

Pocatello/Chubbuck School District #25U
Social Studies Course: US Government
Unit 4: The Executive Branch

Grade: 12

Pacing: 2-3 WEEKS

Unit Overview: Learners will be able to describe the roles and powers of the President. Learners will be able to explain the evolution of the executive branch and the bureaucracy. Learners will be able to describe the central role of the President in the formulation of foreign policy. Learners will describe the executive branch agencies that deal directly with Native American tribes.

FOCUS SOCIAL STUDIES STANDARD / CONCEPT PROGRESSION

US History	US Government
<p>9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history.</p> <p>9-12.USH2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.</p> <p>6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.</p> <p>6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.</p> <p>6-12.USH1.5.1.3 Analyze how national interest shapes foreign policy.</p>	<p>9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.</p>

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FOCUS AND ACCOMPANYING STANDARDS	Learning Intentions
<p>The FOCUS and accompanying standards are clustered with Learning Intentions and Success Criteria (LI/SC) identified to provide coherence in teaching and learning. It is from these standards, LI/SC, and Tasks/Assessments that PLCs create weekly learning intentions, success criteria and lesson plans.</p>	
<p>9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.</p> <p><u>Accompanying Standards</u> 9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities</p> <p>9-12.G.5.1.3 Describe the characteristics of United States foreign policy and how it has been made and implemented over time.</p>	<p>In this unit, learners will understand the unique role and powers of the president and the function of executive departments and agencies.</p> <p>In this unit, learners will understand the Bureau of Indian Affairs is a Federal Agency under the Executive Branch.</p>

IDAHO STANDARDS FOR LITERACY IN SOCIAL STUDIES
<p>RH.11-12.1. Cite specific textual evidence to support, and analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

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WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL. 11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

UNIT LEARNING INTENTIONS

In this unit, learners will understand the unique role and powers of the president and the function of executive departments and agencies.
 In this unit, learners will understand the Bureau of Indian Affairs is a Federal Agency under the Executive Branch.

SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS

SURFACE (I can understand foundational ideas and/or use skills.)	DEEP (I can relate multiple ideas and/or skills.)	TRANSFER (I can apply ideas and/or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> ● I can describe the roles and responsibilities of the President of the United States. ● I can recognize the roles and responsibilities of the Federal bureaucracy. ● I will understand what the Bureau of Indian Affairs does. 	<ul style="list-style-type: none"> ● I can show the causes and effects of the increased responsibilities of the executive branch (including growth of bureaucracy). ● I can assess the characteristics of United States foreign policy and how it has been implemented by various President's over time. ● I can compare and contrast the differences between Domestic and Foreign Affairs and who has the power within each area according to Article I Section 8 of the Constitution. 	<ul style="list-style-type: none"> ● Given any prompt, I can select three different duties or roles of the Presidency and critique how each President has fulfilled that role. ● Hypothesize how external influences impacted those Presidents while in office.

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LEARNING PROGRESSION (DAILY/WEEKLY READING, WRITING, TALKING)		
SURFACE	DEEP	TRANSFER
<p><i>Learners will:</i></p> <ul style="list-style-type: none"> ● examine the relationship between the branches of government using the system of checks and balances. ● list and describe the various cabinet level agencies. ● recognize the roles of other regulatory agencies. ● recognize the transition from isolationism to internationalism. ● describe the regional security alliances in which the United States has been involved. ● list the powers and roles of the President. ● list and describe the major foreign policy players within and outside of American government including the United Nations. 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> ● show cause and effect by using the Tri-Party system of Government diagram regarding the power the Executive Branch has over Native American Tribes. ● Argue that the Presidencies of Theodore Roosevelt and Franklin Roosevelt expanded the presidential powers outlined in Article II. ● explain the shift from isolationism to internationalism. Using a current political issue to illustrate your explanation. ● explain how the President performs his duties on a daily basis and the impact it has on the growth of the office. ● analyze how economic cycles, technological advancement, and population growth have increased the responsibilities of the Executive Branch. ● I can analyze the effects of the Native American occupation of Acatraz. 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> ● evaluate how specific U.S. Presidents have dealt with the challenges that arose during their administration. Nixon’s response to Alcatraz 1970. ● evaluate how the current administration is using social media platforms to influence domestic and foreign policy. ● research Public Law 280 in correlation to Native American liberties.

KEY ACADEMIC VOCABULARY
<p>Executive, Presidential Roles, Presidential Succession, Executive Order, Appointment Power, Treaty, Executive Agreement, Power of Recognition, Pardon, Clemency, Reprieve, Persona Non Grata, Veto, Impeachment, Electoral College, Isolationism, Nationalism, Internationalism, Deterrents, Détente, Collective Security, NATO, UN, Monroe Doctrine, Truman Doctrine, Containment, Terrorism, Non-traditional combatants, Ambassador, Diplomacy, Domestic Affairs, Domestic Policy, Foreign Affairs, Foreign Policy. Tri-Party Level of Government (in regards to Tribal Government), Bureau of Indian Affairs (BIA)</p>

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REQUIRED SUMMATIVE ASSESSMENT (Administered 'On Demand')	
Learning Intention	In this unit learners will understand the executive branch and the impact it has on citizens.

VETTED MATERIALS/RESOURCES
Topic 5: The Executive Branch- The Presidency and the Vice Presidency (Magruder's 2016) Topic 6: The Executive Branch at Work: Lesson 6.1-6.6) (Magruder's 2016) Topic 13.3: THE Governor and State Administration (Magruder's 2016)