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

**Week of December 8th**

**American Government:**

1. **Learning Activities: (other activities can be added throughout the week)**
2. **Quiz Quiz Trade on chapters 8 and 9(Cooperative learning)**
3. **Big 3 Warm Ups (Bell Ringer)**
4. **Minimum wage bill activity**
5. **Minimum wage group presentations**
6. **Know it? Show it! Chapters 8 and 9 (Exit Ticket)**
7. **Cornell Notes: Chapter 8 (Note taking)**
8. **Writing Tracker (writing exercise)**
9. **Tear and Share covering chapter 8 and 9 (Cooperative learning)**
10. **Finish Opposing Viewpoints Writing Response using Wall Street articles (ACT Prep)**

[**http://online.wsj.com/125/wsj-125-archive/wallStreet**](http://online.wsj.com/125/wsj-125-archive/wallStreet)

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

1. **Power Point Review Presentations for chapters 8 and 9**
2. **Assessments and Extended Learning Opportunities**
3. **Five Big 3 Warm Ups this week: 5th set of Big 3 Warm Ups**
4. **\*Chapter Exam Monday**
5. **Turn in Cornell Notes for Chapters 8 and 9 Notes next Wednesday**
6. **Know it? Show it! For sections 1 through 4 chapters 8 and 9**
7. **One Wall Street Journal writing response are due next Monday**
8. **Chapter 7 Chapter Outline for extended learning opportunity due this Monday**
9. **Writing tracker exercise this week**
10. **Turn in group presentation by the beginning of the school day on Thursday**
11. **Group presentations graded as an assessment on Friday.**
12. **Writing assessment next Tuesday.**

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

**American Government:**

C. **Learning Targets and Objectives  
 \*Students will be able to** **examine the term public opinion and understand why it is so difficult to define**

**\*Students will be able to analyze how family and education help shape public opinion.**

**\*Students will be able to describe four other factors that shape public opinion.**

**\*Students will be able to explain why scientific opinion polls are the best way to measure public opinion.**

**\*Students will be able to describe the challenges involved in measuring public opinion.**

**\*Students will be able to identify the five steps in the polling 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 understand the problems in evaluating polls.**

**\*Students will be able to recognize the limits on the impact of public opinion in a democracy.**

**\*Students will be able to examine the role of the mass media in providing the public with political information.**

**\*Students will be able to explain how the mass media influence politics.**

**\*Students will be able to understand the factors that limit the influence of the media.**

**\*Students will be able to describe the role of interest groups in influencing public policy.**

**\*Students will be able to compare and contrast political parties and interest groups.**

**\*Students will be able to explain why people see interest groups as both good and bad for American politics.**

**\*Students will be able to explain how the U.S. tradition of joining organizations has resulted in a wide range of**

**interest groups.**

**\*Students will be able to outline the reasons other interest groups have been created.**

**\*Students will be able to understand the difference between the direct and indirect approaches of interest groups.**

**\*Students will be able to describe how lobbyists influence the legislative, executive, and judicial branches of government.**

**\*Students will be able to examine how interest groups use grass-roots lobbying.**

**\*Students will be able identify how interest groups use media, propaganda, and political campaigns to influence public opinion.**