

Teacher Mr. Westmoreland Subject Government CP Dates Week 1: 4/20-4/24/40 Weekly Planner

Welcome to our Distance Learning Classroom!

Student Time Expectation per day: **30 minutes**

| Content Area & Materials | Learning Objectives | Tasks | Check-in Opportunities | Submission of Work for Grades |
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| <p>Content Area: Topic 4: Legislative Branch Topic 5: Executive Branch Materials: Government Textbook “Magruder’s American Government”</p> <p>Digital and Unplugged: Binder Paper/Notebook & Pencil</p> <p>Digital: Computer (if available) Desktop/Laptop/Chrome book Access to KHS Office 365 (try to reset your password if necessary, on your own) Phone or scanner to capture handwritten work</p> | <p>Essential Question: Topic 4: How should government meet the needs of its people? Topic 5: What makes a good leader?</p> <p>Objectives: Topic 4, Lesson 1 – Explain why the Congress has a bicameral structure, the difference between a term and a session; describe the duties performed by those who serve in Congress.</p> <p>Topic 4, Lesson 6 – Identify the path of a bill becoming a law in the House; compare the bill process in the Senate and evaluate the actions the President can take after both houses pass a bill.</p> <p>Topic 5, Lesson 1 – Describe the President’s many roles, understand the formal qualifications to become President, and explain how presidential terms limits has changed over time.</p> <p>Topic 5, Lesson 3 – List the reasons for the growth of presidential power, understand the constitutional powers of the President, and explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of the government.</p> | <p>Blended Combination (same for digital and unplugged):</p> <ul style="list-style-type: none"> - Class/HW: READ Topic 4, Sections 1,6 (textbook pgs 140-152, 198-211) AND READ Topic 5, Sections 1, 3 (textbook pgs 216-226, 231-243) - Class/HW: Complete Provided HW worksheets on binder paper or in a word document INCLUDING a complete Cognitive Dictionary for all key terms in all assigned sections (refer to model) - Project: Complete a Current Event (I will also accept a second makegood current event if you have a zero and did not submit a makegood yet) - Quiz: Complete the provided Quiz (digital version available at https://bit.ly/3aO1hU3) | <ul style="list-style-type: none"> - Virtual Office Hours listed below - Email is the preferred method of contact: lwestmoreland@tUSD.net - I am also available through Office365 Teams Chat (Click on the blue Teams logo after logging into Office365, there is a Chat function built in, type in my last name to find me) - Alternatively, if you need additional support, I am willing to arrange a video call (Teams, Skype or Zoom) or a phone call with you – just contact me via email to schedule during my posted virtual office hours ahead of time. | <p>Digital and Unplugged:</p> <ul style="list-style-type: none"> - Carefully read the instructions for each individual assignment. <p>Digital Submission:</p> <ul style="list-style-type: none"> - Use Word in KHS Office 365 to create your work, share with me or attach to an email - Alternatively, you may email a clear and well-lit picture of your legible handwritten work (binder paper) <ul style="list-style-type: none"> o Week 1 & 2 assignments due: 5/8 o Week 3 & 4 assignments due: 5/15 <p>Unplugged Submission:</p> <ul style="list-style-type: none"> - Physical work will need to be submitted on the appropriate dates at Kimball High School on binder paper: <ul style="list-style-type: none"> o Week 1 & 2 assignments due: 5/8 o Week 3 & 4 assignments due: 5/15 |

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| <u>Scheduled, if possible, Shared Experience</u> | No scheduled Shared Experiences this week | | | | |
| Scaffolds & Supports | <p>Vocabulary Scaffold/Support: Create a cognitive dictionary based on the key terms from each section using the provided model. This will help you better understand the content. Review Academic vocabulary provided in each homework section.</p> <p>Reading Strategy: Skim Textbook reading assigned first, focusing on headers, bolded/colored words, to gain the gist of the section, then reread slowly as you complete the assigned homework</p> | | | | |
| Teacher Office Hours <i>2 hours daily (all classes):</i> <ul style="list-style-type: none"> • Contact • Platform | Monday 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request | Tuesday 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request | Wednesday 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request | Thursday 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request | Friday 1pm – 3pm Email, Teams Chat; if necessary, video call/phone call upon request |