



**UNITED STATES
GOVERNMENT & CIVICS
ECONOMICS**

Welcome, Florida Social Studies Teachers!

Component or Supporting Resource	How It Works With the Program
Print Student Edition	Aligned fully to Florida standards (print available in English and Spanish).
Print Teacher Edition / eBook	Supports students with point-of-use activities as they connect to social studies content and skills.
Interactive Student eBook with Reading Levels	Provides interactive features, read aloud functionality, and active reading strategies—available in two different reading levels.
Preparing for the Florida Civic Literacy Exam	Specifically developed to provide for practice for the Florida Civic Literacy Exam (FCLC) across the four tested competencies: American Democracy, United States Constitution, Founding Documents, and Landmark Impact on Law and Society.
SmartBook®	Delivers a personalized learning path focused on core content through adaptive questioning.
McGraw Hill K-12 Portal App	Provides offline access to Interactive Student eBook—available in any App Store for free.
Actively Learn™	Equips teachers and students with ever-expanding, standards-aligned, digital content curated specifically for Florida.
Kahoot!	Launches each new topic with engaging, game show-like quizzes embedded in each introductory lesson.
Honors Guide	Provides an all-in-one solution to your classroom needs with specific, easily-implementable teaching strategies, including examples of how the program content can be used to create a highly effective advanced and career-planning course.



Inquire & Learn | Inspire & Lead

Inspire students to embrace their role in the community, state, country, and world as they engage in civil discourse on their way to becoming future-ready citizens. Prepare them to manage their finances and recognize how the economy influences their lives. Equip them to make informed decisions both inside and outside of the voting booth. Empower them to think critically, ask questions, and make an impact.

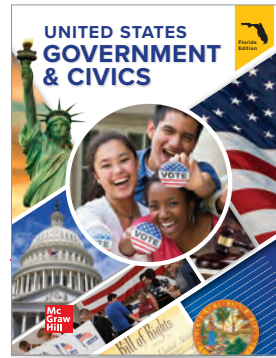
Using Analysis Skills

Use the political cartoon to answer the following questions.



16 IDENTIFYING CONNECTIONS What does the ladder represent, and why do you think one step in the ladder is drawn larger than others?

IDENTIFYING BIAS What is this cartoon saying about the women in society?



Support for All Students

Student and Teacher Editions, Digital Courseware, and more

Equity of Access to Material

- Accessible digital materials ensure that students with disabilities have equitable access to rigorous instruction.

Support for Academic Achievement for All Students

- Scaffolding and differentiation
- Activities for Approaching-Level, On-Level, and Beyond-Level

Students Gain Awareness to Take Informed Action

- Essential Questions and primary and secondary sources lead to deeper understanding.
- Students are encouraged to be civically minded and take informed action.
- Multiple Perspectives, Deliberations, Debates, and other activities help students analyze government, politics, and civics issues from various points of view.



Spark Curiosity Through Critical Thinking and Inquiry

At the beginning of every chapter, students engage with Essential Questions that encourage deep thought and reflection as they prepare to learn and interact with the topic. These questions ask:

- What will you learn?
- Why does this matter?
- How will you know that you learned it?



mheonline.com/florida



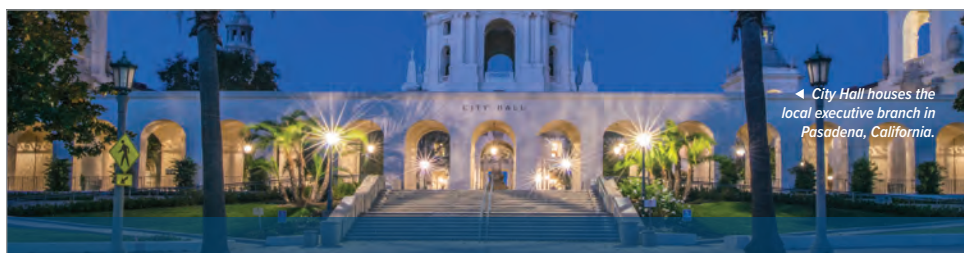
Go online or use your Florida Teacher Edition to explore more teaching strategies and resources.

Engage

- Videos, Interactive Maps, Slideshows, and Timelines
- Kahoot!

Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity



◀ City Hall houses the local executive branch in Pasadena, California.

State and Local Executive Branches

CHAPTER 12

ASKING ESSENTIAL QUESTIONS

- How are state and local executive branches structured?
- What are the characteristics of effective governors and mayors?

What Will You Learn? You will learn who heads the executive branch of state and local government and what the executive's roles are. You will understand the range of requirements for becoming governor or a local executive and

ANALYZING PRIMARY SOURCES

City Government Budgets

LESSON 1

Powers and Roles of State and Local Executives

LESSON 2

Choosing Governors and Mayors

be confirmed by the legislature?

f. take extraordinary actions during a state of emergency? If so, how?

g. call the legislature into special session? If so, under what circumstances?

INTEGRATING INFORMATION Create a poster or presentation that illustrates the powers of your governor.

ANALYZING PRIMARY SOURCES

ANALYZING PRIMARY SOURCES

1. DETERMINING MEANING

Reread the excerpt, and then use context clues to determine the meaning of "budget items."

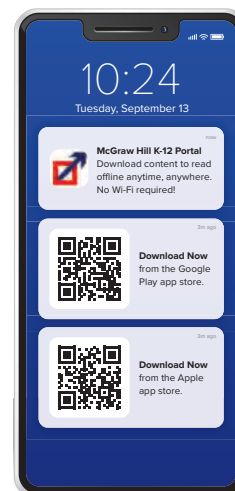
2. DRAWING CONCLUSIONS

Based on the excerpt, why do you think Governor Inslee mentions vetoing both bills and budget items? Why do you

In 2020 Governor Jay Inslee of Washington vetoed \$235 million from the state budget in

"These are difficult and challenging choices. Under normal circumstances, good policy and smart investments for normal times..."

Some governors have the power to veto legislation with recommended amendments. In some states, their governors' vetoes under certain circumstances require the legislators in each house to override the veto with a simple majority. In other states (Alabama, Indiana, Kentucky, and others), a two-thirds majority is required to override a veto with a simple majority. In still other states, the power is quite weak.



To access content offline, download the McGraw Hill K-12 Portal app



Kahoot!

Differentiate

- Reading Essentials
- SmartBook®
- Spanish Student Edition
- Strategies for Differentiation

Assess

- Pre-assessment
- Review and Apply

Offline Access

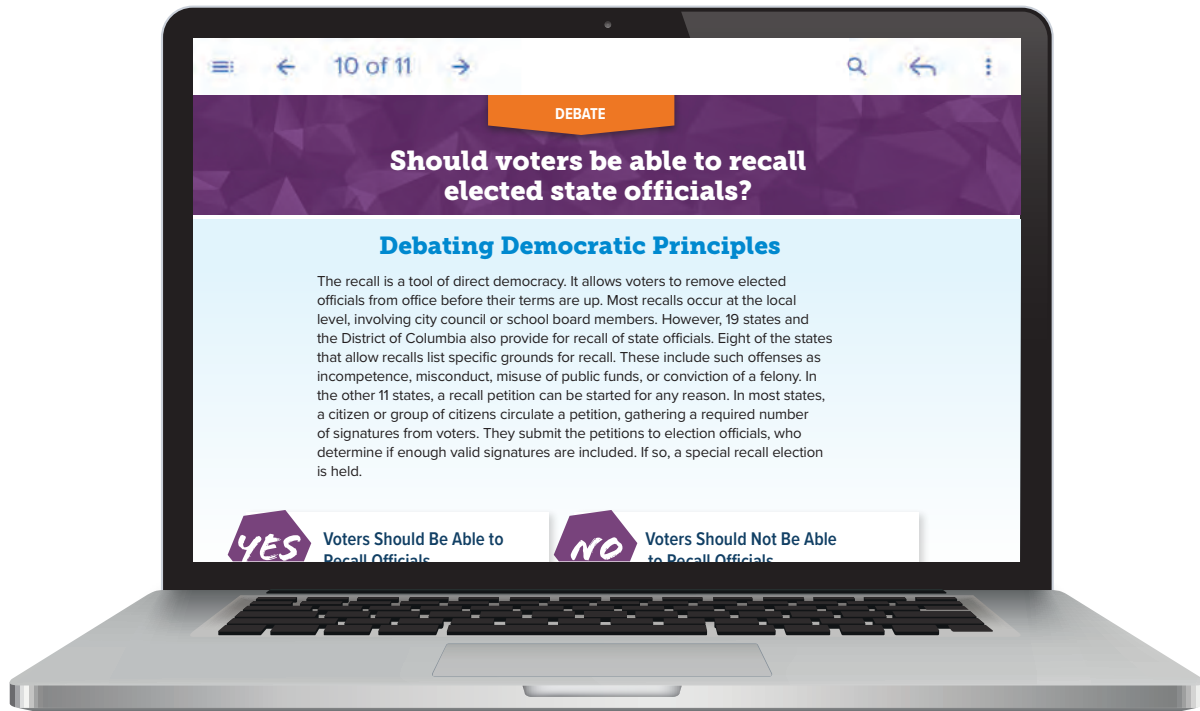
- McGraw Hill K-12 Portal App

Engage in Civil Discourse

United States Government & Civics features a strong emphasis on critical thinking, analyzing primary and secondary sources, and the development of essential skills needed for college, career, and civic life.

This practical, interactive curriculum encourages active citizenship, civic engagement, and civil discourse while challenging students with numerous topics and activities, including:

- Debates
- Deliberations
- Supreme Court Cases
- Government in Your Community
- Civic Participation
- Participating in Your Government



mheonline.com/florida



Go online or use your Florida Teacher Edition to explore more teaching strategies and resources.

Engage

- Maps, Timelines, Charts, and Graphs

Enrich

- Hands-On Topic Project Worksheets and Rubrics
- Biography
- Global Connections
- Analyzing Supreme Court Cases

Supreme Court Case

SUPREME COURT CASE

Kelo v. New London (2005)

FACTS OF THE CASE The city of New London, Connecticut, experienced a significant economic decline after the closure of a military base. The city formed the New London Development Corporation (NLDC), which allowed the city to lease properties in one neighborhood to a private developer to build hotels, office spaces, and some high-end residential units. The development plan for the property would require the current residents to move out. The City of New London forced the homeowners to sell their property using eminent domain. Eminent domain is the ability of government, under the Fifth Amendment, to take over private property for "public use" as long as the owners are given due process and just compensation.

Typically, eminent domain is used when a local government needs to build or expand a road, build a bridge, or otherwise provide for public use and benefit. The Kelos refused to move out of their home.

ISSUE

May a local government take private property for economic development purposes?

ARGUMENTS

KELO The property in this case is not in a run-down area, and it is not hazardous. The city wants this property only because it could receive more tax revenue if the property were developed differently. If states are allowed to take property in order to promote economic development, there would be no limit to what would qualify as "public use." Without limits, states could essentially control all property.

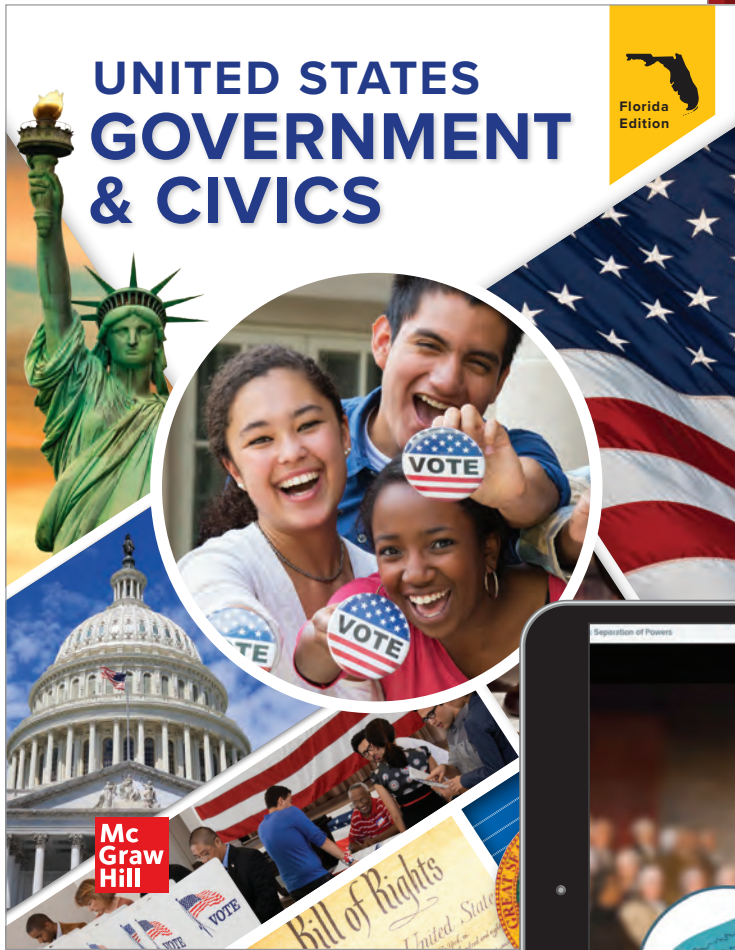
Moreover, the state should not be allowed to take private property and give it to another private entity. Traditionally, when states use eminent domain, the property taken is used by the government to build some type of infrastructure project. The public purpose served should be direct and immediate.

NEW LONDON The city of New London was suffering from an economic downturn, and the tax revenue to be gained would substantially benefit the public. Economic development can be as important to a community as an infrastructure project. An area should not have to be in shambles before a city can step in and take property to create economic development.

The Fifth Amendment simply says that property should not be taken without due process and just compensation. The city followed required procedures, and the homeowners in this case were paid enough for their property. Additionally, in this case the property would be owned by the city and leased to the developer. A basic premise of federalism allows localities to make decisions based on their situations—what works in Connecticut might not work in Utah.

EXPLORING THE ESSENTIAL QUESTION

MOOT COURT You will be assigned to one of three groups: lawyers for Kelo, lawyers for New London, or Supreme Court justices. You will prepare for a moot court of this case. The lawyers for each side should develop arguments to present during oral argument and prepare to answer questions from the justices. Lawyers should support claims and counterclaims with evidence. The



Engaging video to open each chapter

Differentiate

- Reading and Writing Essentials
- Guided Reading Activity
- History & Economics Activity
- History & Civics Activity
- History & Geography Activity

Assess

- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

Offline Access

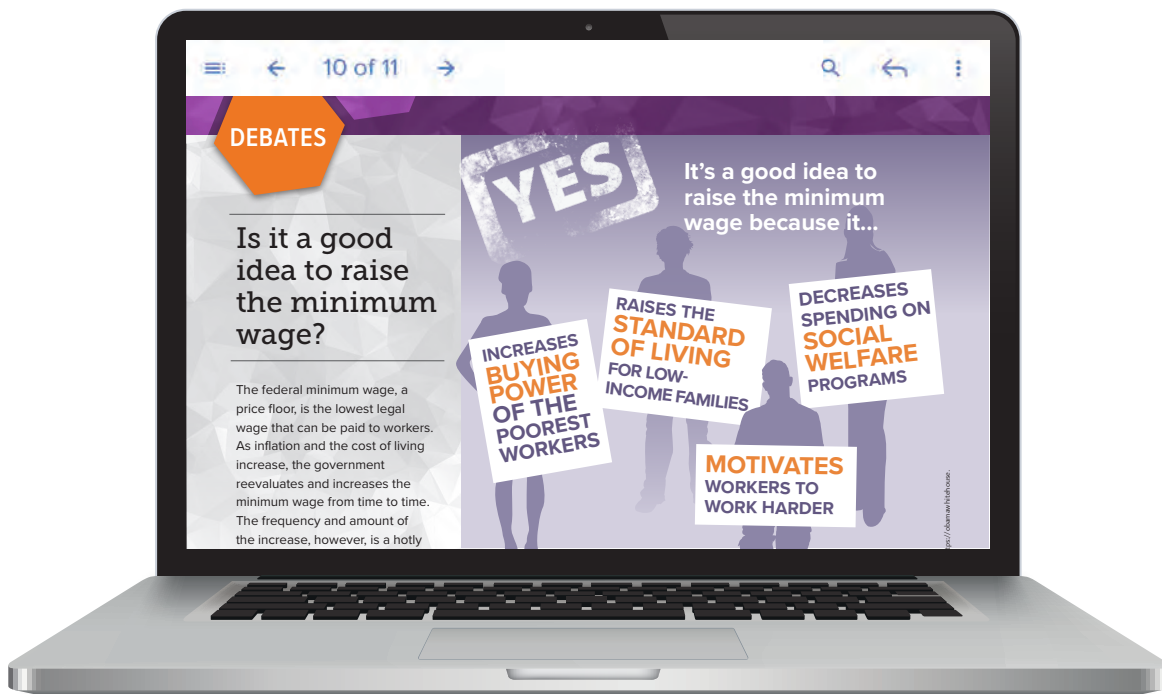
- McGraw Hill K-12 Portal App

Develop Problem Solving Skills, Promote Financial Literacy

Engage students with a variety of hands-on projects and simulations that initiate active learning and deliver context through application and problem solving while promoting collaboration with peers. Featuring new data sets, charts, and graphs, including data from the 2020 census, *Economics* engages students with relevant topics and interactive resources—including brand new videos and interactive maps—that help strengthen their understanding of macro and microeconomic principles.

Promote financial literacy while maximizing comprehension and critical thinking skills with:

- Essential Questions
- Economic Perspectives
- Case Studies
- Debate features and more
- Global Economy & You Activities



mheonline.com/florida



Go online or use your Florida Teacher Edition to explore more teaching strategies and resources.

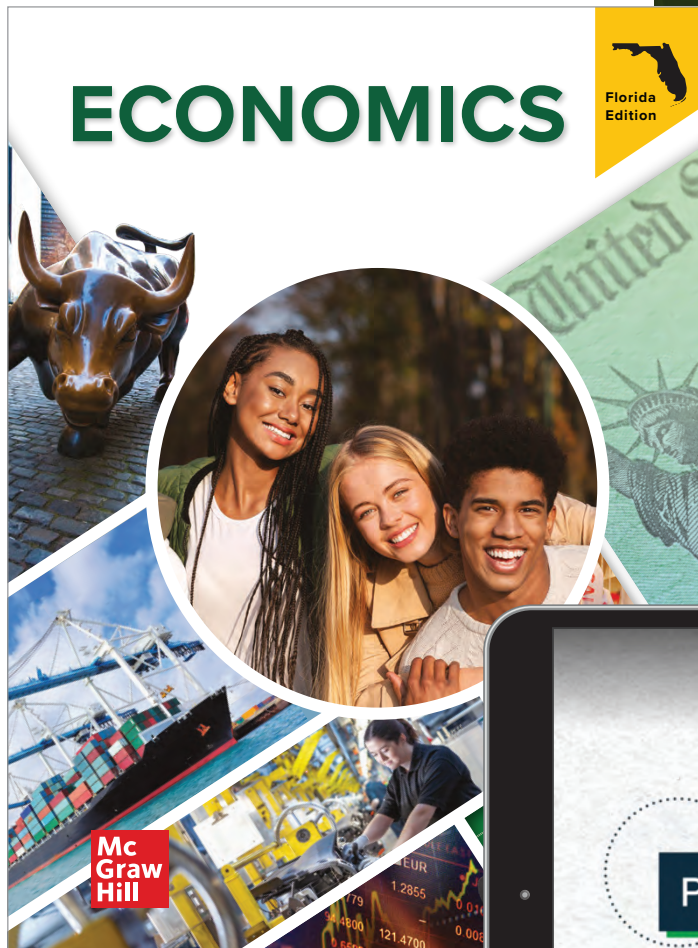
Engage

- Compelling Question
- Interactive Images

Enrich

- Making Connections to Today
- Additional Digital Source (Online Only)

Case Study



CASE STUDY

SUPPLY, DEMAND, and the COST of SUPER BOWL ADVERTISING

During 364 days out of the year, the average cost of a 30-second prime-time television advertisement spot is about \$115,000. But for one four-hour block, on one day, on one channel each year, the price skyrockets to around \$5.6 million. That time slot is the Super Bowl.

Like most prices in a market economy, the price for television advertising is set by supply and demand. Advertisers want to reach the largest number of viewers with each ad, so demand is high for ad space during a program lots of people are watching. And few programs are watched by more people than the Super Bowl, which averages over 100 million viewers each year.

Because demand is higher for ads during the Super Bowl, the supplier (the television station airing the game) can charge higher prices than for other programs. The limited supply of ad space also plays a role in sending the price higher. In 2020 there were only 70 slots available to sell.

In the end, all of the ad space available during the game is filled, because the television station won't charge a price so high that advertisers are unwilling to pay. They charge the price that makes them the most profits, given the supply and demand for the available advertising spaces.

CASE STUDY REVIEW

- ANALYZING EVENTS** What makes the equilibrium price for an advertisement during the Super Bowl different from the normal equilibrium price for a television advertisement?
- IDENTIFYING CAUSES** What conditions might lead to a shortage of

ONE YEAR in Super Bowl Ads (2020)

Number of viewers:	102.1 million
Percent of U.S. households tuned in:	41.7%
Number of 30-second advertising spots sold:	70
Top price paid for one 90-second ad:	\$16.8 million
Ad space was sold out before the game aired:	3 months
Average cost of a 30-second ad:	\$5.6 million

Cost of 30-second Commercial

207



Engaging video to open each chapter

Differentiate

- English Learners Scaffold
- Reading and Writing Essentials
- *SmartBook*®
- Spanish Student Edition

Assess

- Examine the Source
- Take Informed Action
- Lesson Quiz

Offline Access

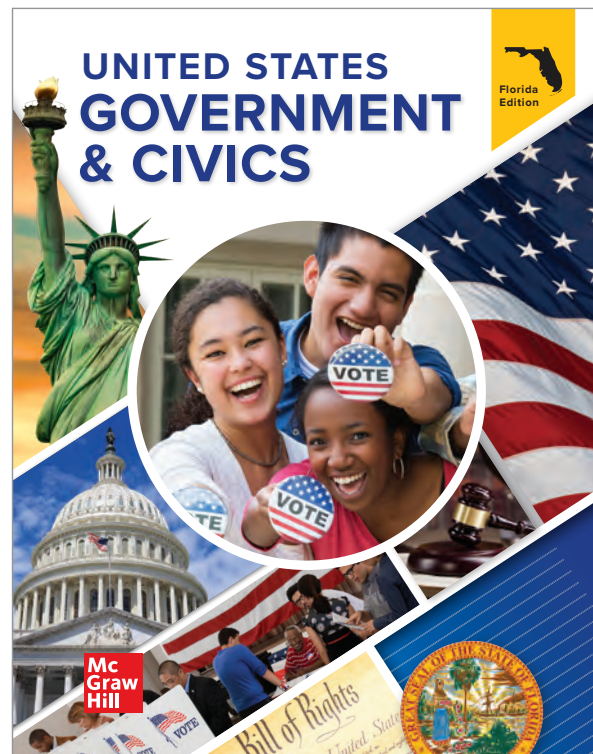
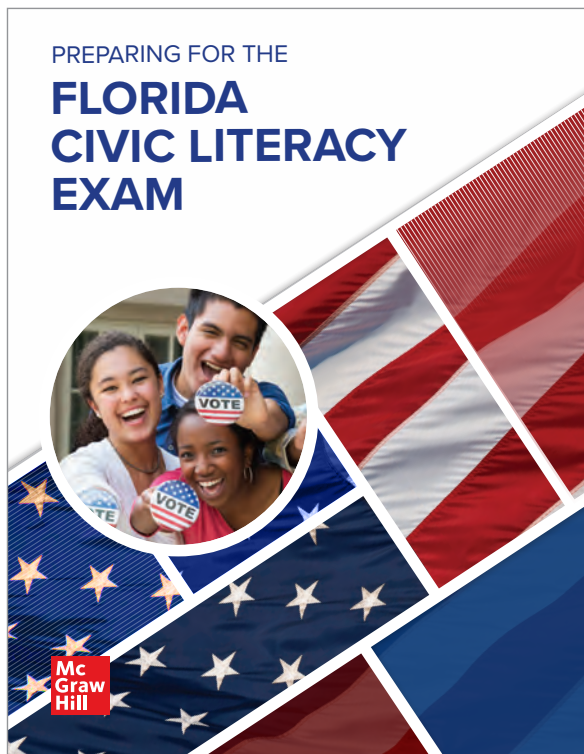
- McGraw Hill K-12 Portal App

Prepare Students for Florida Civic Literacy Success

This worktext is developed specifically for practice for the Florida Civic Literacy Examination (FCLE) across the four tested competencies:

- **American Democracy**—understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
- **United States Constitution**—an understanding of the United States Constitution and its application.
- **Founding Documents**—knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
- **Landmark Impact on Law and Society**—an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

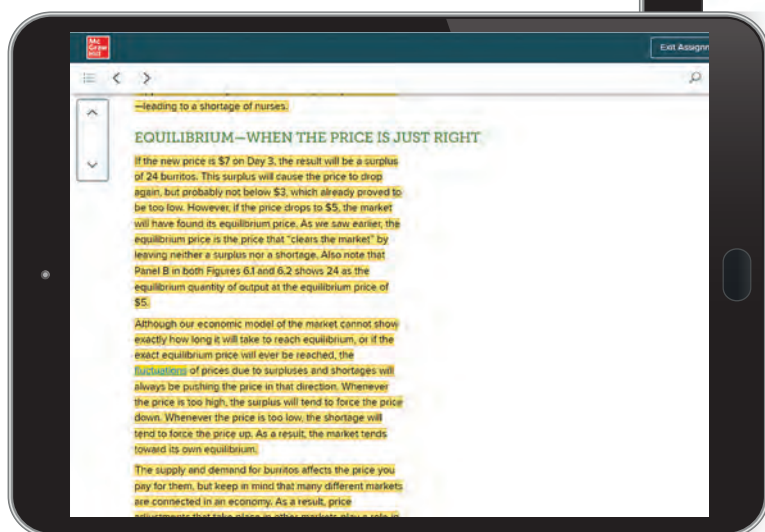
Use this worktext in conjunction with *United States Government & Civics*



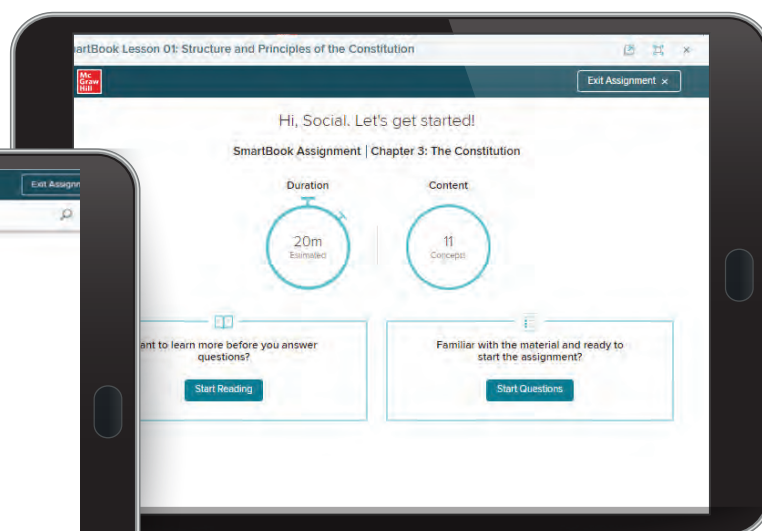
This text features a strong emphasis on critical thinking, analyzing primary and secondary sources, and the development of essential skills needed for college, career, and civic life.

Personalize Learning for Every Student

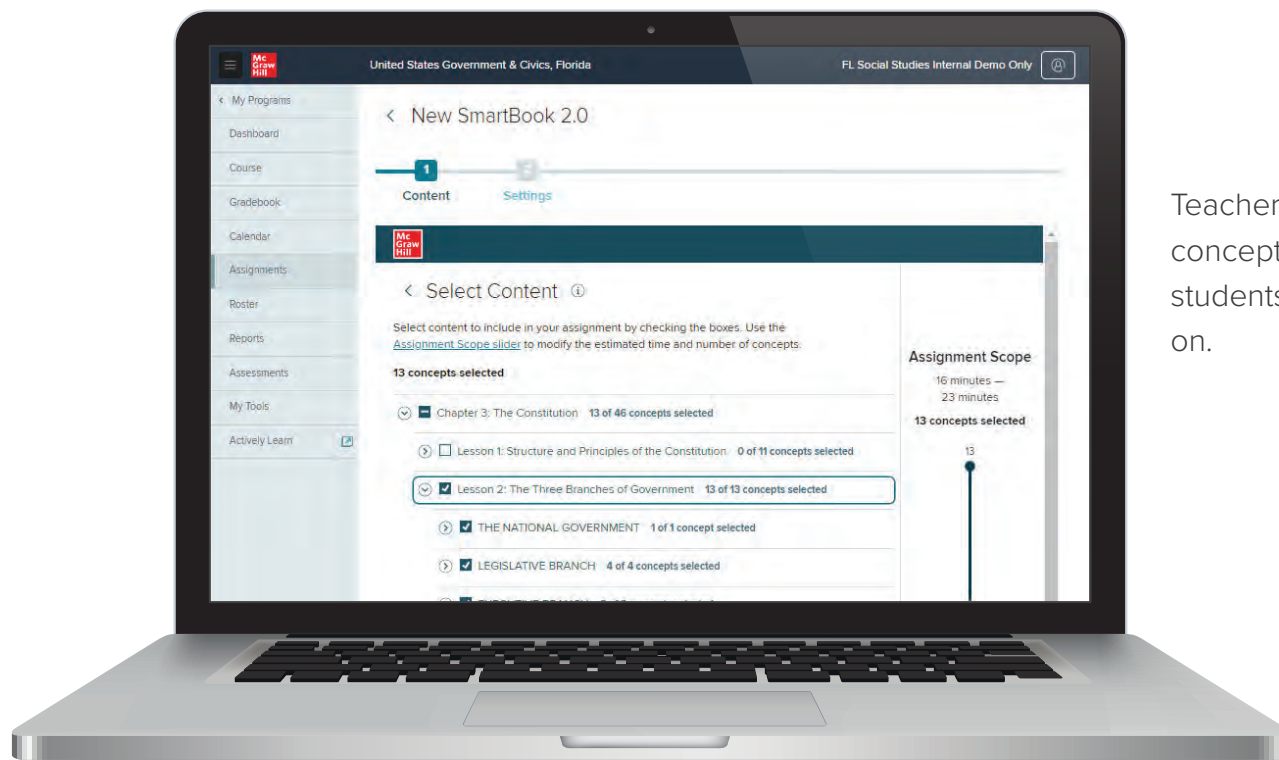
SmartBook® delivers **personalized, adaptive learning** tailored to each student's individual needs by pinpointing knowledge gaps and focusing instruction on the concepts that require additional study. Teachers can assign a specific chapter, lesson, or concept and access advanced reporting features that track individual and class progress with actionable insights to inform in-class instruction.



Highlights help show key concepts.



Students begin with clear understanding of time and concepts to complete.



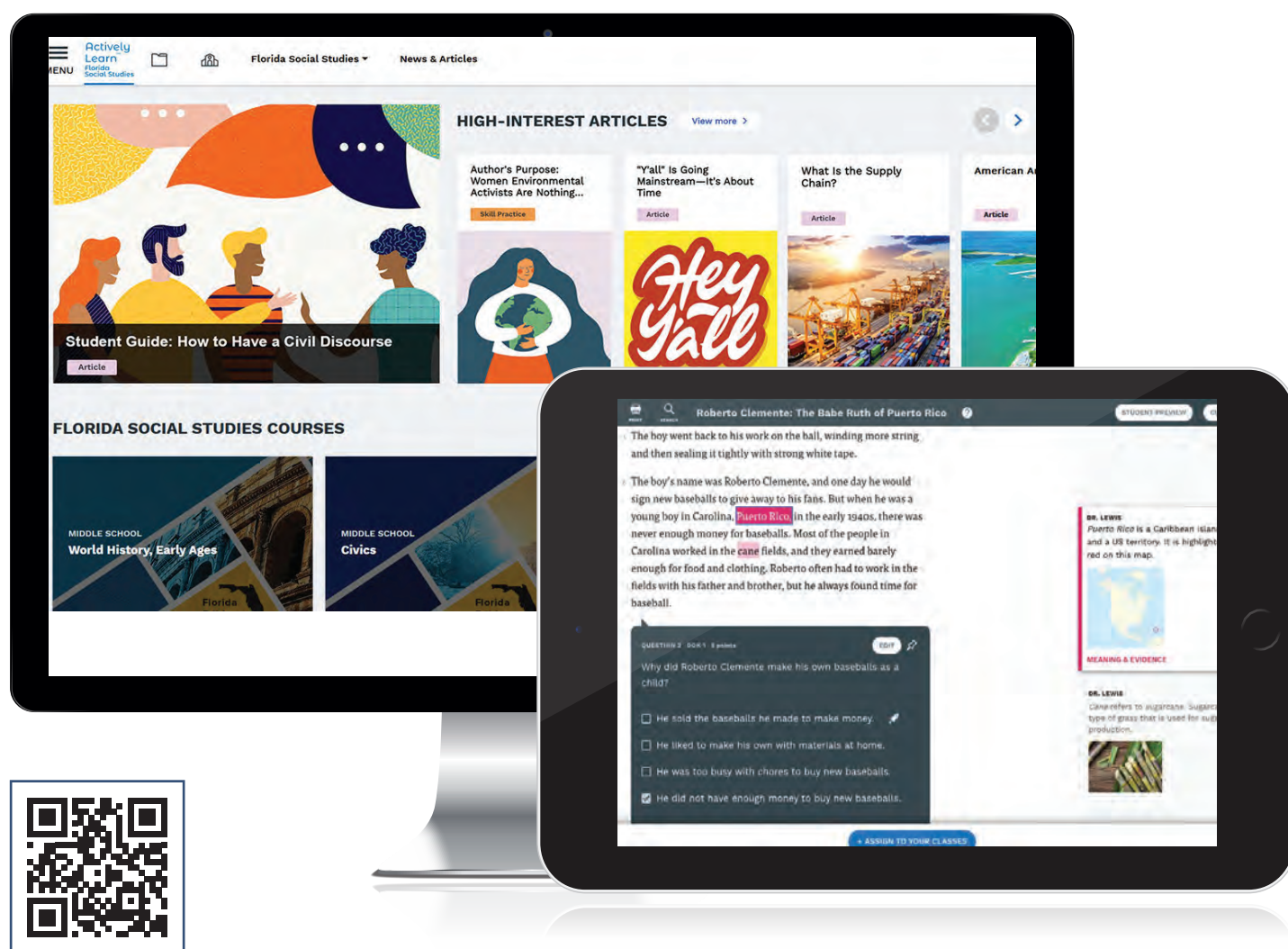
Teachers assign concepts for students to focus on.

Discover a Florida Standards-Based Curriculum That Grows Over Time

Enjoy **digitally embedded** access to a variety of supporting resources **aligned to Florida standards** that boost interactivity with new course content.

Actively Learn™

Discover *Actively Learn*, McGraw Hill's award-winning curriculum platform for grades 3–12. This digital resource is your go-to for ever-expanding ELA, science, and social studies content designed to maximize student learning and build reading, listening, speaking, writing, and research skills.



Scan to learn more about *Actively Learn*

Kahoot!

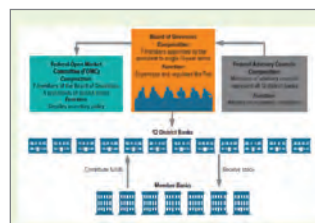
Kahoot! uses fun, game show-like quizzes to help students review important material in an engaging way.



Updated Interactive Resources



Interactive Image



Charts, Graphs and Data



Debates and Deliberations

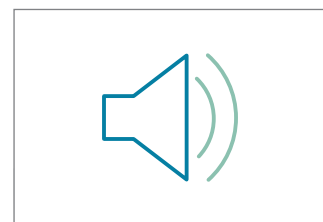
And more!



We the People



Biography



Audio

Plan Your Way

Explore teaching resources that offer flexibility as you choose the resources and activities that meet your classroom needs. Topics for professional learning videos include educational equity, inquiry, and much more.

Honors Guide

An all-in-one solution to your classroom needs with specific, easily implementable teaching strategies, including examples of how the program content can be used to create a highly effective honors course.

UNIT 3

The Executive Branch

IT MATTERS BECAUSE . . .

As the country's only nationally elected offices, presidents and vice presidents today have much greater power and responsibility than those who served earlier in our nation's history. The president is the head of state, chief executive, commander in chief, chief diplomat, legislative leader, economic leader, and party leader. Successful executives are in tune with the public, possess good communication skills, and a sense of timing, are willing to compromise with competing factions, and demonstrate political courage. Many federal departments, agencies, boards, commissions, government corporations, and advisory committees make up the executive branch of the U.S. government. All of these bodies help carry out the president's policies and the laws passed by Congress. The function of the executive branch on the state and local levels is much the same as on the federal level. State and local executives administer and enforce the laws passed by the legislative branch. By understanding how the executive branch operates, you will more clearly see how the actions of federal, state, and local bureaucracies affect your daily life.

DIGITAL TEACHING OPTIONS

VIDEO
USG TV

After you view the USG TV animation with the class, ask students to identify the 15 executive departments of the federal government. They are USDA, DOC, DOD, DOE, HHS, DHS, HUD, DOJ, DOI, DOS, DOT, Treasury, DOT, and VA. Then organize students into small groups. Assign one department to each group, and have them research the roles and responsibilities of that department as well as the name of the cabinet member who currently leads it. Allow time for each group to present its findings to the class.

See page 323B for other online activities.

UNIT 3

The Executive Branch

ENGAGE

S Social Studies Skills

Research Skills Have students work with a partner to do Internet research about presidents of other countries. Using online resources, student pairs will find 10 other countries that have a president as the head of their government. Students will then use

CHAPTER 9

The Presidency

PLANNER

ESSENTIAL QUESTION

What are the powers and roles of the president and how have they changed over time?

FORMATIVE ASSESSMENT

- Pretest
- Graphic Organizers
- Written paragraphs
- Lesson Reviews
- Online Self-Check Quizzes

SUMMATIVE ASSESSMENT

- Project-Based Learning Hands-On Chapter Project
- Chapter Activities and Assessment
- Chapter Tests

SUGGESTED PACING GUIDE

Introducing the Chapter	1/2 day	Lesson 3 Commander in Chief and Chief Diplomat	1 day
Lesson 1 Sources of Presidential Power	1 day	Lesson 4 Legislative, Economic, and Party Leader	1/2 day
Lesson 2 Head of State and Chief Executive	1/2 day	Chapter Wrap-Up and Assessment	1/2 day
		TOTAL TIME	4 Days

Key for Using the Teacher Edition

SKILL-BASED ACTIVITIES
Types of skill activities found in the Teacher Edition

- S Social Studies Skills** help students apply historical and social science analysis skills.
- R Reading Skills** help students practice reading skills and master vocabulary.
- W Writing Skills** provide writing opportunities to help students comprehend the text.
- SL Speaking and Listening Skills** help students participate in conversations and collaborations.
- ELL English Language Learner Skills** help students develop proficiency in English language and literacy.

*Letters are followed by a number when there is more than one of the same type of skill on the page.

DIFFERENTIATED INSTRUCTION
All activities are written for the on-level student unless otherwise marked with the leveled labels below.

- AI Approaching Level**
- B Beyond Level**
- ELL English Language Learner**

HOMEWORK OPTIONS

HOMEWORK can be completed in class or assigned as homework.

FLORIDA BENCHMARKS

SS.912.CG.2.3 Explain the responsibilities of citizens at the local, state and national levels.

SS.912.CG.2.4 Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.CG.2.5 Analyze contemporary and historical examples of government-imposed restrictions on rights.

Florida-aligned standards for every lesson are clearly identified.

FLORIDA BENCHMARKS

SS.912.CG.2.3 Explain the responsibilities of citizens at the local, state and national levels.

SS.912.CG.2.4 Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.CG.2.5 Analyze contemporary and historical examples of government-imposed restrictions on rights.

SS.912.CG.2.6 Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

SS.912.CG.2.11 Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

SS.912.CG.2.12 Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

SS.912.CG.2.13 Analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.3.1 Analyze how certain political ideologies conflict with the principles of freedom and democracy.

SS.912.CG.3.3 Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

SS.912.CG.3.4 Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

SS.912.CG.3.12 Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

SS.912.CG.3.14 Explain the judicial decision-making process in interpreting law at the state and national levels.

SS.912.CG.3.15 Explain how citizens are affected by the local, state and national governments.

SS.912.CG.4.2 Explain how the United States uses foreign policy to influence other nations.

MA.K12.MTR.7.1 Apply mathematics to real-world contexts.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

ELD.K12.ELL.5.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.5.1 English language learners communicate information, ideas, and concepts necessary for academic success in the content of Social Studies.

Digital Instruction Features

Ready-made, customizable and printable lesson plans support your classroom needs while saving you time and clicks.

Teacher Edition Activities

Chapter | The Constitution

Lesson 2 | The Three Branches of Government

ENGAGE OPTIONS

BELLRINGER

Ask students to think of two or three people they know who have power. Tell students that, without naming the people, they should **freewrite** for two to three minutes about their observations of how these people use their power. They should comment on how power affects those who have it and whether they think controls are needed on those who have power. Share with students that people have been examining the effects of power for as long as government has existed, and they will have the opportunity to think more about this question.

ENGLISH LANGUAGE LEARNERS SCAFFOLD

TEACH & ASSESS OPTIONS

SPEAKING AND LISTENING SKILLS

Using Multimedia Tell students they are going to be working in groups to prepare digital slide presentations about the three branches of government as they work on this lesson. Organize students into groups and direct them to begin developing their presentations by creating a title page for each branch. They should illustrate each title page with a photograph of the building where the leaders of that branch work. Discuss with students whether they think having all three branches work in the same building, which occurs in some states, would be a good or bad idea.

MAKING CONNECTIONS TO TODAY

OP-EDS

SOCIAL STUDIES SKILLS

Understanding Context Ask each group to choose one of the expressed powers of Congress. Each group should discuss why the power it selected was delegated to Congress rather than to the executive branch. Allow time for groups to share their analyses.

DIFFERENTIATE THE ACTIVITY

Ask approaching-level students to explain what the word *expressed* means in this context (possible answers: *stated, written, specific, or explicit*).

Approaching Level

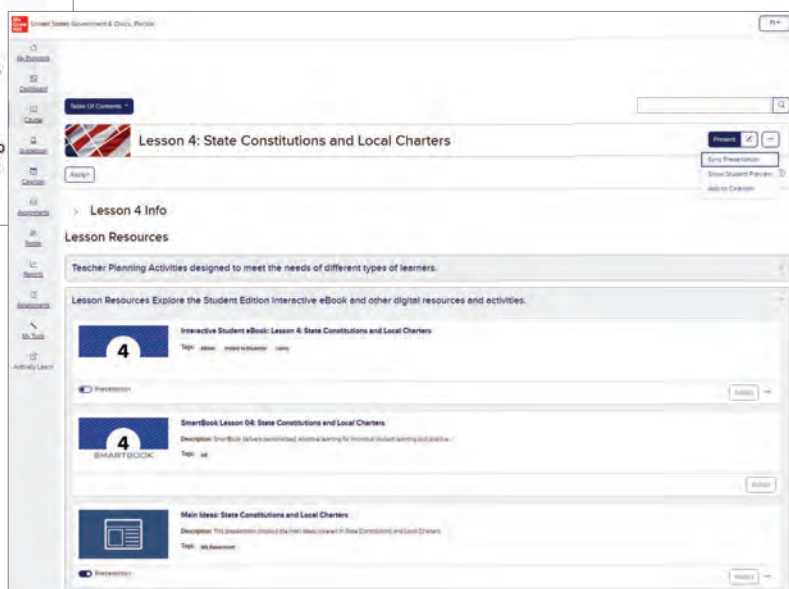
Ask beyond-level students to identify which expressed powers give Congress the power to pass laws limiting the number of immigrants to the United States (*naturalizing citizens*), to prohibit discrimination in businesses (*regulating commerce*), and to draft people into the



Collapse or expand sections to focus on what your classroom needs.

Sync Presentations Between Classes

Teachers can now sync one presentation across multiple class sections; simply edit the presentation and click the sync feature to automatically update it for every class.



Assign Multiple Resources at Once

Use the checkboxes to select and quickly assign resources, creating a personalized learning experience for an individual, group, or class.

Teach Your Way

Support every student with additional strategies for you to choose from. Look for labels in the Teacher Edition such as Differentiated Instruction, Multiple Strategies to Support Learning, Making Connections, and many more. Each lesson includes many different activities and teaching strategies to address **social studies skills, literacy skills, and Scaffolding and Differentiation.**

DEBATE

Is the War Powers Act constitutional?

Debating Democratic Principles

The War Powers Act of 1973 was inspired by the Vietnam War. Many believed the president should not have sent so many American soldiers to Vietnam without a formal declaration of war, which would have been made by Congress. Congress wanted to prevent this from happening again. The act sets various deadlines for the president to notify Congress and get congressional approval for sending troops abroad. Since the Constitution gives both the president and Congress war-making powers, the act remains controversial.

YES

THE WAR POWERS ACT IS CONSTITUTIONAL

The War Powers Act was necessary to maintain a proper balance of power between the executive and legislative branches. The Framers of the Constitution gave Congress the power to declare war or to ultimately decide whether to enter a war. As commander in chief, the president has the power to lead U.S. forces when the decision to wage war has been made by Congress. It is dangerous to encourage presidents to act alone, assuming that Congress will rally around the president after he or she has committed a sufficient number of troops to combat. The president can commit troops in an emergency, but the Framers never intended them to be committed indefinitely—or for so long that war is inevitable. The War Powers Act provides some real control for Congress by setting clear time limits and improves communication between the president and Congress in a crisis. The War Powers Act also promotes stability because it moderates a president's response to a crisis since he or she knows that actions may ultimately be vetoed by Congress.

NO

THE WAR POWERS ACT IS UNCONSTITUTIONAL

The War Powers Act interferes with the president's authority as commander in chief. It restricts the president's effectiveness in foreign policy and should be repealed. The act restricts a president's power to send troops into action in an international crisis. If the president wants to conduct the best foreign policy—and to use American military superiority to help solve world crises—he or she needs flexibility. The time limits in the War Powers Act highlight the fact that the law is unconstitutional as well as impractical. Further, the obligation of a deadline presents the image of a divided nation to the world. It gives the enemy hope that the president will be forced by domestic pressure to withdraw troops after a short period. This can actually increase the risk to American soldiers who are sent into action. As stated in the Constitution, the president is meant to command the armed forces; therefore, he or she must be able to commit troops without interference.

EXPLORING THE ESSENTIAL QUESTION

EVALUATING EVIDENCE How does the War Powers Act attempt to balance power between the Congress and the president? Identify the most compelling reasons to support each side of the issue. With which side do you tend to agree? Explain your reasoning.

CHAPTER 9

Debate

TEACH & ASSESS

R Reading Skills

Determining Central Ideas Organize students into groups and ask them to read the arguments and their small groups which arguments they think compelling and why.

S Social Studies Skills

Explaining Issues Ask students to form two lines facing each other. Explain that you are going to read an argument on one side of the question: Is the War Powers Act constitutional? Students will have two minutes to discuss their views on this particular argument with the student standing directly across from them; the two students should share the time approximately equally. Read one argument to the class and direct pairs to begin talking. When two minutes are up, ask students in one line to move one position to the left; the student at the end of the line who is left without a partner should move all the way to the far end of the line to talk with the partner-less student there. Repeat the process with several additional arguments, alternating between arguments from the affirmative and negative positions. Continue as long as students remain interested and focused.

W Writing Skills

Argumentative Writing Debrief the debate by asking students to reflect on what they did well at and the strengths and weaknesses of this particular form of argumentation. (This question is important because it deals with a fundamental issue regarding checks and balances and separation of powers.) Assign students to read and write arguments they read and heard and write explaining and justifying their positions.

DEBATE

Is the War Powers Act constitutional?

Present the debate question and have students vote "Yes" or "No" without knowing the details of the debate. Have students read the overview to learn background information about the debate topic. Then have students sort the arguments into arguments for and against the War Powers Act. Organize the class into two groups and assign each a position on the debate question. Have the groups work through the Exploring the Essential Question items. Students can add notes to the interactive resource as they work through the items. Conduct the classroom debate, allowing both sides to present arguments, rebut their opponents, and summarize their positions. Then have students reevaluate their positions and vote again on the debate question.

ANSWERS

EXPLORING THE ESSENTIAL QUESTION

Students should identify support for their side of the question, while thoughtfully examining opposing viewpoints. The best responses succinctly state the

The Teacher Edition offers a wide variety of differentiation support, including at point-of-use with English language learner scaffolds to make the text accessible to students who are learning English at different levels of proficiency.

CHAPTER 9: THE PRESIDENCY
STRATEGIES FOR DIFFERENTIATED INSTRUCTION

LESSON 1: SOURCES OF PRESIDENTIAL POWER

APPROACHING LEVEL LEARNER ACTIVITY	TEXT EVIDENCE	BEYOND LEVEL LEARNER ACTIVITY
READING AND COMPREHENSION Share with the class the latest public opinion survey rating presidential approval. After students have read about public opinion as a source of presidential power, have students express their opinions about how the president's current rating helps or hinders him or her in leading the nation. Ask what they think the president could do to improve his or her current rating. EL	TEXT EVIDENCE As students read about the growth of presidential power, have them create a chart with the following column headings: President, Situation or Event That Required a Response, Powers Assumed, and Reaction of Congress. Then conduct a classroom discussion speculating how the presidency might be different today if past presidents had not used their inherent powers in such bold ways. EL	RESEARCHING THE HISTORY OF Assign students the Enrichment Activity about the history of the pocket veto. Have students research the use of the pocket veto by the current president. Have students compare pocket veto by the current president, President Franklin D. Roosevelt, and President Andrew Jackson. EL

LESSON 2: HEAD OF STATE AND CHIEF EXECUTIVE

APPROACHING LEVEL LEARNER ACTIVITY	TEXT EVIDENCE	BEYOND LEVEL LEARNER ACTIVITY
READING AND COMPREHENSION After students have read the entire lesson, have them write a paragraph comparing and contrasting the roles of head of state and chief executive. Ask students to conclude their paragraphs with an opinion about which role requires more of the president's time. EL	TEXT EVIDENCE Have students create a chart that categorizes executive orders. Then have students work in groups to brainstorm suggestions for executive orders that they would recommend to the current president. Have the groups list their suggestions on the board; then have the class vote on the top five suggestions. Conclude the discussion by asking students to categorize these suggestions and add them to their charts. EL	ANALYZING JUDICIAL APPOINTMENTS Have students research and identify anyone since Barack Obama who has been appointed to the Supreme Court. Have students debate whether or not the president has the power to take each action. EL

LESSON 3: COMMANDER IN CHIEF AND CHIEF DIPLOMAT

CHAPTER 9, Lesson 1
Sources of Presidential Power

ENGAGE

Bellringer Ask students to think about what they know about the presidency and consider whether they would want to be president. Ask: *What is a particular role of power you would enjoy having?* (Students' answers will vary; they may mention the power to shape U.S. domestic and foreign policy, the role of commander in chief of the military, or other roles/powers.) **EL**

ASSESS

English Language Learners Scaffold

EL Justifying/Arguing

Entering and Emerging

Strongly support small groups as they express their opinions about each of the actions in the list. Help students understand the difference between can and may. Provide sentence frames, such as: *Only a president can _____ because _____. It may be possible for _____ to _____.*

LESSON 1
Sources of Presidential Power

ESSENTIAL QUESTION

What are the powers and roles of the president and how have they changed over time?

Read about each of the actions below. Decide whether you believe the president should be able to take each action. Explain your reasons for each decision.

- A group of rebels in a foreign country overthrow its president and surround the American Embassy. The U.S. president declares war on the rebel government.
- The president has nominated a new federal judge, but the Senate has not yet approved the appointment. It seems unlikely that the Senate will vote to confirm the new judge. When the Senate goes on a holiday break, the president appoints the judge without the Senate's approval.
- The president meets with the leader of a foreign country. Together, the two leaders agree not to charge heavily armed (or imported) search other's cars and trucks.
- Congress passes a law that bans citizenship of foreign origin. The president instructs the Drug Enforcement Agency to focus their enforcement efforts on suspects who appear to be selling large amounts of illegal drugs and not to prosecute people who are caught with small amounts.
- A staff member tells the vice president's office is considering to prison time for tampering with an election. The president pardons the staffer, releasing her from prison.

Authentically translated Spanish resources

Available in print and digital. Digital Spanish resources include the Student eBook, assessments, and closed captioning for videos. Print Spanish resources include the Student Edition, Topic Tests, and Lesson Quizzes.



NOMBRE _____ FECHA _____ CLASE _____

Actividad de lectura guiada

Votación y elecciones

Lección 3 Campañas y financiación

Preguntas de repaso

Instrucciones: Lee las ideas principales. Busca en tu libro de texto detalles que sustenten o expliquen cada idea.

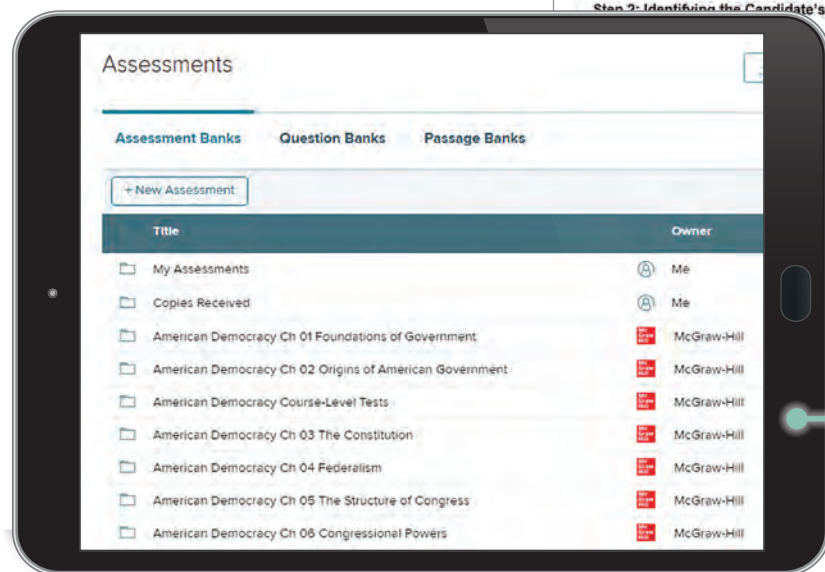
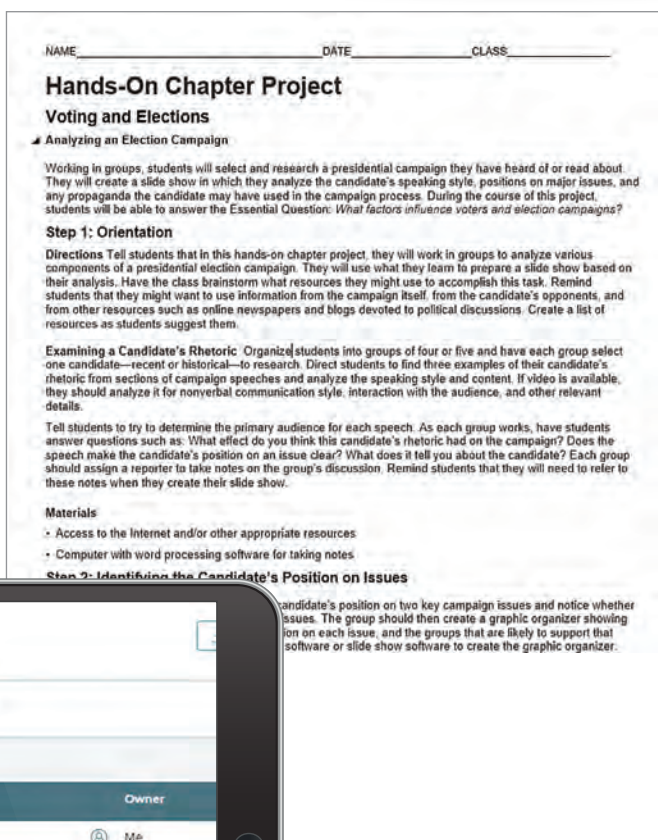
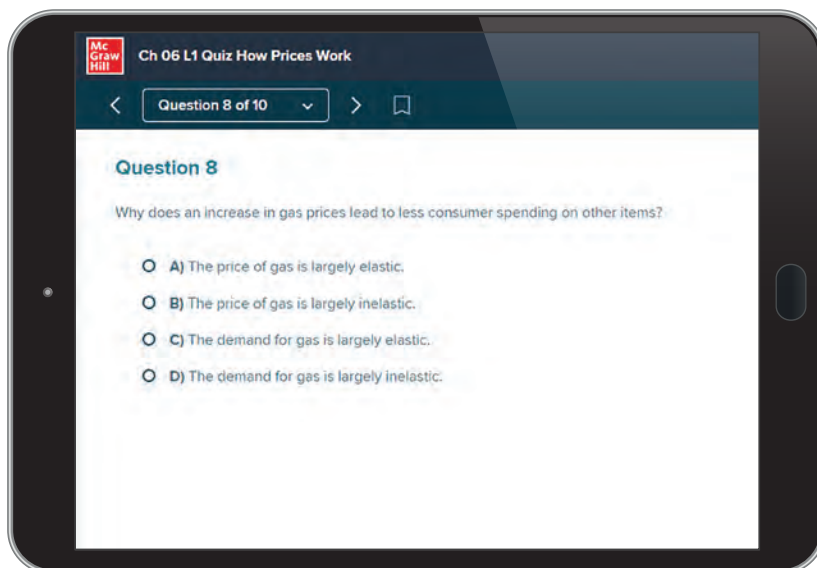
A. Idea principal: Una buena organización de campaña y estrategias de campaña efectivas son cruciales para ganar las elecciones.

- Detalle:** Una organización de campaña es liderada por un _____ responsable de la estrategia global y la planificación.
- Detalle:** Otros miembros del personal están a cargo de las relaciones con los _____ las finanzas, la recaudación de fondos, la publicidad, las _____ de opinión y el material de campaña.
- Detalle:** Los _____ de las campañas, que suelen ser voluntarios, desempeñan una variedad de tareas para asegurar que los votantes voten por su candidato el día de las elecciones.
- Detalle:** La _____, que en su mayoría se podría considerar _____ por ser sesgada, es un gasto importante de las campañas electorales.
- Detalle:** La herramienta de comunicación más importante para un candidato presidencial es la _____.

Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options relevant to Florida instruction and tied to standards include:

- Pre-assessment
- Student Edition Lesson Activities
- *SmartBook*® Adaptive Learning
- Self-Check Lesson Quizzes
- **Lesson Quizzes**
- Chapter Tests, Forms A and B
- **A Hands-On Topic Project**
- Exit Slips



Digital test banks allow you to select and write new questions to create customized assessments.

We Are Your Integration Partner Every Step of the Way

As a busy educator, you need a program that seamlessly integrates into the platforms you already use. That's why our programs are structured for a smooth integration with **Schoology (PowerSchool)**, **Canvas**, **Clever**, **Google Classroom**, and more. With the ability to access all your content from your current platforms, you can skip the tedious onboarding and dive right into teaching and learning.

Our Digital Integration Services team is here to help with all your platform integration needs, offering **integration support throughout the life of your adoption**.



Notes

[illegible]

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

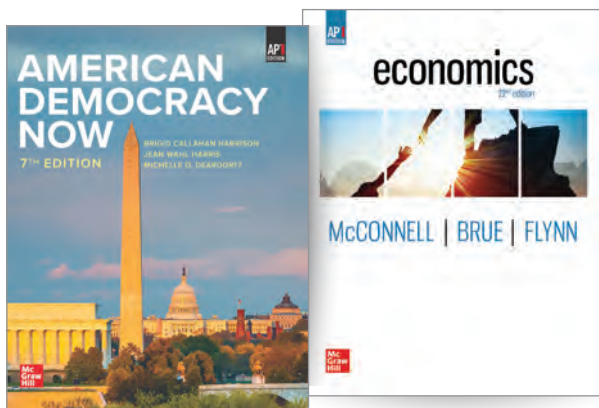
Inquire & Learn | Inspire & Lead



Learn more about our suite of 9–12 social studies programs and discover which curriculum is right for you and your students.



Go online to learn more, explore resources, and try the digital program: mheonline.com/florida



To explore all of our fully aligned AP® Editions, please visit mheonline.com/advancedplacement

AP® is registered by the College Board, which was not involved in the production of, and does not endorse, these products.