

Civics & American Government - *Modified from [Unit 5 - How to Win Elections and Influence People](#)*

Targeted Goals from Stage 1: Desired Results

Content Knowledge: the factors that influence an individual's political attitudes and actions; how voting, the right to vote, and voting behavior both impact and are influenced by various factors; how the platforms of major American political parties both shape and reflect political, economic, and social interests; the structure and elements of the election process (with a focus on the Presidential Election); methods of campaigning and the impact of media influence

Vocabulary: voter apathy, public opinion, political party, political action committee, primaries, caucuses, nomination, conventions, electors, electoral college, campaign finance, interest groups, lobbying, slogans

Skills: determining sources that consider alternate perspectives, analyzing the role of citizens and democracy in the US political system, analyzing the use of appropriate deliberative processes, analyzing historical contexts, evaluating the relationship between geography and elections, gathering relevant information from sources, constructing arguments to persuade, using claims and evidence from multiple sources, constructing explanations with reasoning and purpose, integrating information from diverse sources

Expectation: Students will develop an understanding of the ways they will personally be involved in the political system, from their own political ideology, to the impact of media on their thinking.

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
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| Monday: Civic Action Plan Workday | Civic Action Plan Log - Stott | 1. Choose one or two of the questions from your proposal to work on today. They may require research, or actions, or some other activity. 2. Document today's and any other day's activities on the log. 3. From this point on, we will try to have one Civic Action Plan workday per week. |
| Tuesday: What influences how we vote? | Political Ideology | 1. Complete the "I Side With" political quiz and reflection questions. (Turn in for completion class grade) |
| Wednesday: What influences how we vote? | Voter Trends | 1. Respond to the discussion board questions a. Do you and your family match traditional voter trends? Why or why not? |

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| | We will discuss these voter trends during a live or recorded session. | b. Does Madison match traditional voter trends? (Use the link included in the voter trends slideshow to provide specific information for this question.) Complete 2 of 4 discussion boards (between Wednesday and Thursday) |
| Thursday: Who votes? Who doesn't vote? And why??? | Who Votes? | 1. Explore the resources included on the Who Votes resource 2. Consider the questions listed below the resources - they do not need to be submitted. 3. Contribute to our class discussion board. <ol style="list-style-type: none"> What is the best way to increase voter turnout, if we actually can? Comment on at least one peer's response as well. Complete 2 of 4 discussion boards (between Wednesday and Thursday). |
| Friday: Why is America a two political party nation? And why does that matter? | American Party Animals Third Party Resources | 1. Watch "American Party Animals" - note for yourself WHY America has two primary parties, and WHY third parties struggle. 2. Read the articles/watch the video on the Third Party Resources document 3. Based on what you have read and learned, develop a 2 paragraph response to the following: <ol style="list-style-type: none"> Should America move away from a two party system? Why or why not? And is this even really possible? |

Week criteria for success (attach student checklists or rubrics):

Check when completed:

- ☐ Make progress on CAP- log actions and keep a running list of what you do.
- ☐ Political Ideology quiz and reflection question.
- ☐ View Voter Trends slide show and Who Votes data - complete 2 of 4 discussion boards
- ☐ Two paragraph response to questions, evaluating the 2 party system.

Supportive resources and tutorials for the week (plans for re-teaching):