

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Intro to Social Studies-Govt

Unit Name: Executive Branch

Objectives:

SS-HS-1.1.1

Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.

DOK 3

SS-HS-1.1.2

Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).

DOK 2

SS-HS-1.2.1

Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).

DOK 3

SS-HS-1.2.2

Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."

DOK 3

SS-HS-1.3.3

Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).

DOK 3

Purpose of the Unit (Learning Targets):

1. Differentiate between the major political parties in the US.
2. Discuss how the political parties help shape the government.
3. Explain the qualifications, responsibilities & roles of Congressmen.
4. Explain the role of the Legislative Branch in American life.
5. Analyze how the Primaries work.

Prerequisites:

None

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	1.1.1, 1.3.3 1. <u>Bellringer</u> 2. 4 Rep candidates/ who won South Carolina 3. Groups of 2 to 4 write 8 questions about the legislative branch.	1. "Focus Question" Who is winning the primaries and how does the legislative branch work. 2. Who won the south Carolina .		1 group work on questions on legislative branch. 2. Pictures/questions over Repub candidates	1." 2. Discussion of South Carolina and Florida caucus & upcoming primaries.
2	1.1.1, 1.3.3 1. Review of bill becoming laws 2. Discussion on South Carolina and Florida primaries. <u>Learning Target(s)</u> 1. Watch Florida primary debate and score each candidate on 2 questions. From Monday night.	1. Who won the debate yesterday? 2. What does this mean for him? 3. Who came in close to the bottom? 4. What does this mean for them? (Bellringer ?s) 1. Are YOU a Democrat/Repub? 2. How do you know?	Classes 1,3,4,5 might do a Character Ed. lesson	.	1. Discussion of Florida's primary debate.
3	1. Bellringer 2. Review for quiz	1	1	1.	

4	Quiz on Legislative Branch for 1,3,4,5				
5	<p>1.1.1, 1.2.1, 1.2.2, 1.3.3</p> <p>Qualifications & Requirements of the Presidency, cont'd</p> <p><u>Learning Target(s)</u></p> <p>1. Differentiate between the major political parties in the US.</p> <p>2. Discuss how the political parties help shape the government.</p> <p>3. Explain the qualifications, responsibilities & roles of the President</p>	<p>1. What happened in Florida</p> <p>How is Florida different than South Carolina?</p> <p>(Bellringer ?s)</p>		<p>1.The Presidents & aging process.</p> <p>2. Finish Power Point</p>	<p>1. Pop Quiz: Ch 6, Sec 1 “The Presidency” Quiz at the end of Power Point.</p>
6	<p>1.1.1, 1.2.1, 1.2.2, 1.3.3</p> <p>Seven Roles of the President</p> <p><u>Learning Target(s)</u></p> <p>1.Differentiate between the major political parties in the US.</p> <p>2.Discuss how the political parties help shape the government.</p> <p>3.Explain the qualifications, responsibilities & roles of the President.</p> <p>4.Analyze Presidential leadership using both positive & negative examples.</p> <p>5.Discuss how the</p>	<p>1. Who won the Election in Florida yesterday?</p> <p>2. What does this mean for him?</p> <p>3. Who came in close to the bottom?</p> <p>4. What does this mean for them?</p> <p>(Bellringer ?s)</p> <p>1. What does it mean when we say someone “wears many hats?”</p> <p>2. What hats do you wear? Your parents? The President?</p>	<p>Brainstorming what “hats” President wears.</p>	<p>1. Handout: Obama’s Hats</p>	<p>1. Listing/brief description of roles.</p>

	executive branch interacts with the other branches of government.				
7	<p>1.1.1, 1.2.1, 1.2.2 Seven Roles of the President, cont'd <u>Learning Target(s)</u></p> <p>1. Differentiate between the major political parties in the US. 2. Discuss how the political parties help shape the government. 3. Explain the qualifications, responsibilities & roles of the President. 4. Analyze Presidential leadership using both positive & negative examples. 5. Discuss how the executive branch interacts with the other branches of government.</p>	<p>1. Without notes, etc, list as many roles of the Pres as you can. (Bellringer)</p>		<p>Internet research on Presidential roles/examples</p>	<p>1. Completion of “Presidential Roles” handout. 2. Discussion of roles/handout.</p>
8	<p>1.1.1, 1.2.1, 1.2.2, Seven Roles of the President, cont'd <u>Learning Target(s)</u></p> <p>1. Explain the qualifications, responsibilities & roles of the President. 2. Analyze Presidential leadership using both positive & negative examples.</p>	<p>1. If President Obama decides to fly to London to meet w/ the British leadership & discuss economic sanctions & possible military action against Iran, which role(s) is/are he fulfilling? (Bellringer)</p>	<p>Cuban Missile Crisis & suitable response w/in parameters.</p>	<p>Presidential “Leadership Activity” in groups -1 Pres, several advisors.</p>	<p>1. Presidential Roles Review Quiz 2. “Leadership Activity” Answers</p>

	3. Discuss how the executive branch interacts with the other branches of government.	1. Why is John Kennedy ranked so favorably (6 th out of 42)?			
9	1.1.1, 1.2.1, 1.2.2, Seven Roles of the President, cont'd <u>Learning Target(s)</u> 1. Explain the qualifications, responsibilities & roles of the President. 2. Analyze Presidential leadership using both positive & negative examples. 3. Discuss how the executive branch interacts with the other branches of government.	1. What option in regards to the missiles in Cuba did your group choose? Why? (Bellringer)	Cuban Missile Crisis & suitable response w/in parameters.	Cuban Missile Crisis video/images.	Leadership Activity answers.
10	1.1.1, 1.2.1, 1.2.2 Executive Departments & the Cabinet <u>Learning Target(s)</u> 1. Explain the role of the executive branch in American life. 2. Analyze how the Presidency/executive branch has evolved over time. 3. Discuss how the executive branch interacts with the other branches of government. 4. Discuss the leadership style/policies of the current President.	1. Why did George Washington create a "Cabinet?" 2. How does the Cabinet assist the President? (Bellringers) 1. What does it take to be a member of the President's Cabinet? 2. "All Cabinet positions are created equal. But some are more equal than others."	1. View pie graph of budgetary spending. Attempt to identify the 16 Cabinet positions/Departments of Government & their responsibilities. 2. Assess relative importance of each department based upon spending, budgetary allowance & your familiarity with them. (Rank them)	1. Personal response: Assessing importance. 2. Presidential Cabinet Assignment web research	1. Discussion 2. Cabinet Assignment 3. Extra Credit

			<p>Taller than average College education Christianity Stable family life (wife & kids) Usually around 55 years of age</p> <p>Pick TWO of the characteristics listed above & describe why they are the two most important qualifications to be President.</p> <p>2. Analyze the cartoon above (attached below) & reflect back upon our discussions in class of the current crisis between the US & Iran.</p> <p>A. <i>Specifically</i>, what event/issue is the cartoon about?</p> <p>B. What is main idea of the cartoon?</p> <p>C. What role(s) of the Presidency is, in your opinion, most important for President Obama in handling this situation? Make sure you justify your answer with specific factual information & evidence.</p>		
14	1.1.1, 1.2.1, 1.2.2, 1.3.3		<p><u>Open Response Questions</u></p> <p>1. As we discussed in class, the 43 men who have served</p>		Unit Exam

			<p>as US President have had a great deal of common characteristics. Some of these characteristics include:</p> <ul style="list-style-type: none">Experience as a lawyerPet ownershipExperience as an elected officialTaller than averageCollege educationChristianityStable family life (wife & kids)Usually around 55 years of age <p>Pick TWO of the characteristics listed above & describe why they are the two most important qualifications to be President.</p> <p>2. Analyze the cartoon above (attached below) & reflect back upon our discussions in class of the current crisis between the US & Iran.</p> <p>A. <i>Specifically</i>, what event/issue is the cartoon about?</p> <p>B. What is main idea of the cartoon?</p> <p>C. What role(s) of the Presidency is, in your opinion, most important for President Obama in handling</p>		
--	--	--	---	--	--

			this situation? Make sure you justify your answer with specific factual information & evidence.		
--	--	--	---	--	--

