**Road Map and Learning Targets/Objectives for Mr. Kay’s Class**

**Week May 4th**

**American Government:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Quiz Quiz Trade on chapter 7 (Cooperative learning)**
3. **Big 3 Warm Ups (Bell Ringer)**
4. **Know it? Show it! Chapters 7 (Exit Ticket)**
5. **Cornell Notes: Chapter 7 (Note taking)**
6. **Writing Tracker (writing exercise)**
7. **Tear and Share covering chapter 7 (Cooperative learning)**

**Choose an article and or topic from the above link and begin writing**

1. **Power Point Review Presentations for chapter 7**
2. **Assessments and Extended Learning Opportunities**
3. **4 Bell Ringers this week: Big 3 Warm Ups/Bell Ringers due next week**
4. **Turn in Cornell Notes for Chapters 7 Notes next Tuesday**
5. **Know it? Show it! For sections 1 through 3 chapter 7**
6. **Chapter 7 Chapter Outline for extended learning opportunity**
7. **Two writing tracker exercise this week**
8. **Chapters 7 Study Guide will be given out on Thursday**

**\*Subject to modification and change throughout the week**

**American Government:**

 C. **Learning Targets and Objectives
 \*Students will be able to** **explain why the nominating process is a critical first step in the election process.**

 **\*Students will be able to describe self-announcement, the caucus, and the convention as nominating methods.**

 **\*Students will be able to discuss the direct primary as the principal nominating method used in the U.S. today.**

 **\*Students will be able to understand why some candidates use the petition as a nominating device.**

 **\*Students will be able to analyze how the administration of elections in the U.S. helps make democracy work.**

 **\*Students will be able to define the role of local precincts and polling places in the election process.
 \*Students will practice testing each other with critical thinking questions during Quiz Quiz trade learning activity.
 \*Students will be able to remember, understand, analyze, evaluate, and create.**

 **\*Students will be able to describe the various ways in which voters can cast their ballots.**

 **\*Students will be able to outline the role that voting devices play in the election process.**

 **\*Students will be able to explain the issues raised by campaign spending.**

 **\*Students will be able to describe the various sources of funding for campaign spending.**

 **\*Students will be able to examine federal laws that regulate campaign finance.**

 **\*Students will be able to outline the role of the Federal Election Commission in enforcing campaign finance laws.**

 **\*Students will be able to distinguish hard money from soft money.**