will have to incorporate the propaganda techniques they have just learned about (at least three) and say why they would use those techniques.

**Assessment:**

Draw an example of each propaganda techniques.

Day Six

Roles and Powers of the President

**Objective:** Using a graphic organizer students will define the different roles of the President by analyzing the US Constitution.

**Objective**: In small groups students will discuss what each role means through an activity.

**Activities**:

1. Warm-Up: What does the President do?
2. Students will analyze the US Constitution in order to find the roles of the President.
3. Students will use a graphic organizer and take notes on each role of the President.
4. Students will be split into groups. Each group will be assigned a role and will have to make a poster or other visual aid and present on their assigned role. Students can write a poem, draw a picture, or design a poster with the information about their assigned role.
5. Students will then develop a riddle about one of the roles of president. Riddles can only be 3-5 lines, they can’t give away the answer in the first few lines, and it does not have rhyme.

**Assessment**: The presentation on each role, their graphic organizer, and the riddle they write individually.

Day Seven

Cabinet

**Objective:** Students will identify the different cabinet departments in the Executive Branch.

**Objective:** Students will predict what each cabinet member’s responsibility is.

**Objective:** Students will summarize what each cabinet’s responsibility is.

**Activities:**

1. Warm-Up: Answer a riddle about the roles and powers of the President
2. One by one we will go through the different cabinet departments and students will write a short prediction to what their role/contribution is.
3. Student will then read a short description about each department and students will write a one sentence summary about each department.
4. Students will then complete the worksheet Which Cabinet? There will be a picture of a cabinet with a one word description and students will fill in the blank of which cabinet belongs there. For example on one cabinet it could say Farming and the correct answer for students to put would be Dept. of Agriculture.
5. Students will complete the wrap-up

**Assessment:** Pick three cabinets and describe what their role is. Summarizing worksheet, and the Which Cabinet worksheet.

Day Eight

Civil Rights and the Executive Branch

**Objective:** Students will explain the characteristics of limited and unlimited government.

**Objective**: Students will evaluate the impact the President has had on Civil Rights.

**Activities:**

1. Warm-Up: What do you know about civil rights?
2. Notes explaining what limited and unlimited government is.
3. Students will then analyze the Civil War Amendments and the Civil Rights Movement including Brown v Board of Ed.
4. Students will complete a worksheet, that has different civil rights acts made by a president with the year. Students will have to decide whether or not this was positive or negative. For bonus points they can guess which President implemented this change
5. BCR (will become homework if not finished in class)
6. Wrap-Up

**Assessment:** BCR. In your own words using your notes and worksheets from today’s class, discuss what unlimited and limited government is. Also discuss two civil rights events that have taken place in the country’s history, discuss if each is a positive or negative and discuss how it has affected the country today.

Day Nine

Crisis and the Executive Branch

**Objective**: Students will analyze the President’s role in times of crisis.

**Objective**: Students will describe an executive order and situations it has been used in.

**Activities:**

1. Warm-Up
2. Students will watch a movie on Japanese Internment camps.
3. Students will then read Executive Order 9066 (FDRs exec order that put the Japanese in camps)
4. Students will then use the textbook, prior knowledge and outside sources to determine if Executive Order 9066 was justified.
5. Wrap Up

**Assessment:**

Describe what an executive order is. Then pretend that there is a major natural disaster, using the knowledge you have, what might an executive order be? Why?

Day Ten

State and Local Executive Branches

**Objective**: Students will analyze the structure and function of Maryland’s executive branch.

**Objective**: Students will analyze the structure and function of Harford County’s executive branch.

**Activities:**

1. Warm Up
2. Students will look at the Constitution of Maryland and determine what the Governor’s role in the executive branch is.
3. Students will use the computer to research the job of the County Executive. (if possible I would have a field trip to the county building and possibly have the county executive speak to the students and tell them what he/she does.)
4. Using a concept web students will then compare and contrast the jobs of the President, Governor, and County Executive.
5. After they complete the web individually, students will pair up and do a Think-Pair-Share.
6. Wrap-Up

**Assessment**: concept web

Day Eleven

Review

**Objective**: Students will review the executive branch at the national, state, and local level by playing Jeopardy.

**Objective**: Students will create flash cards of key vocabulary and concepts in order to study for the upcoming summative assessment.

**Activities**:

1. Students will be placed in random heterogeneous groups.
2. Students will play Jeopardy in order to review for the test
3. Students will then design flash cards of key vocab and concepts that will be on a study guide that I have given them. Students will have to pick at least ten words/concepts from the list and make flash cards to help them study for the test. They will get the information from their notes or textbook if needed.

**Assessment:** Flash Cards

Day Twelve

Test Day

**Objective**: Students will demonstrate their knowledge of the Executive Branch by completing the summative assessment.

**Activities:**

1. Warm Up- Take five minutes to review your notes.
2. Students will complete the summative assessment.
3. If students finish the test before time is up, there will be an enrichment activity that will go with the beginning of the next unit.

**Assessment**: Summative Assessment

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Executive Branch Unit Test

Directions: Using your knowledge of the Executive Branch answer the following multiple choice questions. Please circle your answer.

1. Where can you find the formal qualifications to be President of the USA?
2. Articles of Confederation
3. US Constitution
4. Declaration of Independence
5. Magna Carta
6. Which of the following is an informal qualification to be President of the US?
7. Wealthy
8. 35 years or older
9. Natural born citizen
10. Resident for more than 14 years
11. Which role of the Presidents gives him/her the ability to control the military?
12. Commander of Finance
13. Commander in Chief
14. Chief Executive
15. Chief Legislator
16. How many votes does a candidate need to win the Electoral College?
17. 270
18. 269
19. 271
20. 300
21. Which of the following is not a role of the President?
22. Commander in Chief
23. Chief Legislator
24. Chief Diplomat
25. Party Leader
26. Who runs the county’s executive branch?
27. President
28. County Executive
29. County Treasurer
30. Sheriff
31. Which of the following is a meeting of supporters of a political party to elect a candidate for President of the US?
32. Caucus
33. Primary Election
34. Closed Primary
35. Open Primary
36. What role of the President allows them to make treaties?
37. Chief Legislator
38. Chief Executive
39. Chief Diplomat
40. Commander in Chief
41. Which of the following is not a Cabinet?
42. Transportation
43. Education
44. Homeland Security
45. Social Services
46. What is an executive order?
47. Orders given by the President
48. Piece of paper
49. Orders from the Vice-President
50. Legislation
51. If the President could no longer perform their duties who would become President?
52. Speaker of the House
53. Governor of California
54. Vice-President
55. Secretary of State

Directions: Draw a line matching the word to the definition. Also write the letter of the your answer next to word.

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| --- | --- |
| **Words** | **Definitions** |
| 1. Labeling | 1. Urging voters to support your candidate because everyone else is |
| 1. Glittering Generality | 1. Celebrity Endorsement |
| 1. Transfer | 1. Identifying with the candidates as ”Just one of the common people” |
| 1. Card Stacking | 1. Name calling |
| 1. Testimonial | 1. Giving only one side of the facts to support a candidate |
| 1. Bandwagon | 1. Vague statements with little or no substance |
| 1. Plain Folks | 1. Association with Patriotic symbol |

Directions: Fill in the Cabinet name next to its responsibility.

1. Farming\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Foreign Affairs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. War Veterans\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Money\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. US Schools\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Terrorism\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Health and Welfare\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. BCR: Compare and Contrast Limited Government to Unlimited Government.

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1. BCR: In the unit we discussed Executive Order 9066, what was the President’s role in Executive Order 9066, what was Executive Order 9066 about? Do you think Executive Order 9066 had a positive or negative view of the President?

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1. BCR: Compare and Contrast the role of the Governor and the President of the US? How could the role of the Governor prepare someone to be President of the US?

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Analysis/ Reflection:

I will know whether or not the students are learning by looking at the formative assessments that would be given each day and the summative assessment that would be given at the end of the unit. If needed I would modify instruction for those who need it, but giving guided notes, or going over the information with them one on one if they are available, or by helping them study such as giving them extra study tips. Another way I could modify would be to have a student who is excelling pair up with someone who isn’t and see if that helps the struggling student because sometimes a student doesn’t like help from the teacher or another adult but will welcome help from a peer instead. If I found out from a formative assessment that the students were not doing well then I could re work the next lesson plan to incorporate a review from the previous lesson using a different approach from before to see if the students understood it the second time. After the students receive their unit test back I would have them complete for homework a test revision where they would go through and find their wrong answers and correct them using their notes and textbook at home. By doing this the students are seeing what they did not know and finding the right answer. This would also be an easy points boost if they did not do well on the test.

Overall I feel as though this unit would go really well. There are a lot of points in the unit where students can be creative such as the design your own campaign activity and the help wanted ad. One flaw that could occur is the notes, because the students may not want to take notes and may cause disruptions or they may do poorly on their unit test. At times in the unit I feel like there may be too many notes to take and may need to find a way to break the lesson up somehow. Finally, I feel as though at times I may have to rush through something to make sure that I get through my whole lesson because the clock could become my enemy. In conclusion, I feel like a lot of the activities in the unit, students would enjoy and that the unit could be very effective.