## American Government Assignments

**Standard:** SSCG8 Demonstrate knowledge of the legislative branch of government.

a. Cite the formal qualifications for representatives and senators listed in the Constitution.
b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.
c. Compare the terms of office for each chamber of Congress and explain the Founders’ intent.
d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendment, treaties, etc.)
e. Explain the steps in the legislative process.
f. Explain the functions of various leadership positions and committees within the legislature.
g. Analyze the positive and negative role lobbyists play in the legislative process.

### Lesson Objectives:
The section "The House of Representatives" focuses on the main idea: The House of Representatives is the more representative chamber of Congress. Its members carry out much of their work in committees. Reading Focus questions include:

1. What are the key features of the House of Representatives and its membership?
2. What are some of the challenges that reapportionment and redistricting raise?
3. How is the leadership of the House organized?
4. What is the role of committees in the operation of the House?

### Day 1 Membership in the House; Formal Qualifications, Informal Qualifications p. 138

- a) Define “Key Terms” p. 137
- c) YouTube presentation, Congressional Leadership: Crash Course Government and Politics #8 [https://www.youtube.com/watch?v=L8urcMLGFyU](https://www.youtube.com/watch?v=L8urcMLGFyU)
- d) Review Quick FACTS p. 138
- e) Reading Check – Identifying Supporting Details; What are the formal and informal qualifications for membership in the House? ANSWER
<table>
<thead>
<tr>
<th>Day 2</th>
<th>Reapportionment and Redistricting p. 138, Changes in Population, Gerrymandering, One Person, One Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>YouTube presentation, Gerrymandering: Crash Course Government and Politics #37 <a href="https://www.youtube.com/watch?v=MnhFm5QVVTo">https://www.youtube.com/watch?v=MnhFm5QVVTo</a></td>
</tr>
<tr>
<td>b)</td>
<td>Read, Changes in Population, Gerrymandering, One Person, One Vote p.138</td>
</tr>
<tr>
<td>c)</td>
<td>Read, Gerrymandering Past and Present p. 138</td>
</tr>
<tr>
<td>d)</td>
<td>Complete “Reading Check” Identifying Supporting Details; What are the formal and informal qualifications for membership in the House?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Leadership in the House p. 140, The Speaker of the House, Other Leadership Post, House Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>YouTube presentation, What Does the Speaker of the House Do? <a href="https://www.youtube.com/watch?v=9YC9Xst9L5w&amp;t=9s">https://www.youtube.com/watch?v=9YC9Xst9L5w&amp;t=9s</a></td>
</tr>
<tr>
<td>b)</td>
<td>Read, The Speaker of the House, Other Leadership Post, House Rules p. 140 -141</td>
</tr>
<tr>
<td>c)</td>
<td>Complete Profiles in Government; Nancy Pelosi, “Draw Conclusions; Why did Pelosi say that her election as Speaker was “a historic moment”?</td>
</tr>
<tr>
<td>d)</td>
<td>Complete Reading Check; Making Inferences; What role does the leadership play in running the House?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4</th>
<th>The Role of Committees p. 141, Standing Committees, Other Committees, Committee Chairs, Committee Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>YouTube presentation, Congressional Committees: Crash Course Government and Politics #7 <a href="https://www.youtube.com/watch?v=evLR90Dx79M&amp;t=407s">https://www.youtube.com/watch?v=evLR90Dx79M&amp;t=407s</a></td>
</tr>
<tr>
<td>b)</td>
<td>Read, Standing Committees, Other Committees, Committee Chairs, Committee Membership p. 141 -142</td>
</tr>
<tr>
<td>c)</td>
<td>Review House Standing Committee List p. 142</td>
</tr>
<tr>
<td>d)</td>
<td>Complete Reading Check, Identifying the Main Idea; What is the advantage of having committees in the House?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Information/Codes: Live Chat/Face:Face :</td>
</tr>
<tr>
<td>We will have a live chat for class discussion on Microsoft Teams please read weekly emails with more details.</td>
</tr>
<tr>
<td>Class discussion will be held every Thursday for an all class group. Please access Microsoft Teams app to join a live chat with the instructor (Dr. Rolle) per email between 10am -2pm to provide support to scholars. Feel free to reach out anytime for support.</td>
</tr>
<tr>
<td>Online Platform: <a href="http://www">www</a>. Schoology.com</td>
</tr>
<tr>
<td>Class Codes:</td>
</tr>
<tr>
<td>American Government 1 A</td>
</tr>
<tr>
<td>American Government 2 A</td>
</tr>
<tr>
<td>American Government 1 B</td>
</tr>
<tr>
<td>American Government 2 B</td>
</tr>
<tr>
<td>American Government 4 B</td>
</tr>
</tbody>
</table>
Lesson Objectives

1. Describe life in Russia under the tsars.
2. Analyze the causes and effects of the Russian Revolution.
3. Explain the economic, political, and social changes made by the Communists after gaining power.

Guided Notes: How did the Russian Revolution change the role of government?

Warm-Up

Instruction: Students will practice analyzing primary sources about the events surrounding the Russian Revolution.

Assessment: Quiz

Guided Notes: Rise of Hitler

Warm-Up: How did Hitler's rise to power change Germany?

Instruction: In this assignment, students will be reading a first-hand account by an American woman who visited Hitler’s Germany soon after he came to power.

* How did the events of the war change Hitler's strategy?

Students will Analyze primary and secondary sources about the war in Europe.

* Students will learn that the Third Reich made anti-Semitism a part of its official government policy.

In this assignment, you will read two firsthand accounts written by people who were personally affected by German social attitudes as children.

* Analyze primary and secondary sources about the decision to drop the atomic bomb and then write a short paragraph that displays your understanding of what you have read.
Assessment: Unit Exam

Banneker High School
US History Digital Learning Plan
Monday, March 16, 2020-Friday April 3, 2020

Instructor: Ms. Miles , Mr. Williams  Mr. Willingham
Email: WillinghamB@fultonschools.org
Office Hours: 8:00am-4:00pm
Face-to-Face Instruction: Thursday 12:00pm Microsoft TEAMS
  ➢ Students will use Edgenuity as the primary Learning Management System.
    ○ Edgenuity lends itself perfectly to the gradual release model.
  ➢ Students will log in to Edgenuity using Classlink (located on the Fulton County Schools homepage) to access the coursework.
  ➢ All coursework will be completed, submitted, and graded within the Edgenuity platform.
  ➢ Students in need of enrichment activities will log into USATest Prep to complete assignments.

Course Title in Edgenuity:
US History Post-World War II to the Present E. Williams (SSUSH21-23)

Georgia Standards of Excellence
SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.

Students will be able to (I Can…)
  a. Analyze the international policies and actions taken as a response to the Cold War including U.S.
     involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
  b. Connect major domestic issues to their social effects including the passage of civil rights legislation and
     Johnson’s Great Society, following the assassination of John F. Kennedy.
  c. Describe the impact of television on American culture including the presidential debates
     (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.
e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

Students will be able to (I Can…)
   a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter’s response to the 1979 Iranian Revolution and hostage crisis.
   b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon’s resignation due to the Watergate scandal, and his pardon by Ford.

SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.

Students will be able to (I Can…)
   a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism.
   b. Examine economic policies of recent presidents including Reaganomics.
   c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.
   d. Examine the historic nature of the presidential election of 2008.

Week 1: Monday, March 16, 2020 - Friday, March 20, 2020

* * * ALL ASSIGNMENTS ARE DUE BY FRIDAY, MARCH 20, 2020 AT 11:59PM * * *

The Cold War

<table>
<thead>
<tr>
<th>Edgenuity Lesson Title</th>
<th>Students Will Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cold War</td>
<td>Warm-Up</td>
</tr>
<tr>
<td>How did the Cold War change the world after World War II?</td>
<td>Instruction Quiz</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Truman's Fair Deal How did President Truman's policies shape the United States after World War II?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>The Korean War What were the causes and consequences of the Korean War?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>The Baby Boom How did America experience economic and social change in the 1950s?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>McCarthyism How did Cold War fears affect American society?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>Brinkmanship in the Cold War How did competition with the USSR lead to new domestic and foreign policies?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>Kennedy and the Cold War How did Kennedy's presidency affect the nation during the Cold War?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>Expansion of the Vietnam War What challenges did the United States face as it entered the Vietnam War?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>End of the Vietnam War What events brought about the end of the War in Vietnam?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>Nixon and Watergate What policies shaped Nixon's presidency and how did the Watergate scandal lead to his resignation?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>Unit Test</td>
<td>Unit Test Review Unit Test</td>
</tr>
</tbody>
</table>

Week 2: Monday, March 23, 2020- Friday, March 27, 2020
* * * ALL ASSIGNMENTS ARE DUE BY FRIDAY, MARCH 27, 2020 AT 11:59PM * * *

Civil Rights

<table>
<thead>
<tr>
<th>Edgenuity Lesson Title</th>
<th>Students Will Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Civil Rights Movement Begins What issues and events marked the beginning of the civil rights movement?</td>
<td>Warm-Up Instruction Quiz</td>
</tr>
<tr>
<td>Organizing to Demand Rights</td>
<td>Warm-Up Instruction</td>
</tr>
<tr>
<td>What strategies did new groups and leaders use to pursue civil rights?</td>
<td>Quiz</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **Nonviolent Protest**  
*How did nonviolent civil rights protestors meet resistance in the early 1960s?* | Warm-Up  
Instruction  
Assignment  
(Read the “Letter from Birmingham Jail.”)  
Quiz |
| **Civil Rights and Voting Rights**  
*What were the causes and effects of major civil rights legislation in the 1960s?* | Warm-Up  
Instruction  
Assignment  
(Practice answering questions about civil rights and voting rights.)  
Assignment  
(Read excerpts from the “I Have a Dream” speech.)  
Quiz |
| **Other Perspectives on Civil Rights**  
*How did the civil rights movement change and expand in the late 1960s and 1970s?* | Warm-Up  
Instruction  
Quiz |
| **Johnson’s Great Society**  
*How did Lyndon B. Johnson try to improve American society?* | Warm-Up  
Instruction  
Quiz |
| **Women’s Rights Movement**  
*What were the causes and effects of the women’s rights movement of the 1960s and 1970s?* | Warm-Up  
Instruction  
Quiz |
| **Unit Test** | Unit Test Review  
Unit Test |

---

**Week 3: Monday, March 30, 2020-Friday, April 3, 2020**  
**ALL ASSIGNMENTS ARE DUE BY FRIDAY, APRIL 3, 2020 AT 11:59PM**  

**America in the Modern World**

<table>
<thead>
<tr>
<th>Edgenuity Lesson Title</th>
<th>Students Will Complete</th>
</tr>
</thead>
</table>
| **The Carter Presidency**  
*What economic and foreign policy challenges did President Carter face?* | Warm-Up  
Instruction  
Quiz |
| **The Reagan Revolution**  
*What events and policies characterized the presidency of Ronald Reagan?* | Warm-Up  
Instruction  
Quiz |
| **Bush and Clinton**  
*What policies and challenges shaped the presidencies of George Bush and Bill Clinton?* | Warm-Up  
Instruction  
Quiz |
| **Partisan Conflict in Government** | Warm-Up |
### How did the partisan conflict in Congress affect Clinton’s presidency?

**September 11, 2001**

*How did the terrorist attacks of September 11, 2001, affect the United States?*

Hot Item

**Warm-Up**

**Instruction**

### America in the Bush Years

*What domestic events and policies characterized the Bush administration?*

**Warm-Up**

**Instruction**

### Military Intervention in the Middle East

*What were the causes and effects of US military action in Afghanistan and Iraq?*

**Warm-Up**

**Instruction**

**Quiz**

### The Obama Presidency

*What was significant about President Obama’s election and policies?*

**Warm-Up**

**Instruction**

**Quiz**

### Technology and Its Effects on Modern America

*How have technological advances affected the United States in recent times?*

**Warm-Up**

**Instruction**

**Quiz**

### Unit Test

**Unit Test Review**

**Unit Test**

### Cumulative Exam

* (covers standards SSUSH21-23)

**Cumulative Exam Review**

**Cumulative Exam**

---

**Economics/AP Macroeconomics | Banneker High School**

**Digital Lesson Plan 2020**

---

**12th Grade**

<table>
<thead>
<tr>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will submit all assignments via the Schoology platform.</td>
</tr>
</tbody>
</table>

---

**Assignments**

**Week 3: The Federal Reserve**

Standard: SSEMA2: Explain the roles and functions of the Federal Reserve.
Lesson Objectives:
1. Students should be able to define monetary policy.
2. Students should be able to identify and describe the three tools that the Federal Reserve uses to stabilize the economy.
3. Students should be able to explain which Federal Reserve actions are appropriate for particular occurrences in our economy, e.g. Recession & Expansion.

Monday, March 30 - Day 1: Students will read a short excerpt from their economics textbook. Students will be expected to respond to a series of discussion questions based off of the text assigned to them via the HMH platform.

Students should read Chapter 17, Section 1: The Federal Reserve, Chapter 17, Section 2: Functions of the Federal Reserve, Chapter 17, Section 3: Monetary Policy.

Tuesday, March 31st - Day 2: Students should complete Schoology Assignment – 311: Homework – Monetary Policy & The Federal Reserve.

The homework assignment is a short video covering the topic intended to be discussed during next week.

Wednesday, April 1st - Day 3: Students should check the announcement board for a set of data and articles. Students will be expected to use the knowledge gained from their reading/videos/prior questions to determine effective monetary policy given a set of facts on the economy. The teacher will work with students asynchronously to gain a deeper understanding of the content.

Thursday, April 2nd - Day 4: Students will participate in a live face-to-face instruction session with Mr. Carlisle and Mr. Clements on the topic of Monetary Policy and the Federal Reserve.

10:00 – 11:00 am

Friday, April 3rd - Day 5: Students should complete the five-question formative assessment found on the Schoology platform – 312: Formative Assessment – Monetary Policy & The Federal Reserve.

ALL ASSIGNMENTS SHOULD BE COMPLETED BY FRIDAY APRIL 3rd @ 11:59 P.M.

Additional Information/Codes:

Schoology:  
1A:84MS-W7Z2-G8DVR  
2A: GTPV-Z54W-4HZQ5  
1B: 2JGH-D6SV-QJJ92  
2B:PPZR-23RZ-92TCJ  

Teams:  
Join Code: imw8ld0
### 12th Grade

**J. Mills**  
**J. Clements**

**Instructions**  
The First activity “Five Takeaways” will be uploaded to Schoology. The Second activity (reading assignment) posted on Schoology.

**Dates:** 30 March-3 April 2020

---

### Current Issues Assignments

**Standards:** SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.

**Lesson Objectives:** Students will be able assess the importance of participating in the political Process.

**Day 1 Video Presentation:** Young Americans and Voting:  
[https://www.youtube.com/watch?v=p25BMBVGD0E](https://www.youtube.com/watch?v=p25BMBVGD0E)  
“Five Takeaways” from the video.

**Day 2 Quizlet.com Self-Practice:** “Youth And The Political Process”  
(Not Scored)

**Day 3 Reading Activity:**  
(Read pages 4-7).

**Day 4 Assessment:** Writing Activity taken from selected pages from the reading assignment:

**Day 5 Re-teaching/Recovery covering the reading activity and based on student performance.**

**Additional Information/Codes:**