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| **Civics** | | | | | | | |
| **Civics Standards:**  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.  SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda). | | | | | | **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 (“C” Day)** | | | **Tuesday (“B” Day)** | | | **Wednesday/Thursday** | |
| **Essential Question:**  - How do political parties affect society today? | | | **Essential Question:**  - How are political parties organized? | | | **Essential Question:**  - How do political parties affect elections? | |
| **H.O.T. Questions:**  ***[P1-4]:***  - How do political parties operate?  - What are the benefits of and drawbacks to different sources of financing?  ***[P5-8]:***  - 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? | | | **H.O.T. Questions:**  - How can we learn to read an election map?  - How do you become a voter in the United States?  - What is the difference between primary and general elections?  - How has the voting process changed over time? | |
| **Bell Ringer:**  ***[P1-4]:***  - Why do you think it is important to participate in politics? How can you go about doing so?  ***[P5-8]:***  - Pass out political party handouts, poster board, and markers. Students will begin working on finishing up their posters and discussing their presentations. | | | **Bell Ringer:**  - Why do you think it is important to participate in politics? How can you go about doing so? | | | **Bell Ringer:**  - Teacher will display on the board the 2008 Florida presidential election results map found on p. 262. Students will be asked:   * What is this a map of? * What do you think this map shows? * Without looking at the numbers, who do you think has won this election? How can you tell? | |
| **Learner Outcome:**  ***[P1-4]:***  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.  ***[P5-8]:***  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. | | | **Learner Outcome:**  Students will analyze how a citizen may become a voter and will connect this to political parties. They will also differentiate between different types of elections (primary and general), and they will apply these concepts to an election results map. They will cite evidence to explain how the voting process has changed over the years to become open to more people and to protect the secrecy of citizens’ votes. | |
| **Whole Group:**  ***[P1-4]:***  - Students will read p. 255-257 in pairs or individually. The teacher will distribute a graphic organizer meant to assist the students in taking notes. This handout has broken up the section into 7 parts and functions as an “outline” that students will complete, identifying the main ideas and important terms in each section.  - The teacher will walk around the room and sit with groups that need help with the organizer/outline or with staying on task.  - Students will complete for classwork p. 256 (Focus on: Barack Obama) and can get started on the homework assignment (p. 257, #3b).  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Write a letter to the editor arguing FOR or AGAINST federal funding of campaigns. Pick a position and use evidence from the textbook to state why you think federal funding of campaigns should or shouldn’t happen. Use the elements of “RACE” to form the structure of your letter.  -------------  ***[P5-8]:***  - Continuation of previous Thursday’s activity on political parties. Students have already been assigned a party (the Democratic, Republican, Libertarian, or Socialist Party), and they should have finished the handout asking them to identify the party’s beliefs and what their party is against.  - Students will be given about 10 minutes to finish their political party posters and to review their information so that they can present to the class.  - As each group presents their political party, students will complete a distributed “presentation guide” handout, where they will be asked to take notes on the presentations by writing down two things that the party is for, and one thing that the party is against.  **Evidence Based Writing: What are the defining characteristics of...? Use evidence to support your claim.**  - What are the important ideas that each party is for? What are the important ideas that each party is against? | | | **Whole Group:**  - Review political parties from previous class.  - Students will read p. 255-257 in pairs or individually. The teacher will distribute a graphic organizer meant to assist the students in taking notes. This handout has broken up the section into 7 parts and functions as an “outline” that students will complete, identifying the main ideas and important terms in each section.  - The teacher will walk around the room and sit with groups that need help with the organizer/outline or with staying on task.  - Students will complete for classwork on the back of their organizer/outline handout p. 256 (Focus on: Barack Obama) and p. 257 (1B, 2B, 3A).  - If students finish their classwork, they can get started on the homework assignment (p. 257, 3B).  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Write a letter to the editor arguing FOR or AGAINST federal funding of campaigns. Pick a position and use evidence from the textbook to state why you think federal funding of campaigns should or shouldn’t happen. Use the elements of “RACE” to form the structure of your letter. | | | **Whole Group:**  - Whole group will read together out loud p. 259-262.  - As the class reads, the teacher will display a PowerPoint covering the key words and ideas of the section for students to take notes, in addition to pictures and graphics showing a voter registration form, ballots and a ballot box, polling places, and party nominating conventions that will provide a more multi-media approach for students who learn better with images than with words.  - The teacher will also display the map on p. 262 which covers the 2008 Florida presidential election results; we will discuss how to read a map correctly, comparing counties won (McCain’s 52 vs Obama’s 15) with percentage of the vote won (Obama’s 51% vs McCain’s 49%), as well as how a map like this can be misleading.  - For classwork, students will work on p. 261 (1B, 2B, 3B, 4).  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  - In looking at the 2008 Florida election map, how close does the election appear to have been? What might explain the difference between the number of counties that each candidate won and the actual vote totals for each candidate? | |
| **Assessment:**  ***[P1-4]:***  - Graphic organizer/outline will be collected at the end of class and graded (to be returned to students for their notes during the next class).  ***[P5-8]:***  - Political party posters will be graded and will demonstrate how well students have read and understood the material.  - Presentations will give the teacher an opportunity to test students’ understanding and to clarify any misconceptions or questions that they may have. | | | **Assessment:**  - Graphic organizer/outline and classwork questions will be collected at the end of class and graded (to be returned to students for their notes during the next class). This will give the teacher an opportunity to see how well students have learned the lesson and to correct any deficiencies during the next class. | | | **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:**  ***[P1-4]:***  - 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.  ***[P5-8]:***  - Finish any remaining classwork. | | | **Home Learning:**  - 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. | | | **Home Learning:**  - Finish any remaining classwork. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Outlines | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P1 - | | Choose an item. |
| P2 – YM | Outlines | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P2 - | | Choose an item. |
| P4 – DM; OP | Outlines | P4 – GD-K; AT-K; OW-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 - | | Choose an item. |
| P5 – AR | Outlines | P5 – IH-K; GA-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P5 - | | Choose an item. |
| P6 – FB | Outlines | P6 – GN-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P6 – BK | | Open-Ended Tasks |
| P7 – PA; ES | Outlines | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P7 - | | Choose an item. |
| P8 KS; CS | Outlines | P8 – AC-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P8 – DA | | Open-Ended Tasks |