

# Curriculum Guide ~ ELECTIONS

**UNIT GOAL:** *After completing the Elections Unit, students will be able to describe the local, state, and federal election process and discuss current election issues and their impact.*

## CONTENT OBJECTIVES

Students will be able to...

- describe the U.S. election process.
- compare the organization and function of voting in the U.S. to the election process in his/her home country.
- explain how American political parties nominate candidates.
- analyze and give opinion on candidates' policies and platforms.
- describe personal political views.
- define voting rights.
- identify campaign funding sources.

## LANGUAGE OBJECTIVES

Level 500 students will be able to...

- read actively for comprehension.
- read and understand Internet and print media reporting on political candidates and election issues.
- use topic-specific vocabulary to discuss political candidates orally and in writing.
- use modal verbs to express opinions orally and in writing.
- listen to oral presentations and take notes.
- prepare and deliver short presentations.

Level 550 students will be able to...

- read and understand Internet and print media reporting on political candidates and election issues.
- use topic-specific vocabulary to discuss political candidates orally and in writing.
- use modal verbs to discuss political candidates and election issues orally and in writing.
- synthesize information from multiple sources and give an oral presentation.
- research, organize, and deliver a formal presentation.
- write a cause and effect essay.

## ACADEMIC OBJECTIVES

Level 500 students will be able to...

- identify and separate the main idea from details in a text.
- listen for main ideas in television/radio news stories.
- interpret data in graph or table format.
- synthesize information from multiple sources (lecture, video, text, maps).
- make and check predictions.
- share information and opinions while working collaboratively in a group.
- follow the writing process (brainstorming, idea organization, first draft, editing and revision).
- design and administer a survey for data collection and presentation.

Level 550 students will be able to...

- summarize texts.
- listen for main ideas in television/radio news stories.
- take notes from Internet sources for information sharing.
- interpret data in graph or table format.
- synthesize information from multiple sources (lecture, video, text, maps).
- evaluate the values and bias of sources.
- infer meaning.

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	<ul style="list-style-type: none"> <li>❑ make and check predictions.</li> <li>❑ share information and opinions while working collaboratively in a group.</li> <li>❑ follow the writing process (brainstorming, idea organization, first draft, editing and revision).</li> <li>❑ give oral presentations for an audience beyond their classroom.</li> </ul>
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## TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- ❑ access and gather information from online news stories and podcasts.
- ❑ use online sources to research political candidates and elected officials.
- ❑ create charts and graphs for presentation of data.
- ❑ create a PowerPoint slide as an aid for an oral presentation.



## LEARNING COMPONENTS

<u><a href="#">Building Background Activities</a></u>	<ul style="list-style-type: none"> <li>❑ Presidential Elections Vocabulary in Conversation</li> <li>❑  Discussion questions on election process in native country</li> <li>❑  Presidential Election Focused Listening Activity</li> <li>❑ Web search/questions using interactive electoral map</li> </ul>
<u><a href="#">Reading Activities</a></u>	<ul style="list-style-type: none"> <li>❑ “Choosing the Nation’s President,” Unit 5, Chapter 14, The <b><i>USA: Customs and Institutions, 4<sup>th</sup> ed.</i></b> <ul style="list-style-type: none"> <li>○ reading on the U.S. electoral process, including the role of primaries, party nominations, and general elections.</li> </ul> </li> <li>❑ “Citizenship: Its Obligation and Privileges,” Unit 5, Chapter 15, <b><i>The USA: Customs and Institutions, 4<sup>th</sup> ed.</i></b> <ul style="list-style-type: none"> <li>○ reading on the responsibilities of all U.S. residents, responsibilities of the government, and being a member of a participatory democracy</li> </ul> </li> </ul>


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	<ul style="list-style-type: none"> <li>❑ “Election 2000: Bush vs. Gore”, pp. 203-209, <b><i>Grammar in Context 3, 5<sup>th</sup> ed.</i></b></li> <li>❑ “The Media and Presidential Elections”, pp. 210-218, <b><i>Grammar in Context 3, 5<sup>th</sup> ed.</i></b></li> <li>❑ “Our Leaders: Pursuit of Happiness: Second Inaugural Address of President William J. Clinton”, Chapter 1, Part 2, <b><i>Rethinking America 2: An Intermediate Cultural Reader</i></b></li> <li>❑ REEP Learning Kit: Television News Script Lesson 19</li> <li>❑ Arlington Insider Newsletter</li> </ul>
<p><u><b>Writing Activities</b></u></p>	<p><b>Level 500</b></p> <ul style="list-style-type: none"> <li>❑ identify main ideas and details in main texts</li> <li>❑ pre and post: discussion/listening/reading and visual response writing</li> <li>❑ write individual/group platform for local, state, and/or federal concerns</li> <li>❑ design survey for data collection</li> </ul> <p><b>Level 550</b></p> <ul style="list-style-type: none"> <li>❑ summary writing of main texts</li> <li>❑ pre and post: discussion/listening/reading and visual response writing</li> <li>❑ write individual/group platform for local, state, and/or federal concerns</li> <li>❑ <b><i>use past modals to state opinions</i></b> <ul style="list-style-type: none"> <li>❑ “Our Leaders: Pursuit of Happiness: Second Inaugural Address of President William J. Clinton”, Chapter 1, Part 2, <b><i>Rethinking America 2: An Intermediate Cultural Reader</i></b> <ul style="list-style-type: none"> <li>▪ comparing U.S. in 1997 to present</li> </ul> </li> </ul> </li> <li>❑ <b><i>cause and effect essay</i></b> <ul style="list-style-type: none"> <li>❑ Unit 4, <b><i>Great Essays, 2<sup>nd</sup> ed.</i></b></li> <li>❑ possible topic: Investigate the costs and financing associated with competing for elected office and the implications related to campaign donors.</li> </ul> </li> </ul>
<p><u><b>Oral Skills Activities</b></u></p>	<ul style="list-style-type: none"> <li>❑ oral summary, information sharing, discussion of reading texts</li> <li>❑ pair interviews on election issues</li> <li>❑ focused listening exercises connected to film clips, news reports, speeches, and student presentations</li> </ul>

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	<ul style="list-style-type: none"> <li>○  <b>Presidential Election Focused Listening Activity</b></li> <li>□ table top presentations: Students research candidates, organize the information and present to students at their table. This can be a warm-up and practice prior to an assessment activity.</li> </ul>
<u><b>Grammar Activities</b></u>	<ul style="list-style-type: none"> <li>□ verb review (present, past, future, present perfect, present perfect continuous)</li> <li>□ <b>Focus on Grammar: A High-Intermediate Course for Reference and Practice, 3<sup>rd</sup> ed.</b></li> <li>□ modal verbs (past forms)             <ul style="list-style-type: none"> <li>□ “Election 2000: Bush vs. Gore”, pp. 203-209, <b>Grammar in Context 3, 5<sup>th</sup> ed.</b></li> <li>□ “The Media and Presidential Elections”, pp. 210-218, <b>Grammar in Context 3, 5<sup>th</sup> ed.</b></li> <li>□ “Controlling Tone with Modals”, pp. 119-121, <b>Great Essays, 2<sup>nd</sup> ed.</b></li> <li>□ “Our Leaders: Pursuit of Happiness: Second Inaugural Address of President William J. Clinton”, Chapter 1, Part 2, <b>Rethinking America 2: An Intermediate Cultural Reader</b> <ul style="list-style-type: none"> <li>▪ comparing U.S. in 1997 to present</li> </ul> </li> <li>□ “Past Modals”, Lesson B, pp. 44-45, <b>Ventures Transitions</b></li> <li>□ UniLearning Academic Writing webpage on <a href="#">modal verbs and adverbs to express opinion</a>.</li> </ul> </li> </ul>
<u><b>Civic Engagement Activities</b></u>	<ul style="list-style-type: none"> <li>□ visit National Museum of American History ongoing exhibition: The American Presidency: A Glorious Burden             <ul style="list-style-type: none"> <li>□ on-line exhibit and teaching resources available</li> </ul> </li> <li>□ organize a school-wide mock election</li> <li>□ visit a County Board meeting or a County Board representative</li> <li>□ visit a polling station</li> <li>□ guest speaker: graduate of Arlington’s Neighborhood College</li> </ul>
<b>Sample Lesson Plans</b>	<p><b>Level 500/550</b></p> <ul style="list-style-type: none"> <li>□  <b>Defining a Personal Political Platform</b></li> </ul>
<b>Level 500 Assessment</b>	<ul style="list-style-type: none"> <li>□ students design a survey project investigating REEP student-body political concerns/issues</li> </ul>

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<b>Activity</b>	<ul style="list-style-type: none"><li>❑ students prepare and deliver oral and visual presentations of the data collected</li></ul>
<b>Level 550 Assessment Activity</b>	<ul style="list-style-type: none"><li>❑ students give oral presentations on candidates/platforms to other classes and/or create a recorded newscast</li><li>❑ students organize a school-wide mock election and report on results using charts and graphs to compare REEP election results to public results</li><li>❑ cause and effect essay prompts<ul style="list-style-type: none"><li>○ How does campaign financing affect the election process?</li><li>○ How would requiring citizens to vote affect the election process?</li></ul></li></ul>
<b>Sample Unit Plan</b>	<ul style="list-style-type: none"><li>❑  <b>Michele Murphy 500/550 Unit Plan</b></li></ul>