Marietta City Schools

2023–2024 District Unit Planner

Individuals and Societies: American Government				
Unit title	*Unit 3: The Executive Branch*	**MYP year**	*5*	**Unit duration (hrs)**	*12 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSCG9 Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.

SSCG10 Demonstrate knowledge of the executive branch of government.

a. Cite the formal qualifications listed in the Constitution for President of the United States.

b. Describe informal qualifications common to past presidents.

c. Identify terms of office and describe the line of succession (e.g., 20th, 22nd, and 25th amendments).

d. Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.

e. Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader.

SSCG11 Explain the functions of the departments and agencies of the federal bureaucracy.

a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

b. Explain the functions of the President's Cabinet. **SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.**

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences

3. identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion

5. identify main idea, detail, sequence of events, and cause and effect in a social studies context

6. identify and use primary and secondary sources

7. interpret timelines, charts, and tables

11. draw conclusions and make generalizations

12. analyze graphs and diagrams

17. interpret political cartoons

Map and Globe Skills:

4. compare and contrast the categories of natural, cultural, and political features found on maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify
11.compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

SS Reading Standards 6-8:

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

SS Writing Standards 6-8:

L9-10WHST1: Write arguments focused on discipline-specific content
L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex	Power Governance	**Identities and Relationships** Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.

Statement of inquiry
Systems in place that allow for power and governance affect society through intended and unintended consequences.

Inquiry questions
Factual— Who is the current president of the United States? What are the specific qualifications Presidential candidates must meet? Which article in the U.S. constitution lists the qualifications for president?

Conceptual—

How does the President serve the United States through different roles?
Why is the Electoral College the method for electing the President of the United States?
How do the various departments and agencies of the executive branch influence the President's decision-making process?

Debatable-

What are the potential skills, talents, abilities, and background needed in order to be selected as President of the United States of America?
How does the Executive Branch formulate economic, military, and humanitarian aid to other nations?
How does the government system (executive branch) in place affect our society?

MYP Objectives	Assessment Tasks	
What specific MYP __objectives__ will be addressed during this unit?	*Relationship between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*
Campaign Weebly: Criterion B (i, ii,iii, iv): Investigating Criterion C (i, ii, iii): Communicating **Google SlideShow:** Criterion B (i, ii,iii, iv): Investigating Criterion C (i, ii, iii): Communicating **Selected Candidate Essay** Criterion B (i, ii,iii, iv): Investigating Criterion C (i, ii, iii): Communicating **Campaign Poster** Criterion C (i, ii, iii): Communicating	**Campaign Weebly** The summative assessment addresses the goals of the statement of inquiry by examining the system of state elections to identify people and parties of power in governance. It allows young learners to see the intended consequences of the power of one vote and the unintended consequences of nonvoters and for uneducated voters who do not research voting history and polling data points. This summative assessment allows them to access real world learning connections to gain a bigger perspective of how influential we are as constituents in the nomination, voting, campaigning and election process. Further it is explored through the lens of Identities and Relationships as students connect political parties and influence of an incumbent and challenger and beyond to political names and legacy of pertinent families over the history of our nation. Honors Task and Directions: http://mhsgovernmentelections.weebly.com/ College Prep Task and Directions: http://mhsgovernmentelectionscp.weebly.com/ Honors Students Poster Examples: https://padlet.com/lgarymichel1/r39k9ztx3cj9barj	**Formative Assessment(s):** **Executive Branch** Four multiple choice questions that assess content standards at DOK 1 and DOK 2 level Quick check on content and concepts Daily opening activities to check for understanding Small group discussions & feedback: participation in group discussion Online web checks- Mentimeter, Padlet, Launchpad, Whiteboard fi. **Summative Assessment(s):** **Executive Branch Summative** Multiple choice assessment that assess all content standards of the unit. **Government Weebly Summative:** Authentic Assessment used in Fall 2020 during election season.

	College Prep Students Poster Examples: https://padlet.com/lgarymichel1/m56cmik94viz75kn <mark>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension. We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course.</mark> *This assignment will not be used again until the Fall of 2024* Running for President of Marietta High School The Formative assessment addresses the goals of the statement of inquiry by examining the system of state elections to identify people and parties of power in governance. It allows young learners to see the intended consequences of the power of one vote and the unintended consequences of nonvoters and for uneducated voters who do not research voting history and polling data points. This summative assessment allows them to access real world learning connections to gain a bigger perspective of how influential we are as constituents in the nomination, voting, campaigning and election process. Further it is explored through the lens of Identities and Relationships as students connect political parties and influence of an incumbent and challenger and beyond to political names and legacy of pertinent families over the history of our nation. -Please see all 3 attachments 📄 Generic Rubric MYP 📄 Views 📄 Campaign Speech	
Approaches to learning (ATL)		
Category: Researcy **Cluster:** Media Literacy		

Skill Indicator: Students will focus on their research-Media literacy: locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) through the MYP summative assessment. Further, students will focus on research Information literacy by evaluating and selecting information sources and digital tools based on their appropriateness to specific tasks.

Category: Critical Thinking
Cluster: Critical Thinking
Skill Indicator: Throughout the unit, there is an intentional practice individually, with elbow partners and small group discussion to increase thinking. Critical thinking occurs throughout the unit by having students analyze complex concepts and projects into their constituent parts and synthesize them to create new understandings

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
SSCG10 Demonstrate knowledge of the executive branch of government.	**Historical Presidential Elections Comparisons** The visuals of the electoral college maps available at the impressive resource of 270 to win allow our students to see how our country has shaped and reshaped itself from Blue and Red States. Students are able to visibly draw conclusions of how the west and east has changed over time and how crucial this system is to selecting our nation's president. The data includes both popular vote as well as all candidates and their electoral college votes tallied.	Students with IEP/504 plans will have all accommodations implemented. There will also be adjustments for CP/ELL students so assignment aligns with teacher/PLC expectations
SSCG10 Demonstrate knowledge of the executive branch of government. b. Describe informal qualifications common to past presidents.	**Project Pick a Prez** Students will select a U.S. President that they find interesting or most admirable. Students will research and create a project using a type of presentation software.	Students with IEP/504 plans will have all accommodations implemented. There will also be adjustments for CP/ELL students so assignment aligns with teacher/PLC expectations
SSCG10 Demonstrate knowledge of the executive branch of government. d. Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.	**The Electoral College** Students will use knowledge about the electoral college to complete the missing numbers of electoral votes for specific states. Students will use this information to answer the following questions: If you could campaign in five states, which five would they be, why? Are the small states important in the electoral vote> why or why not? Is it possible to lose the five biggest states and still win the electoral vote? Explain and must show math	Students with IEP/504 plans will have all accommodations implemented. There will also be adjustments for CP/ELL students so assignment aligns with teacher/PLC expectations

SSCG11 Explain the functions of the departments and agencies of the federal bureaucracy. a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies. b. Explain the functions of the President's Cabinet.	**The President's Cabinet Activity** Students will use information summarized in a chart that lists duties of the president's cabinet to decide which department would be involved with the scenarios listed.	Students with IEP/504 plans will have all accommodations implemented. There will also be adjustments for CP/ELL students so assignment aligns with teacher/PLC expectations
SSCG10 Demonstrate knowledge of the executive branch of government.	**African American leaders in the executive branch bitmoji** This resource was created alongside our Black History month to spread awareness regarding the history of people of color serving in our nation's government.	Students with IEP/504 plans will have all accommodations implemented. There will also be adjustments for CP/ELL students so assignment aligns with teacher/PLC expectations

Content Resources

Political Typology Diagnostic
As we encourage our learners to gauge their perspectives and opinions, we offer them the opportunity to take online diagnostics to help identify their political pedagogy. The Pew Research center is the most data driven and respected tool available for this. Our PLC is working to create a google form that ends with a 0-40 point measurement scale of spectrum on the political plane. Unit planner will be updated once it is vetted and finalized.

GADOE Lessons and Resources SSCG10, SSCG11, SSCG12. While our PLC maintains many shared learning experiences, we do allow our members to embrace the learning activities and notes available to us from our Georgia American Government Framework. From their political cartoon for the roles of the US President to their engaging simulations and research opportunities, our staff supplements the instruction designed by our team with the performance tasks available to us here.

Support Resources:
DoE American Government Inspire Site
American Government Teacher Notes
Discovery Education Experience (searchable by subject- login required: student Google Email)