|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.  SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government.  SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government. | | | | | | **Vocabulary:** limited government; ratification; Founding Fathers; Federalists; Anti-Federalists; Federalist Papers; Bill of Rights; James Madison; political parties; Republican Party; Democratic Party; Libertarian Party; Socialist Party; Third Party | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (A)** | |
| **Essential Question:**  - How do political parties affect society today? | | | **Essential Question:**  - How do political parties affect society today? | | | **Essential Question:**  - How are political parties organized? | |
| **H.O.T. Questions:**  - What impact do political parties have on our society, government, and political system?  - What are the main differences between two-party and multi-party systems? | | | **H.O.T. Questions:**  - What are the current political parties’ major ideas about our government?  - How do political parties serve the nation? | | | **H.O.T. Questions:**  - How do political parties operate?  - What are the benefits of and drawbacks to different sources of financing? | |
| **Bell Ringer:**  - Political cartoon depicting Democrats and Republicans arguing with each other will be projected to the students. They’ll be asked to answer several questions:   * What objects do you see? * What people do you see? * What message does the political cartoon send? | | | **Bell Ringer:**  - *Allow students time to find their rearranged seats and to study for the quiz.* | | | **Bell Ringer:**  - Why do you think it is important to participate in politics? How can you go about doing so? | |
| **Learner Outcome:**  Students will analyze different party systems and assess why a two-party system works best for the United States. They will also investigate how these parties affect our society today. | | | **Learner Outcome:**  Students will analyze the current major American political parties and compare their ideas about government. They will determine the relationship between the political parties’ platforms, their main voting groups, and how this can help to better society. | | | **Learner Outcome:**  Students will analyze the organization of the major American political parties. They will compare and contrast the various levels of parties, and they will evaluate the advantages and disadvantages of public and private sources for funding. | |
| **Whole Group:**  *- [B-Day] = Spend ~10 minutes going over the Federalist/Anti-Federalist handout in order to review and connect this debate to the creation of factions/political parties.*  - Distribute note-taking guide to students.  - Have students read p. 252-254.  - Students will complete note-taking guide for each section of the reading: (1) Political Parties, (2) The Two-Party System, and (3) Third Parties.  - On same page as the bell-ringer, students will complete p. 254, Questions 1B, 2B, 3B.  - Final 10-15 minutes of class: Kahoot game to review for Constitution/Ratification Debate quiz.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**    Describe this political cartoon. What message does it send about the effect of political parties on our society? | | | **Whole Group:**  *- Before students arrive, room will be rearranged into four groups with students assigned to each group. Some advanced students will be placed into the smaller groups covering Third Parties (Libertarian and Socialist), which often have viewpoints that can be more challenging to fully grasp. The rest of the class will be divided into the Republican Party and the Democratic Party groups.*  - Short quiz on Constitution/Ratification Debates unit.  - Distribute reading packet on today’s political parties and their platforms, as well as graphic organizer chart and poster board.  - Students will read their section about their party’s platform and fill out the graphic organizer, which asks them about their party’s origin, major voting groups, and major ideas.  - Students will transfer their answers to poster board to present to the class.  - As each group presents, students will complete a distributed “presentation guide” handout where they will take notes on what the other political parties believe.  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  - What are the important ideas put forth by your assigned political party? How do you think this is connected to their main voting groups? | | | **Whole Group:**  - Review from previous class 🡪 go over the political party matchup handout.  - Whole group will read p. 255-257 together as a class, with the teacher projecting an accompanying PowerPoint presentation that highlights key words and important ideas, and which also provides additional multi-media elements to help students to better understand the unit.  - Students will take notes in their notebooks/journals as they read.  - After reading, students will complete for classwork p. 256 (Focus on: Barack Obama), p. 257 (1-3).  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  -What are the advantages and disadvantages of federal funding of presidential campaigns?  [P6 – Advanced]:  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  - p. 257 (1-3A)  - Write a letter to the editor arguing FOR or AGAINST federal funding of campaigns. Use the elements of “RACE” to form the structure of your letter. | |
| **Assessment:**  Classwork assignment will be collected and graded. The teacher will also check the graphic organizers as students fill them out during the reading. | | | **Assessment:**  The quiz will measure how well students have learned the Constitution/Ratification Debate lesson, with an opportunity for remediation if needed. Political party posters will become a grade for each group and demonstrate how well students have read and understood the material. | | | **Assessment:**  Classwork assignment will be collected and graded. Whole group reading assignment and discussion will also allow the teacher to offer further instruction where needed and to assess the overall understanding of the class as we read. | |
| **Home Learning:**  - Study for quiz on the Constitutional Debates/Ratification of the Bill of Rights.  - Finish classwork. | | | **Home Learning:**  - Complete political party matchup handout. | | | **Home Learning:**  - Finish any remaining classwork. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Cooperative Learning | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Highlight key words in lessons | P1 - | | Choose an item. |
| P2 – YM | Cooperative Learning | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Highlight key words in lessons | P2 - | | Choose an item. |
| P4 – DM; OP | Cooperative Learning | P4 – GD-K; AT-K; OW-504 | | Highlight key words in lessons | P4 - | | Choose an item. |
| P5 – AR | Cooperative Learning | P5 – IH-K; GA-504 | | Highlight key words in lessons | P5 - | | Choose an item. |
| P6 – FB | Cooperative Learning | P6 – GN-504 | | Highlight key words in lessons | P6 – BK | | Flexible Grouping |
| P7 – PA; ES | Cooperative Learning | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Highlight key words in lessons | P7 - | | Choose an item. |
| P8 KS; CS | Role Playing | P8 – AC-504 | | Highlight key words in lessons | P8 – DA | | Flexible Grouping |