

AGENDAS FOR THE WEEK: FEBRUARY 3RD TO 7TH

	<b>MONDAY (FEB 3)</b> 11:20-12:05 & 12:54-1:30	<b>TUESDAY (FEB 4)</b> 11:20-12:05 & 12:54-1:30	<b>WEDNESDAY (FEB 5)</b> 11:20-12:05 & 12:54-1:30	<b>THURSDAY (FEB 6)</b> 11:20-12:05 & 12:54-1:30	<b>FRIDAY (FEB 7)</b> 11:20-12:05 & 12:54-1:30
	<b>Objective(s): SWBAT</b> * Identify different types of voter suppression and propose solutions. * Interpret graphs to determine statistical significance.	<b>Objective(s): SWBAT</b> * Identify different types of biases and decide which type is apt for different scenarios. * Hypothesize different sociological issues that would affect polling outcomes.	<b>Objective(s): SWBAT</b> * Reckon whether ranked choice voting or plurality voting is more representative of a populaces' opinion.	<b>Objective(s): SWBAT</b> * Propose and design a new electoral process for the United States that prioritizes equity over all.	<b>Objective(s): SWBAT</b> * Present and justify why their new system is equitable. * Criticize and offer feedback on other student's model.
<b>P</b>	<b>Engage</b> Using the Iowa Caucus and the deadline for Texas primary election as a springboard, we will discuss the democracy behind voting.	<b>Engage</b> Why did the polls around the 2016 presidential election predict incorrectly yet confidently?	<b>Engage</b> Introduce other voting methodologies, namely ranked-choice voting.	<b>Engage</b> Armed with the knowledge gained over the last three days, it's now time to design their own electoral process that prioritize equity.	<b>Engage</b> Finish up any last minute additions to their posters.
<b>L</b>	<b>Explore</b>  Looking at voter turnout in strict/non-strict Voter ID states and the racial demographics to determine whether there is statistical significance there.	<b>Explore &amp; Explain</b>  Using an IPSOS/Reuters poll students will analyze the validity of it in terms of sample size, biases, and question wording.	<b>Explore</b>  Mock election using ranked-choice voting instead of plurality voting.	<b>Explore &amp; Explain</b>  In groups, students will design the process and make a poster presentation/other approved presentation.	<b>Explore</b> Presentations to the class.
<b>A</b>	<b>Explain</b>  What racial and socioeconomic factors play into the the voter suppression laws? Are the laws just?	<b>Elaborate</b>  Decide the underlying factors for why the poll was wrong. What portion of America was the poll reaching? Who wasn't it reaching? How can the pollsters sample more accurately?	<b>Explain</b>  After completing the mock election, we'll decide whether ranked-choice voting is more representative and fair or just a hassle in the works using Fairvote, a non-profit studying RCV, and their data.		<b>Explain</b> Other students will offer their feedback on post-it notes and attach as necessary.
<b>N</b>	<b>Evaluate and Summary</b> Research and write down another type of voter suppression and propose a solution.	<b>Evaluate and Summary</b> Ponder and be ready for class tomorrow.	<b>Evaluate and Summary</b> Reflect on the pros and cons of ranked choice voting in writing.	<b>Evaluate and Summary</b> Finish any loose ends unfinished.	<b>Evaluate and Summary</b> Written reflection due Monday for homework.