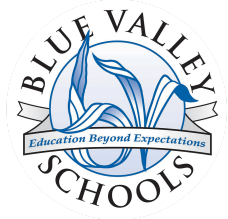


America Decides

UNIT 1: What do you stand for?



ESSENTIAL QUESTION

BIG IDEAS

What do you stand for?

Students will...

- investigate factors that influence individual and group political identities.
- examine current nominating and selection processes.
- analyze the impact of local, state and national issues.
- evaluate the voter registration process.

GUIDING QUESTIONS

Content

(Kansas HGSS Standard indicated)

- To what extent does the environment, or institution in which one is raised, influence one's political identity? (Standard 3)
- What factors influence individual and group voter behavior (e.g. SES, religion, race, age, gender, education, geographic region, etc.) (Standard 5)
- To what extent do current issues influence the nominating process and selection season? (Standard 4)
- What ideologies exist along the political spectrum in the United States? What are the characteristics of these ideologies? (Standard 3)
- Why do parties and/or ideologies outside of the traditional two-party system develop? (Standard 3)
- To what extent do local, state, and national issues impact area voters? (Standard 1)
- What is the voter registration process in my state? (Standard 2)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential use of the sources? (D1.5.9-12)
- How do I apply civic virtues and democratic principles when working with others? (D2.Civ.7.9-12)
- How do I evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles? (D2.Civ.9.9-12)
- How do I analyze the impact and the appropriate roles of personal interest and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights? (D2.Civ.10.9-12)
- How do I gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12)
- How do I evaluate the credibility of a source by examining how experts value the source? (D3.2.9-12)
- How do I construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological,

procedural, technical)? (D4.2.9-12)

Reflective

- Is the current voter registration system fair?
- Should the U.S. move away from a two-party system?
- What national issues impact me and my community?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- Standard 1: Choices have consequences.
- Standard 2: Individuals have rights and responsibilities.
- Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
- Standard 5: Relationships among people, places, ideas, and environments are dynamic.

America Decides

UNIT 2: Finding a Candidate



ESSENTIAL QUESTION

BIG IDEAS

Who will win?

Students will...

- analyze political party platforms, their impact on the selection of presidential candidates, and their connections to constituents.
- examine the qualifications and job responsibilities of the President.
- examine the nominating processes for Presidential candidates.

GUIDING QUESTIONS

Content

(Kansas HGSS Standard indicated)

- How do figures in political power represent citizens' needs, wants, and perspectives? (Standard 3)
- What are the official and unofficial qualifications to be President? (Standards 2 & 5)
- How does the party nominating system work? (Standards 1 & 4)
- What are the job responsibilities of the President as the head of the Executive Branch? (Standards 1 & 2)
- How does each candidate display or embody the platform of their party? (Standard 3)
- What impact does a Vice-Presidential candidate make on the campaign? (Standard 5)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential use of the sources? (D1.5.9-12)
- How do I explain how the U.S. Constitution establishes a system of government that has powers,

- responsibilities, and limits that have changed over time and that are still contested? (D.2.Civ.4.9-12)
- How do I apply civic virtues and democratic principles when working with others? (D2.Civ.7.9-12)
- How do I evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved? (D2.Civ.11.9-12)
- How do I gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12)
- How do I evaluate the credibility of a source by examining how experts value the source? (D3.2.9-12)
- How do I construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)? (D4.2.9-12)

Reflective

- Which candidate best represents my views?
- What impact does the nominating process have on elections? Should nominating processes be amended?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- Standard 1: Choices have consequences.
- Standard 2: Individuals have rights and responsibilities.
- Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
- Standard 4: Societies experience continuity and change over time.
- Standard 5: Relationships among people, places, ideas, and environments are dynamic.

America Decides

UNIT 3: Road to the White House



ESSENTIAL QUESTION

**How are campaigns fought and won?
How do media and money impact democracy?**

BIG IDEAS

Students will...

- evaluate campaign strategies.
- analyze the impact of media and money on U.S. elections.

GUIDING QUESTIONS

Content

(Kansas HGSS Standard indicated)

- How has the American political culture created the current U.S. political system? (Standard 5)
- To what extent does money play a role in the road to the White House? (Standards 1, 4 & 5)
- To what extent does media play a role in the road to the White House? (Standards 1, 4 & 5)
- To what extent does momentum play a role in elections and what factors can lead to shifts of momentum? (Standard 3)
- How does the use of the Electoral College factor into campaign strategy and the results of the election? (Standard 2)
- To what extent do interest groups play a role in affecting elections? (Standards 3, 4 & 5)
- How are voters informed regarding issues and candidates? (Standards 1, 2 & 3)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential use of the sources? (D1.5.9-12)
- How do I apply civic virtues and democratic principles when working with others? (D2.Civ.7.9-12)
- How do I evaluate public policies in terms of intended and unintended outcomes, and related consequences? (D2.Civ.13.9-12)
- How do I gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12)
- How do I evaluate the credibility of a source by examining how experts value the source? (D3.2.9-12)
- How do I construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses? (D4.1.9-12)
- How do I critique the use of claims and evidence in arguments for credibility? (D4.4.9-12)

Reflective

- What role should media/money play in campaigns?
- Should the electoral college be abandoned?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- Standard 1: Choices have consequences.
- Standard 2: Individuals have rights and responsibilities.
- Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
- Standard 5: Relationships among people, places, ideas, and environments are dynamic.

America Decides

UNIT 4: Plugging into the system



ESSENTIAL QUESTION

BIG IDEAS

Does every vote count the same?

Students will...

- analyze how citizen's beliefs and actions interact.
- evaluate factors that impact voter participation.
- evaluate the current system of voting.

GUIDING QUESTIONS

Content

(Kansas HGSS Standard indicated)

- Do citizen's actions reflect their civic ideals and beliefs? (Standards 1 & 4)
- What dynamics impact voter participation? (Standards 3, 4 & 5)
- What impact can individual voters have on the outcome of elections? (Standards 3, 4 & 5)
- To what extent do interest groups play a role in affecting elections? (Standards 3, 4 & 5)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential use of the sources? (D1.5.9-12)
- How do I analyze the role of citizens in the U.S. political system, with attention to various theories about democracy and changes in Americans' participation over time? (D2.Civ.2.9-12)
- How do I apply civic virtues and democratic principles when working with others? (D2.Civ.7.9-12)
- How do I analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights? (D2.Civ.10.9-12)
- How do I gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12)
- How do I evaluate the credibility of a source by examining how experts value the source? (D3.2.9-12)
- How do I construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses? (D4.1.9-12)
- How do I critique the use of claims and evidence in arguments for credibility? (D4.4.9-12)

Reflective

- Why do people vote? Why do people choose not to vote?
- Should the current system of voting be amended? (Election Day, voting age, electronic vs. paper ballots, polling locations, etc.)
- What responsibilities do citizens have after an election?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- Standard 1: Choices have consequences.
- Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
- Standard 4: Societies experience continuity and change over time.
- Standard 5: Relationships among people, places, ideas, and environments are dynamic.

America Decides

UNIT 5: Drawing Conclusions



ESSENTIAL QUESTION

How does winning translate to governing?

BIG IDEAS

Students will...

- analyze election results.
- predict Presidential goals and accomplishments.
- evaluate anticipated challenges in governing.

GUIDING QUESTIONS

Content

(Kansas HGSS Standard indicated)

- How does the current political culture reflect the historical patterns of electing government leadership and changing beliefs of the U.S. political system? (Standard 4)
- To what extent do the outcomes of this election compare with previous elections? (Standards 3, 4 & 5)
- What are the President-elect's responsibilities between the election and inauguration? (Standard 2)
- What are the expectations for the President-elect's first hundred days? (Standards 1, 3, & 5)
- To what extent did the election impact the make-up of Congress, and how will that impact the President-elect's agenda? (Standards 2, 3, & 5)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential use of the sources? (D1.5.9-12)
- How do I explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested? (D2.Civ.4.9-12)
- How do I evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, national and/or international level? (D2.Civ.5.9-12)
- How do I apply civic virtues and democratic principles when working with others? (D2.Civ.7.9-12)
- How do I evaluate social and political systems in different contexts, times and places, that promote civic virtues and enact democratic principles? (D2.Civ.8.9-12)
- How do I analyze complex and interacting factors that influenced the perspectives of people during different historical eras? (D2.His.4.9-12)

- How do I gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12)
- How do I evaluate the credibility of a source by examining how experts value the source? (D3.2.9-12)
- How do I construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses? (D4.1.9-12)
- How do I critique the use of claims and evidence in arguments for credibility? (D4.4.9-12)

Reflective

- How will the President-elect's goals match his/her accomplishments?
- What challenges might this President face?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- Standard 1: Choices have consequences.
- Standard 2: Individuals have rights and responsibilities.
- Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
- Standard 4: Societies experience continuity and change over time.
- Standard 5: Relationships among people, places, ideas, and environments are dynamic.