

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government/Civics Social Studies Course.

American Government/Civics - Unit Number 7- The Executive Branch, Federal Bureaucracy, and Foreign Policy

Elaborated Unit Focus	<p>This unit examines the executive branch of government, including: the formal and informal qualifications to run for President, the term of office and line of succession, the roles of the President, and how the Electoral College works in electing the President. Students will also investigate how the federal bureaucracy operates by exploring government corporations, independent regulatory agencies, and the Presidential cabinet. Finally, students will explore the tools used to carry out American foreign policy, such as treaties, sanctions, humanitarian aid, and military intervention.</p>
Connection to Connecting Theme/Enduring Understandings	<p>Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</p> <ul style="list-style-type: none"> • Qualifications for President of the United States • Line of Succession for President of the United States (20th, 22nd, and 25th Amendments) • Electoral College (12th Amendment) <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> • Roles of the President • Regulatory Agencies, government corporations, and executive agencies • President's Cabinet <p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.</p> <ul style="list-style-type: none"> • Diplomacy and Treaties • Economic, Military, and Humanitarian Aid • Sanctions and Military Intervention
GSE for Social Studies (standards and elements)	<p>SSCG10: Demonstrate knowledge of the executive branch of government.</p> <ol style="list-style-type: none"> 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 term 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.

	<p>SSCG11: Explain the functions of the departments and agencies of the federal bureaucracy.</p> <ul style="list-style-type: none"> 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. <p>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.</p>
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>MAP SKILLS:</p> <ul style="list-style-type: none"> 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 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ul style="list-style-type: none"> 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 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 17. Interpret political cartoons.

Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1 (Rule of Law)</p>	<p>Why does the Constitution establish specific procedures for filling the position of President of the United States?</p> <ul style="list-style-type: none"> • Why are there specific qualifications Presidential candidates must meet? • How have the guidelines for filling the position of President changed over time? • Why is the Electoral College the method for electing the President of the United States?
<p>Enduring Understanding 2 (Individuals, Groups, and Institutions)</p>	<p>How do the departments and agencies of the executive branch affect society through intended and unintended consequences?</p> <ul style="list-style-type: none"> • How does the President serve the United States through different roles? • How do the various departments and agencies of the executive branch influence the President's decision-making process? • How does the President's Cabinet influence the President's decision-making process?
<p>Enduring Understanding 3 (Governance)</p>	<p>How does the Executive Branch develop policy related to the United States' interaction with other societies?</p> <ul style="list-style-type: none"> • How is diplomacy used to negotiate treaties? • How does the Executive Branch formulate economic, military, and humanitarian aid to other nations? • How does the Executive Branch formulate sanctions and military intervention policies against other nations?

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Presidential Terms of Office and Formal Qualifications

Using primary and secondary resources, students will examine the formal and informal qualifications for presidential candidates. Students will also examine the term of office a President serves.

GSE Standards and Elements	<p>SSCG10: Demonstrate knowledge of the executive branch of government.</p> <ol style="list-style-type: none"> 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 term of office and describe the line of succession (e.g., 20th, 22nd, and 25th Amendments).
Literacy Standards	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ol style="list-style-type: none"> 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 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 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 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 17. Interpret political cartoons.
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: Students will determine from a list of famous individuals, whether or not they would be qualified to run for President of the United States. If they are not qualified, the student needs to explain why. Students will use the knowledge gained by researching primary and secondary sources for formal and informal qualifications. They may need to use online resources to discover whether the individual is a natural born citizen.

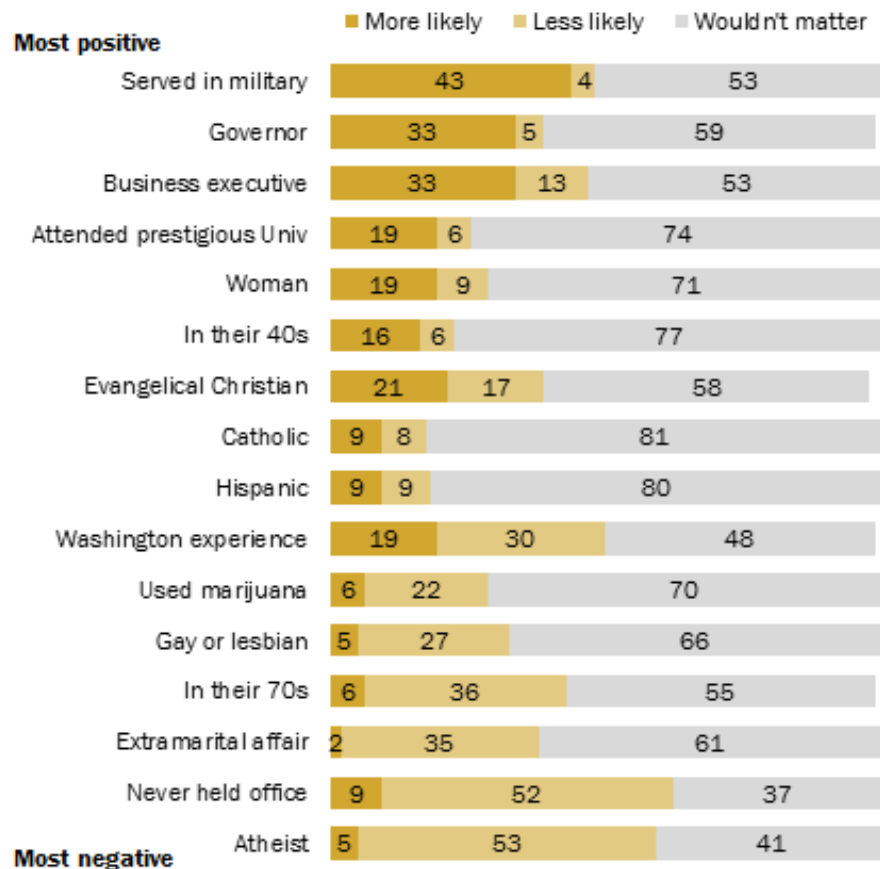
Beyonce, Supreme Court Chief Justice John Roberts, Alex Rodriguez, Lil Wayne, Senator Tom Cotton, Oprah Winfrey, Ariana Grande, Denzel Washington, Brad Pitt, Drew Brees, Cristiano Ronaldo, Bill Gates, LeBron James, and Representative Elise Stefanik.

ACTIVITY #2: Students will interpret the following chart to identify the most common positive and negative traits of past presidents, and the likelihood of voting for a candidate based on certain characteristics.

www.people-press.org

Views of Presidential Traits: Positives and Negatives

How would each impact your likelihood of supporting a candidate ...



Survey conducted April 23-27, 2014. Don't know responses not shown. Items ranked from largest net positive to largest net negative.

PEW RESEARCH CENTER

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Line of Presidential Succession – 20th, 22nd, and 25th Amendments

Using primary documents, students will examine the line of presidential succession and how the 20th, 22nd, and 25th Amendments shaped the process.

GSE Standards and Elements	<p>SSCG10: Demonstrate knowledge of the executive branch of government.</p> <p>c. Identify term of office and describe the line of succession (e.g., 20th, 22nd, and 25th Amendments).</p>
Literacy Standards	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p> <p>14. Formulate appropriate research questions</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: Students will read the text of the United States Constitution to find out what the 20th, 22nd, and 25th Amendments address. They will then create a chart using online tools of the order of succession. The order is listed below:

- Vice President
- Speaker of the House
- President pro tempore of the Senate
- Secretary of State
- Secretary of the Treasury
- Secretary of Defense
- Attorney General
- Secretary of the Interior
- Secretary of Agriculture
- Secretary of Commerce
- Secretary of Labor
- Secretary of Health and Human Services
- Secretary of Housing and Urban Development
- Secretary of Transportation
- Secretary of Energy
- Secretary of Education
- Secretary of Veterans Affairs
- Secretary of Homeland Security

ACTIVITY #2: Students will read the following article from the *Constitution Daily* website:
<https://constitutioncenter.org/blog/breaking-down-the-25th-amendment-what-you-need-to-know>

Students will annotate the article and have a class debate on the strengths and weaknesses of the 25th Amendment.

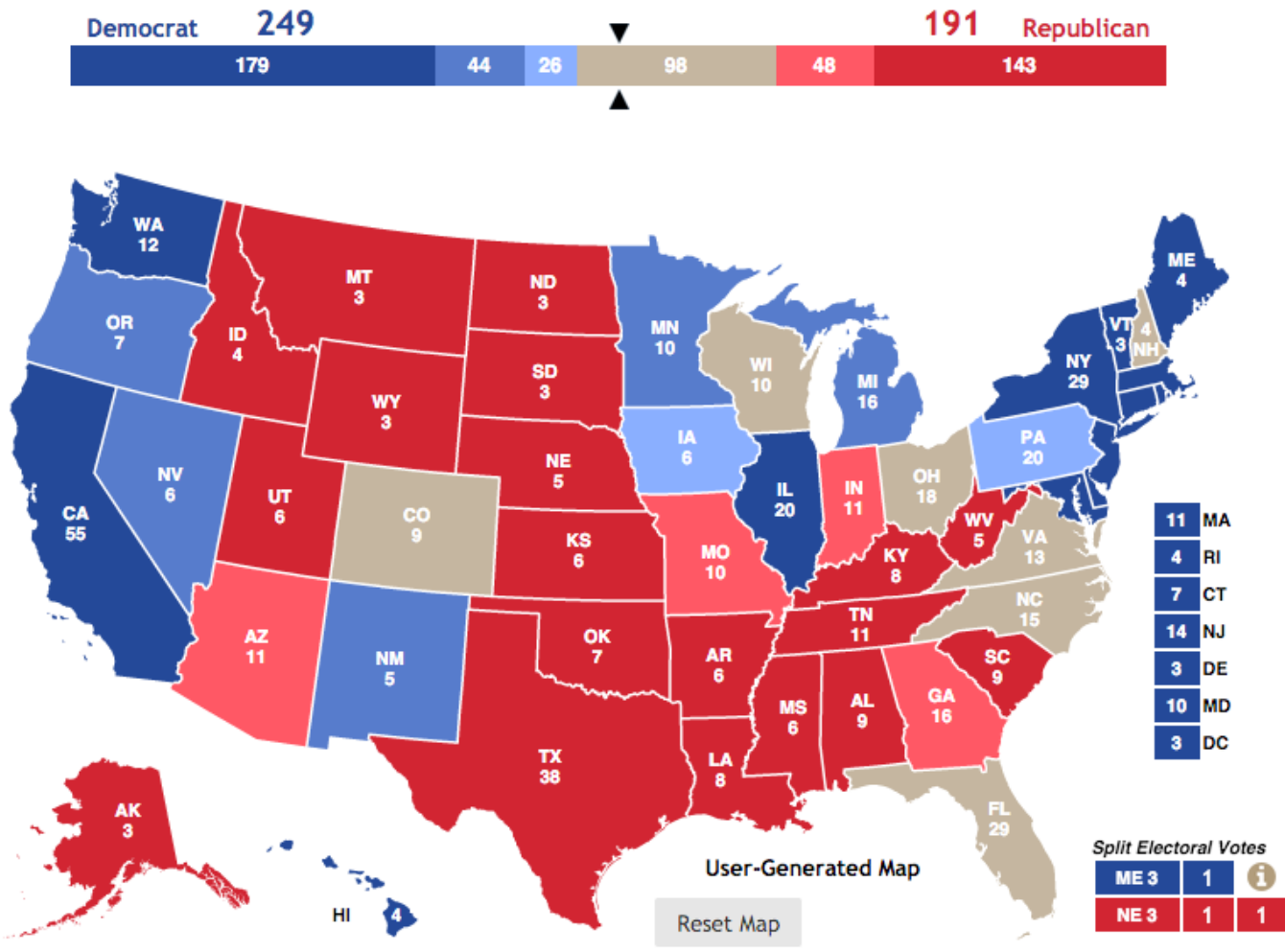
Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Electoral College and the 12th Amendment

Using primary documents and secondary resources, students will examine the organization and purpose of the Electoral College as outlined by the 12th Amendment.

GSE Standards and Elements	<p>SSCG10: Demonstrate knowledge of the executive branch of government.</p> <p>d. Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.</p>
Literacy Standards	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ol style="list-style-type: none"> 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 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 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 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 17. Interpret political cartoons.
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: Students will conduct research on the 12th Amendment and the Electoral College to gain an understanding of how the Electoral College works and whether or not it is the most effective way to determine which presidential candidate wins and election. Students will then receive a copy of the U.S. election map, like the one below, and they will fill in the number of electors for each state. This is determined by the number of Senators and House members for each state (image below based on 2016 presidential election).



<https://mic.com/articles/131350/2016-election-map-here-s-how-many-points-each-state-gets-in-electoral-college#.pcO4C1x7Q>

ACTIVITY #2: The effectiveness and fairness of the Electoral College is a popular topic for debate. Students will be divided into teams. You will need an even number of teams, and each team should be comprised of three to four students. Randomly assign half of the teams as being ‘for’ the Electoral College and the other half as ‘against’ the Electoral College. These groups will debate each other on this topic.

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Presidential Roles

Using online resources and writing exercises, students will examine the various presidential roles.

GSE Standards and Elements	<p>SSCG10: Demonstrate knowledge of the executive branch of government.</p> <p>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.</p>
Literacy Standards	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p> <p>14. Formulate appropriate research questions</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Individuals, Groups, and Institutions</p>

ACTIVITY #1: Students will interpret the political cartoon below. An appropriate response would include how many different roles the president is playing at one time, and the challenges of those presidential roles and responsibilities.

Stiglich
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WWW.TOMSTIGLICH.COM



<https://www.usnews.com/cartoons/barack-obama-cartoons?slide=7>

ACTIVITY #2: The students will use online research to discover the various roles of the president. Some of those include: Commander in Chief, Chief of State, Chief Executive, Chief Agenda Setter, Chief Diplomat, and Party Leader. Students should create a t-chart with the left side listing the role and the right side listing examples of that role. The following website includes a lesson on this topic and outlines some examples of the president's various roles. <https://edsitement.neh.gov/lesson-plan/presidents-roles-and-responsibilities-understanding-presidents-job#sect-activities>

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Independent Regulatory Agencies and Government Corporations

Using online research and primary and secondary sources, students will examine the roles of selected regulatory agencies and government corporations.

GSE Standards and Elements	<p>SSCG11: Explain the functions of the departments and agencies of the federal bureaucracy.</p> <p>a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.</p>
Literacy Standards	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p> <p>14. Formulate appropriate research questions</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	Individuals, Groups, and Institutions

ACTIVITY: Students will use online research, including websites and current online newspaper articles, to identify the role of each agency selected for this activity.

Begin by asking students to interpret this quote: “many Americans have forgotten that we set up regulatory agencies in the first place to protect the public interest. Industries considered vital to the public...were regulated in order to provide the public a steady flow of and safe production in a stable environment.”

Victor Kamber, July, 1984.

http://mdk12.msde.maryland.gov/instruction/curriculum/hsa/government/lesson_plan/lesson18.html#materials

After discussing the meaning of the quote, based on student responses, divide the class into 6 small groups. Assign each group one of the six agencies or government corporations below.

The student groups will research the purpose of their assigned agency or corporation, including date it was created, why it was created, whether it is an independent regulatory agency or a government corporation, and what sector the agency or corporation is responsible for regulating or operating.

Each group will create a multimedia presentation (PowerPoint or Prezi) to share with the class. The presentation should include a minimum of 6 slides and no more than 10 slides.

You may use the independent regulatory agencies and government corporations below:

Federal Trade Commission

Environmental Protection Agency

Food and Drug Administration

Tennessee Valley Authority

Amtrak

Federal Deposit Insurance Corporation

You may use the rubric below to set expectations and to grade the work:

Rubric for Multimedia Presentation

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	Exemplary	Admirable	Acceptable	Attempted
Research of Topic	20%	<ul style="list-style-type: none"> <input type="checkbox"/> Use of three or more sources, <input type="checkbox"/> use of two search engines <input type="checkbox"/> Variety of domain name suffix (.com, .edu, .net) <input type="checkbox"/> Factual information is accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of two sources, including use of one search engine <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Topic could be more narrowly focused 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of one Internet source <input type="checkbox"/> Some errors in information <input type="checkbox"/> Topic somewhat broad 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of only one source <input type="checkbox"/> Numerous errors in information <input type="checkbox"/> Topic too general
Organization (Outline or Storyboard for Planning)	15%	<ul style="list-style-type: none"> <input type="checkbox"/> Logical sequencing <input type="checkbox"/> Menus and paths are clear <input type="checkbox"/> Original; inventive; creative 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat logical sequencing <input type="checkbox"/> Menus and paths are mostly clear <input type="checkbox"/> Original 	<ul style="list-style-type: none"> <input type="checkbox"/> Sequencing is poorly planned <input type="checkbox"/> Menus and paths are sometimes confusing <input type="checkbox"/> Little originality 	<ul style="list-style-type: none"> <input type="checkbox"/> Sequencing is confusing <input type="checkbox"/> Menus and paths are confusing <input type="checkbox"/> Inconsistent
Content	20%	<ul style="list-style-type: none"> <input type="checkbox"/> Covers topic completely and in depth <input type="checkbox"/> Content is readily understandable <input type="checkbox"/> Media used contributes to understanding of topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Covers topic <input type="checkbox"/> Content is mostly understandable <input type="checkbox"/> Media used mostly contributes to understanding of topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Barely covers topic <input type="checkbox"/> Content is somewhat understandable <input type="checkbox"/> Media used somewhat contributes to understanding of topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not adequately cover topic <input type="checkbox"/> Content is confusing <input type="checkbox"/> Media used does not contribute to understanding of topic
Graphic Design	25%	<ul style="list-style-type: none"> <input type="checkbox"/> Effective combination of multimedia and persuasive design elements <input type="checkbox"/> Excellent use of navigational tools and buttons <input type="checkbox"/> Graphics effectively entice audience; accurately convey message 	<ul style="list-style-type: none"> <input type="checkbox"/> Good combination of multimedia and design elements <input type="checkbox"/> Adequate navigational tools and buttons <input type="checkbox"/> Visuals and images are attractive; adequately conveys message 	<ul style="list-style-type: none"> <input type="checkbox"/> Some use of multimedia and design elements <input type="checkbox"/> Some buttons and navigational tools work properly <input type="checkbox"/> Use of visuals and images is limited; message is conveyed 	<ul style="list-style-type: none"> <input type="checkbox"/> 0-1 media used <input type="checkbox"/> Buttons and navigational tools are absent or confusing <input type="checkbox"/> Use of visuals and images is confusing or absent; message is confusing
Mechanics	10%	<ul style="list-style-type: none"> <input type="checkbox"/> Correct grammar, usage, mechanics, and spelling <input type="checkbox"/> All sources are correctly cited 	<ul style="list-style-type: none"> <input type="checkbox"/> Few grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Most sources are correctly cited 	<ul style="list-style-type: none"> <input type="checkbox"/> Several grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Some sources are incorrectly cited 	<ul style="list-style-type: none"> <input type="checkbox"/> Obvious grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Sources are not cited

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Federal Bureaucracy

Using online research and primary and secondary sources, students will examine the United States' Federal Bureaucracy.

GSE Standards and Elements	<p>SSCG11: Explain the functions of the departments and agencies of the federal bureaucracy.</p> <ul style="list-style-type: none"> 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.
Literacy Standards	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ul style="list-style-type: none"> 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 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ul style="list-style-type: none"> 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 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 17. Interpret political cartoons.
Enduring Understanding(s)	<p>Individuals, Groups, and Institutions</p>

ACTIVITY #1:

Step One: In 2015, the FCC established net neutrality rules, which were then upheld by the U.S. Court of Appeals in June of 2016. In order to understand the background here, have your students read a *New York Times* article on the FCC Rules and the Net Neutrality Ruling of 2016. This is the link:

https://www.nytimes.com/2016/06/15/technology/net-neutrality-fcc-appeals-court-ruling.html?_r=0

Step Two: Discuss the ruling and the essential reason for it—the idea that the Internet should be regulated as a utility, not as a luxury, like, say, Cable TV. You may use the questions below to help guide your discussion.

1. What is the meaning of the phrase "net neutrality?"
2. What is the definition of a "utility"?
3. What other utilities do people pay for regularly?
4. Was the court correct in deciding that the Internet is a utility rather than a luxury, like cable TV?
5. How is the Internet different from cable?
6. Do you think this ruling will stand? Why or why not?
7. How do you use the Internet?
 - o For you, is it a necessity or a luxury? Explain.

Step Three: Another area in which Internet regulation is sometimes considered is with regard to the content that is available and who should be able to access it. To introduce this topic, have your students watch the video below on COPPA, the Children's Online Privacy Protection Act (6:30). After the video, discuss COPPA with your students to make sure they understand who is affected by this legislation and how. You can also ask them if they think the legislation is fair and necessary. Here is the link: <https://www.ftc.gov/news-events/audio-video/video/protecting-childrens-privacy-under-coppa>

Step Four: Finally, with your students, read through this explanation of CIPA (Children's Internet Protection Act). Again, you can ask your students follow-up questions such as the ones below.

1. Who is affected by CIPA?
2. Why was CIPA put into place?
3. Are there any aspects of CIPA that cause you concern? Explain.
4. Overall, do you think CIPA is fair? Necessary? Helpful? Explain.

Step Five: After reviewing and discussing these materials, ask your students to write an essay in response to the following prompt:

The Internet has profoundly changed American commerce, entertainment, and even dating rituals. But it remains largely outside government regulation. Is it time for the federal government to increase its regulatory oversight of the Internet? If so, how? If not, why not?

<http://www.shmoop.com/federal-bureaucracy/teaching.html>

Activity #2: Ask students to find a political cartoon on their own that best represents how many citizens feel about bureaucracies. They should print it out and write their interpretation of the cartoon on the back of the copy.

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Presidential Cabinet

Using research and multimedia tools, students will examine the purpose of the president’s cabinet, including what each department head’s responsibilities are for the position.

GSE Standards and Elements	<p>SSCG11: Explain the functions of the departments and agencies of the federal bureaucracy.</p> <p>b. Explain the functions of the President's Cabinet.</p>
Literacy Standards	<p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p> <p>14. Formulate appropriate research questions</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Individuals, Groups, and Institutions</p>

ACTIVITY #1: Students will create a multimedia presentation on the President’s cabinet. There should be one slide for each cabinet position. Each slide should include: The title of the cabinet position, where it falls in the order of presidential succession, and who currently holds the leadership positions. At the beginning of the presentation, students should describe the responsibilities of the department the person represents and list how a cabinet head is appointed (including the nomination by the president, the hearings, and the approval of the Senate).

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Diplomacy, Treaties, Humanitarian Aid, Sanctions, and Military Intervention

Using online research and primary and secondary resources, students will examine the tools that the United States uses in developing relationships with other countries and reprimanding countries that violate humanitarian expectations.

GSE Standards and Elements **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.**

Literacy Standards

L9-10RHSS6 –
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

L9-10RHSS7 –
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

L9-10WHST10 –
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Matrices

MAP 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
- 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations
- 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

INFORMATION PROCESSING SKILLS:

- 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
- 8. Identify social studies reference resources to use for a specific purpose
- 11. Draw conclusions and make generalizations
- 14. Formulate appropriate research questions
- 17. Interpret political cartoons.

Enduring Understanding(s)

Governance

ACTIVITY #1: In this activity, students will gain an understanding of the relationship between the United States and Cuba. They will be able to identify and understand how the United States has used several of these tools in dealing with Cuba over the past 50+ years.

First, ask students to read the transcript of a piece that aired on PBS. It can be located at the following site:

http://www.pbs.org/now/transcript/transcript_cuba.html

Next, describe the background to the students:

Just 90 miles from Key West, the island of Cuba has been the source of both enormous economic profits and problems for the United States. During the late 19th century, the U.S. controlled the Cuban sugar industry and purchased 87% of Cuba's exports. Significant U.S. economic investments in Cuba motivated continued U.S. involvement in Cuban affairs.

Fidel Castro assumed control of Cuba in 1959. As part of his revolutionary reforms, the Cuban government expropriated large U.S. estates, oil refineries, and other economic assets. Castro also allied himself with the Communist Party and fostered a strong ally with the U.S.'s Cold War enemy, the Soviet Union. As a result, U.S. relations with Cuba were cut off both diplomatically and economically. The U.S. tried unsuccessfully to overthrow Castro, and Cold War tensions escalated dangerously and dramatically during the Cuban Missile Crisis. Today, many of these trade embargoes and travel restrictions are still in effect.

This lesson looks at current U.S. policy towards Cuba and examines the question of whether or not the economic embargo on Cuba should be lifted.

Assumed Student Prior Knowledge

It is assumed that students have some background on the causes of the Cold War and the rise of Fidel Castro. Some knowledge of the benefits of international trade would also be helpful.

Teaching Strategy

1. In preparing for the lesson, review the timeline of U.S./Cuba relations and select five key events that outline U.S. relations with Cuba leading up to the embargo. Suggested events include:

- a. 1880's - U.S. is dominant trade partner with the Spanish colony of Cuba
- b. 1898 - U.S. helps Cuba achieve independence from Spain in Spanish American War
- c. 1901 - U.S. protects its financial interests in Cuba with Platt Amendment to the Cuban constitution (permits U.S. intervention in Cuban affairs and blocks Cuba from establishing treaties or financial relationships with other countries.)
- d. 1960 - Cuba nationalizes U.S. corporate assets, resulting in U.S. sanctions and a partial embargo on Cuba.
- e. 1961 - U.S. cuts all diplomatic relations with Cuba and tries to overthrow Fidel Castro in the botched Bay of Pigs invasion. Total embargo of Cuba put in place.

Introduce the next activity by telling students that they will be playing the role of White House staff members who have been asked to form committees to review whether or not the U.S. embargo on Cuba should be lifted, and then to make a policy recommendation to the president based on the results of their research and discussion. Explain that since various views on the issue need to be considered while developing policy, students will form

six groups that will research supporting information for their viewpoint and then develop a "position paper" related to their area of focus. Each group will then use their paper to advocate for their viewpoint to the entire advisory group (the class) in the effort to formulate a policy recommendation for the president.

Organize students into the following six groups (the number of students in each group will depend on the number of students in the class):

Position: Remove the Embargo	Position: Keep the Embargo
Political Committee (focused on what political advantages and disadvantages would occur with rescinding the embargo)	Political Committee (focused on what political advantages and disadvantages would occur with rescinding the embargo)
Economic Committee (focused on what economic advantages and disadvantages would occur with rescinding the embargo)	Economic Committee (focused on what economic advantages and disadvantages would occur with maintaining the embargo)
Humanitarian Committee (focused on what humanitarian advantages and disadvantages would occur with rescinding the embargo)	Humanitarian Committee (focused on what humanitarian advantages and disadvantages would occur with maintaining the embargo)

You may wish to designate, or have students select a group chairperson whose role it would be to direct research and guide the individual committee sessions, and a secretary, who would take notes of the session and either draw up the committee report or direct the construction of the report.

Provide students with your expectations for the "position paper." It is suggested that the paper include the following:

- A definition of terms related to the topic (embargo, trade, etc.)
- A history of the situation/problem
- Issues with the current system, or what is correct about the current system
- Communal solutions to problems identified by the group
- Proper grammar and spelling as well as accurate historical facts