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| **Civics** | | | | | | | |
| **Civics Standards:**  \*\*SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.  \*\*SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution. | | | | | | **Vocabulary:** political parties; platform; special interest; public opinion; propaganda; media; bias; symbolism; lobbyist; lobbying; political action committee (PAC); public policy; elections; qualifications for office; | |
| **Tuesday (“B” Day)** | | | **Wednesday/Thursday** | | | **Friday (“A” Day)** | |
| **Essential Question:**  - How should one select a candidate to vote for in an election? | | | **Essential Question:**  - How can I succeed on the “Political Participation” unit test? | | | **Essential Question:**  - How does the Preamble serve as an introduction to both the U.S. Constitution and the U.S. government? | |
| **H.O.T. Questions:**  - What are the requirements to run for office?  - What are useful criteria in evaluating a candidate for public office?  - How can we evaluate information and arguments from various sources? | | | **H.O.T. Questions:**  - What do I already know well about the material from this unit, and what areas do I need to study further?  - What terms or content areas do I need help with?  - What strategies can I use to study for the unit test? | | | **H.O.T. Questions:**  - What are the purposes and goals of government as presented in the Preamble of the U.S. Constitution?  - What is meant by “We the People?”  - Have there been any people that have not been included in “We the People?” | |
| **Bell Ringer:**  - What do you think are some important characteristics or qualities of someone running for office? Why? Give at least three and explain each of them in a separate sentence. | | | **Bell Ringer:**  - Within this unit:   1. What areas do I feel confident in? 2. What areas do I feel like I need to improve in? 3. What are some strategies that I can use to study? | | | **Bell Ringer:**  - Study your notes and the study guide for the test.  - Take out a pen/pencil and prepare to take the test. | |
| **Learner Outcome:**  Students will identify and analyze qualifications and criteria for selecting a candidate for public office. They will apply these criteria to several fake candidates and cite evidence to evaluate which candidate would receive their vote. | | | **Learner Outcome:**  Students will review their knowledge of the previous unit, using class discussion and centers to correct any areas of understanding that are not complete. They will analyze their strengths and weaknesses with the material within the unit, and they will apply study strategies that we discuss to improve their understanding of the unit material. | | | **Learner Outcome:**  Students will apply their knowledge of the previous unit by taking the chapter test. They will evaluate their strengths and weaknesses with the unit material by going over the questions on the test after they have completed it. When finished with the test, they will begin to connect the language in the Preamble to the goals and purposes of government, such as establishing justice, ensuring safety, and promoting the general welfare. They will also analyze and evaluate the meaning of the beginning of the Preamble (“We the People”) in order to understand its implications for government and the country as a whole. | |
| **Whole Group:**  - Distribute graphic organizer for students to take notes.  - Display PowerPoint which covers the qualifications for major elected officials at the federal level and in the state of Florida. The PowerPoint also covers information about what voters should look for in a potential candidate for office, including their experience, their platform/ideas, their advertisements, and their performance during debates. While we go through the PowerPoint slides, students will fill out their graphic organizer/notes page.  - Present two fake candidates to the class, along with their qualifications, their experience, their positions on several issues, their endorsements, and an advertisement from each.  - Students will fill out a handout identifying who might decide to vote for each candidate. Students will then make their own choice, and on the back of the handout, they will create slogans/poster designs in support of the candidates.  - We will tally up the votes from students and announce a winner to the class!  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  How might various interest groups choose to vote for these candidates? Which candidate would you prefer, and why? Use what we’ve learned about evaluating candidates to make your decision. | | | **Whole Group:**  - At the very beginning of class, distribute a paper copy of the study guide that students should already have seen online on Remind and on the class Dropbox site ([www.tinyurl.com/epacivics](http://www.tinyurl.com/epacivics)). Students will use this to help complete the bell ringer.  - The class will be set up in centers, with each center labeled with a theme/topic from the unit:   1. Political parties & their beliefs 2. Political party organizations 3. Elections & voting 4. Media & propaganda 5. Interest groups   - Each center will contain two tablets pre-loaded with key questions about that particular theme/topic. Questions will vary from simple recall questions to FSA-style explanation questions. Students will receive a handout that they will fill out at each center with their answers to the questions, the evidence that they cite for their answers, and their explanations of why those answers are correct. Students may work together in their groups to answer these questions, and they may use their notes to help them.  - Students will move from center to center at given times; if they want to spend more time at a particular center to work on a topic on which they need extra help, they will be allowed to do so.  - The teacher will rotate from center to center around the room in order to answer questions from students and to work with each group whenever they need help.  - We will devote the final 10-15 minutes of class to playing a Kahoot review game that covers and reinforces these key concepts and ideas that will be on the test.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  How do political parties, media, and interest groups affect elections and how we can evaluate candidates? Use the information in your notes and in our previous readings to answer various, more specific questions in each center that relate to this theme. | | | **Whole Group:**  - The teacher will (quickly) answer any last-minute questions from students.  - Test on unit covering Political Participation: Political Parties, Elections, Media & Propaganda, and Interest Groups.  - When students are finished with the test, they will quietly begin to read p. 86-91 in the textbook, taking notes on important concepts.  - Students will work independently (until the test is done) and then in small groups (once everyone is finished with the test) to complete questions 1-2 on p. 91.  \*\*\* Once everyone has finished the test, we will swap papers and grade the test collectively, giving students a chance to go over the test questions and to learn what they know and what they need to still learn. If students require extra time, the teacher will grade the tests on his own, and we will collectively go over the tests in the next class.  **Evidence Based Writing: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**  p. 91 (#2B):  Which of the six major goals of the Constitution do you think is the most important? Use RACE to give reasons and examples to support your answer. | |
| **Assessment:**  - Bell-ringer question will be discussed in class, with students justifying their choices, allowing the teacher the opportunity to evaluate their reasoning and to explain any areas that need clarification. Election handout will be graded as homework. Students will get an opportunity to participate and to share their opinions on these fake candidates; this will allow the teacher to interact with students, to evaluate their comprehension of the lesson, and to work with students as needed so that they can better understand the voting and election process. | | | **Assessment:**  - The teacher will move around from center to center to monitor groups and to observe what material students grasp and what they struggle with. This will also give the teacher an opportunity to work individually with small groups to correct deficiencies in knowledge. Student worksheets from their centers will be periodically checked to ensure that students are participating and staying on task. | | | **Assessment:**  - The test will allow for the teacher to determine how well students have learned the concepts in the previous unit, as well as to see what areas might need remedial instruction and how groups can be changed and differentiated based on what students have learned. | |
| **Home Learning:**  - Study for unit test.  - Finish election handout. | | | **Home Learning:**  - Study for unit test.  - Play Kahoot Challenge game posted online on Remind. | | | **Home Learning:**  - Finish p. 91 (1-2). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Extended Time | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Allow extended time frames to complete assignments, projects and tests | P1 - | | Choose an item. |
| P2 – YM | Extended Time | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Allow extended time frames to complete assignments, projects and tests | P2 - FV | | Flexible Grouping |
| P4 – DM; OP | Extended Time | P4 – GD-K; AT-K; OW-504 | | Allow extended time frames to complete assignments, projects and tests | P4 - | | Choose an item. |
| P5 – AR | Extended Time | P5 – IH-K; GA-504 | | Allow extended time frames to complete assignments, projects and tests | P5 - | | Choose an item. |
| P6 – FB | Extended Time | P6 – GN-504 | | Allow extended time frames to complete assignments, projects and tests | P6 – BK | | Flexible Grouping |
| P7 – PA; ES | Extended Time | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Allow extended time frames to complete assignments, projects and tests | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Extended Time | P8 – AC-504 | | Allow extended time frames to complete assignments, projects and tests | P8 – DA | | Flexible Grouping |