

# Civics Unit 4: Campaigns and Elections

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| <b>Unit #:</b> | APSDO-00061113 | <b>Duration:</b> | 3.0 Week(s) | <b>Date(s):</b> |  |
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**Grades:**  
12

**Subjects:**  
Social Studies

## Unit Focus

In this unit, students will understand the election process in American society and how citizens and politicians participate in elections. They will also examine what kind of elected leaders Americans desire, the methods candidates use to get elected, and the ways campaigns attempt to sway voters. The summative assessment for this unit will include a position statement in which students will determine to what extent our current election process reflects the will of the people. In additions students will pose potential suggestions for change. Primary instructional materials for this course include textbook, primary, and contemporary sources.

## Stage 1: Desired Results - Key Understandings

| Established Goals  | Transfer   |  |
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| <p><b>Connecticut Goals and Standards</b><br/><i>Social Studies : 12</i></p> <ul style="list-style-type: none"> <li>• Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. <i>CIV.9-12.7</i></li> <li>• Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. <i>CIV.9-12.2</i></li> <li>• Construct arguments using precise and knowledgeable claims, with evidence</li> </ul> | <p><b>T1</b> (T2) Create question(s) or statement(s) that advance research and analysis.<br/><b>T2</b> (T7) Actively engage in a problem or idea that is meaningful to self and society.</p>   |  |
|  | Meaning  |  |
|  | Understandings   | Essential Questions  |
|  | <p><b>U1</b> (U700) What people choose to do and not to do affects the quality of life in their community.<br/><b>U2</b> (U701) A democratic society relies on its citizens to be active and well-informed.<br/><b>U3</b> (U703) Effective leaders have the ability to influence the direction of a group.</p> | <p><b>Q1</b> (Q102) Who has power in a government and how did they gain it?<br/><b>Q2</b><br/>To what extent does our current election process reflect the will of the people?<br/><b>Q3</b></p> |

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| <p>from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <i>INQ.9-12.10</i></p> <ul style="list-style-type: none"> <li>• Critique the use of claims and evidence in arguments for credibility. <i>INQ.9-12.13</i></li> <li>• Critique the use of the reasoning, sequencing and supporting details of explanations. <i>INQ.9-12.14</i></li> <li>• Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times and places. <i>CIV.9-12.13</i></li> <li>• Evaluate social and political systems in different contexts, times and places that promote civic virtues and enact democratic principles. <i>CIV.9-12.10</i></li> <li>• Explain how a question reflects an enduring issue in the field. <i>INQ.9-12.1</i></li> <li>• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <i>INQ.9-12.4</i></li> <li>• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <i>INQ.9-12.8</i></li> <li>• Refine claims and counterclaims attending to precision, significance and knowledge conveyed through the claim while pointing out the strengths and limitations of both. <i>INQ.9-12.9</i></li> </ul> |  | What qualities do Americans want in an effective leader?   |
|  | <b>Acquisition of Knowledge and Skill</b>  |  |
|  | <b>Knowledge</b>   | <b>Skills</b>  |
|  | <p><b>K1</b><br/>Americans are conflicted over what kind of political leaders we want</p> <p><b>K2</b><br/>Political parties, the media, and interest groups all play a role in elections</p> <p><b>K3</b><br/>Candidates for political office must go through a competitive, multi-layered process</p> <p><b>K4</b><br/>Candidates for office employ a variety of tactics to persuade voters to garner their votes</p> <p><b>K5</b><br/>Seemingly unimportant events can sometimes make or break a political campaign</p> | <p><b>S1</b><br/>Compare and contrast ideologies and leadership styles to determine what Americans most want in their leaders</p> <p><b>S2</b><br/>Analyze the American election process, including the electoral college, to evaluate its effectiveness</p> <p><b>S3</b><br/>Identify changes in the campaigning process to attract voters in a changing technological world</p> <p><b>S4</b><br/>Support arguments with historical and contemporary evidence</p> |