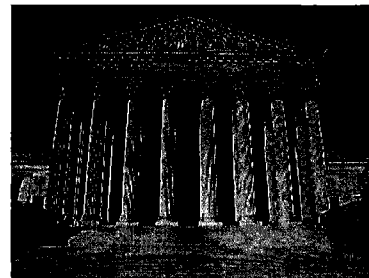
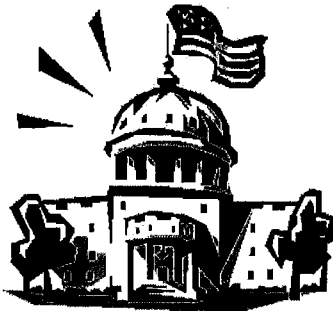
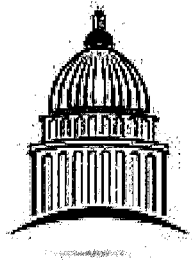


## AMERICAN GOVERNMENT: UNIT 4 OUTLINE: Structure and Function of Federal Government.



DATE	ACTIVITY	DUE (PT)
12/05	<b>Group project: Explaining The three branches, select groups and brain storm ideas. Short Cycle Assessment.</b>	<b>Assessment (6)</b>
12/06	<b>Group work on projects and select presentation type.</b>	
12/07	“ “	
12/08	“ “	
12/09	<b>Group/class presentations due.</b>	<b>(40)</b>
12/12	<b>Impromptu debates (In class)</b>	
12/13		<b>(15)</b>

## **Unit 4: Structure and Function of the Federal Government**

Unit Theme: *How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.*

Unit Topic: *Structure and Functions of the Federal Government*

*Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.*

### **Content Statements / Text References**

**AG 14.** *Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities*

McGraw-Hill: Networks; Chapter 5-Lesson 1: Structure of Congress pp. 158-164

McGraw-Hill: Networks; Chapter 5-Lesson 2: Powers of Congress pp. 165-169

McGraw-Hill: Networks; Chapter 5-Lesson 3: How Congress Works pp. 170-176

McGraw-Hill: Networks; Chapter 5-Lesson 4: How a Bill Becomes a Law pp. 177-181

McGraw-Hill: Networks; Chapter 6-Lesson 1: The President and Vice President pp. 188-193

McGraw-Hill: Networks; Chapter 6-Lesson 2: The President's Powers and Roles pp. 194-198

McGraw-Hill: Networks; Chapter 6-Lesson 3: Making Foreign Policy pp. 200-204

McGraw-Hill: Networks; Chapter 6-Lesson 4: How the Executive Branch Works pp. 205-211

McGraw-Hill: Networks; Chapter 7-Lesson 1: Federal Courts pp. 218-222

McGraw-Hill: Networks; Chapter 7-Lesson 2: The Federal Court System pp. 223-228

McGraw-Hill: Networks; Chapter 7-Lesson 3: The Supreme Court pp. 229-234

McGraw-Hill: Networks; Chapter 7-Lesson 4: Supreme Court Procedures and Decisions pp. 236-241

**AG 15.** *The political process creates a dynamic interaction among the three branches of government in addressing current issues.*

Refer to classroom materials



For this assignment you will be asked to work in groups of two or three and create either an educational children's book or video explaining the three branches of the federal government.

**What will be asked of your group:**

- Read the textbook chapters covering the three branches: This information can be found in chapters 5, 6 & 7
- Turn in a rough draft or script for the final assessment
- Be prepared to present the completed project (video or book) to the class

**If you choose the Video option you must:**

- Write a script for the video including what and how you will explain the 3 branches of government
- Film the video (all necessary materials can be found in the media center, but it is your responsibility to obtain these items)
- Provide a working copy of the video to be viewed by the class
- All group members must be visible in video

**If you choose the Children's Book option you must:**

- Create a rough draft to be checked (grammar by peers, content by teacher)
- Neatly and securely bind the book
- Include colored pictures
- Identify which group member contributed what in the book

**AG 14: Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities**

*What you'll be graded on:*

- Explain at least 5 of the powers that each branch holds

**AG 15: The political process creates a dynamic interaction among the three branches of government in addressing current issues**

*What you'll be graded on:*

- Explain how each branch works with, interacts with, and checks the other branches

**Timeline:**

- Monday** – Create groups, brain storm ideas, check out materials, start rough draft, read
- Tuesday** – Write script or rough draft, read, start filming, have script or rough draft checked
- Wednesday** – Rough drafts and scripts must be checked by today, start on final project
- Thursday** – Continue to work towards completing final project
- Friday** – Share final projects, books and videos



Names: \_\_\_\_\_

Period: \_\_\_\_\_

Book

Video

**Legislative Powers**

**Executive Powers**

**Judicial Powers**

1. \_\_\_\_\_

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

**Explained how the three branches work together**

1                    2                    3                    4                    5

**Used good examples to explain the powers of each branch**

1                    2                    3                    4                    5

**Explanations were thorough**

1                    2                    3                    4                    5

**Quality of the finished product**

1                    2                    3                    4                    5

**Final Grade**

**AG 14**            1                    2                    3                    4

**AG 15**            1                    2                    3                    4

In order to demonstrate your knowledge and understanding of CR.A.12.1 and CR.A.12.2 you will be “persuading” your classmates on a debatable topic. This will happen in one of two ways: A persuasive speech or a debate. You may choose which one you would like to put together. Below are the requirements for both.

**Persuasive speech:**

A 3 to 5 minute speech persuading the listener to agree with one side of a viewpoint. Your speech must include:

- introduction
- history of the topic
- arguments for
- concessions
- arguments against
- rebuttal
- closing argument

**Debate:**

You will hold a debate against a student arguing an opposing view. The debates will use the following format:

- 2 minute speech for
- 2 minute speech against
- 1 minute rebuttal (for)
- 1 minute rebuttal (against)
- 1 minute closing for
- 1 minute closing against

(You must include at least 3 *credible sources* in your argument. You may use notes while speaking.)

The topics that will be covered will fulfill the requirements of the GLI by focusing on how the government deals with technological changes in society. You may choose from one of the following topics (or come up with your own – after it is pre-approved by Mr. B)

- Government should pay for alternative fuel research.
- Animals should be used to test products.
- There should be restrictions on using cell phones while driving.
- Cell phones should be banned in schools.
- Downloading music off the internet without paying for it should be illegal.
- Drilling for oil in new reserves should be continued.
- Embryonic stem cells should be used for research purposes.
- Facebook/Social media should be used for discriminatory hiring purposes.
- Facebook/Social Media should be used to identify student code of conduct violations.
- The FCC should fine television stations for inappropriate language.
- Federal do not call lists should be banned.
- Federal funding for NASA should continue.
- The governmental should regulate minimum auto mpg.
- The governmental should regulate video game ratings.
- Government should set regulations to stop global warming.
- Online classes should be available to replace traditional classes in schools.
- Youtube violates individual privacy rights.
- Governmental salaries should be a matter of public record.
- The practice of using red light cameras should continue.
- Companies should be allowed to restrict email usage at work.
- Companies should be allowed to restrict internet usage at work.
- The US should restrict trade with China.
- Restrictions on tobacco advertising should continue.
- School vouchers should be available to all students.

You will be assessed on submitted written information as well as the presentation of the information. Your speech / debate should be ready to be presented on \_\_\_\_\_

Impromptu Speeches / Debates

Topics

Seniors should have off campus lunch.

All students should have off campus lunch.

A student who does not pass the Ohio Graduation Test should not graduate high school.

If a person is late to class, they should receive a detention.

Hats should be allowed to be worn in schools.

Athletes should not have to take a Physical Education class as a graduation requirement

High school classes should start later in the day.

No student should be allowed to have a modified schedule.

Without increasing the number of days of class, we should shift our school year to year round school

Schools should not be allowed to sell soda or other sugary drinks in their vending machines

Two person teams...

Affirmative (1): Opening

Negative (1): Opening

Affirmative (2): Rebuttal

Negative (2): Rebuttal

Affirmative (1): Rebuttal

Negative (1): Rebuttal

Affirmative (2): Closing

Negative (2): Closing