

## 12th Grade Voting Inquiry

Am I Going to Vote?		
<b>Staging the Question: UNDERSTAND</b> Investigate the registration process for voting. <b>ASSESS</b> Discuss whether or not students in class would or could register to vote.		
<b>Social Studies Practices</b>	<span style="color: #4a7ebb;">●</span> Gathering, Using, and Interpreting Evidence <span style="color: #4a7ebb;">●</span> Civic Participation	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How has the youth voter changed over time?	What are the reasons some youth choose to vote?	What are the reasons some youth choose not to vote?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List short-term and long-term trends in the youth voting record.	Develop a claim supported by evidence that answers the supporting question.	Develop a claim supported by evidence that answers the supporting question.
<i><b>Integration of Inquiry Process and Skills</b></i>		
Supporting Question 1	Supporting Question 2 and Supporting Question 3	
<b>Connect:</b> Uses sources to acquire background information about the registration process for voting and participates in a class discussion about whether they would or could register to vote. <b>Graphic Organizer:</b> <a href="#">Connect#11</a>	<b>Connect:</b> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research on the reasons that youth choose to vote or choose not to vote. <b>Graphic Organizer:</b> <a href="#">Connect#19</a>	
<b>Wonder:</b> Determines what information is needed to support the investigation and answer the question about how the youth voter has changed over time.	<b>Wonder:</b> Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about the reasons why some youth choose to vote and some choose not to vote.	
<b>Investigate:</b> Recognizes statements that can be verified while identifying trends in youth voting using census data accompanied by data from the Pew Research Center.	<b>Investigate:</b> Uses both facts and opinions responsibly by identifying and verifying them while examining various sources that show why young people do and do not vote in elections. <b>Graphic Organizer:</b> <a href="#">Investigate#71</a> <a href="#">C3 Resources</a>	
<b>Construct:</b> Identifies facts and details that support main ideas. <b>Graphic Organizer:</b> <a href="#">Construct#10</a> and <a href="#">Construct#11</a>	<b>Construct:</b> Draws clear and appropriate conclusions supported by evidence and examples. <b>Graphic Organizer:</b> <a href="#">Construct#40</a> and <a href="#">Construct#41</a>	
<b>Express:</b> Lists short-term and long-term trends in the youth voting record.	<b>Express:</b> Develops a claim supported by evidence about the reasons why youth choose to vote or choose not to vote. <b>Graphic Organizer:</b> <a href="#">Express#3</a>	
<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#19</a>	
<b>Summative Performance Task: Argument:</b> Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question "Am I going to vote?" using specific claims and relevant evidence from historical sources while acknowledging competing perspectives. <b>Extension:</b> Participate in a class discussion on their decisions to register or not register to vote by examining whether or not they are likely to vote in the next presidential election.		