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| **Advanced Civics** | | | | | |
| **Social Studies 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.2.8 Identify America's current political parties, and illustrate their ideas about government.  \*\*SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. | | | | **Vocabulary:**  Political parties; Republican Party; Democratic Party; Libertarian Party; Socialist Party; Communist Party; Two-Party System; Third Parties; qualifications; debate; experience; political advertisements; candidates; platform; voting; election | |
| **Monday** | | **Thursday** | |  | |
| **Essential Question:**  - What are political parties? | | **Essential Question:**  - How do political parties affect society today? | |  | |
| **H.O.T. Questions:**  - How do political parties affect society, government, and our political system?  - How did the two-party system originate? | | **H.O.T. Questions:**  - How can a candidate run for office?  - How can we evaluate a candidate for public office? | |  | |
| **Bell Ringer:**  A political cartoon depicting Democrats and Republicans arguing with each other will be displayed to the students. They will be asked to analyze the image and answer several questions:   * What objects do you see? * What people do you see? * What message does the political cartoon send? | | **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. | |  | |
| **Learner Outcome:**  Students will evaluate the impact political parties have on society, government, and the political system. They will analyze the origin of our two-party system. | | **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. | |  | |
| **Whole Group:**  - Go over Bell Ringer activity.  - Display an iCivics reading for students which discusses several key terms, including “political party” and “two-party system.” Students should take notes on this while we read through the reading together. The teacher will ask questions of students after each paragraph to ensure that the class is paying attention and following along with the reading, as well as for further/deeper discussion.  - Direct students to the assignments tab on Teams, where they will find an assignment labeled “Political Parties.” Students will complete the reading that we began in class. Then they will open up the accompanying Word doc.  - Students will work in the Word doc to answer questions related to the reading. Part A will have a vocab matching section, Part B will have a true/false section, and Part C will ask students to write/type out answers to several questions which come from the reading, including the Evidence Based Writing question below. Give students about 30-40 minutes in class to complete this, and they may continue to work on it on their own if they do not finish.  - Then post a link to an online political party survey (<https://www.pewresearch.org/politics/quiz/political-typology/>) where students will answer a number of questions about current political issues. The survey will then tell students which political party that they would likely fit best in and which candidate they may wish to vote for in the 2020 election. Give students an anonymous poll on Teams where they can record the party in their survey results. Ask students if they were surprised with their results. Spend about 10-15 minutes doing this, and allow some extra time for discussion if students wish to discuss their responses (do not force students to reveal their answers if they do not wish to do so).  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**    How do political parties affect our society and government? | | **Whole Group:**  - Discuss student answers to the Bell Ringer question. Ask them to explain why these things should matter to the public when evaluating a candidate.  - Post a graphic organizer on Teams for students to take notes and demonstrate for students how to use it and what they should take notes on as we go through our lesson today.  - 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 on Teams.  - Direct students to the assignments tab on Teams where they will work on a Word doc that contains short biographies of several candidates who are running for political office. Students will evaluate these candidates by highlighting/color coding parts of their platforms that contain relevant information in gold, and highlighting/color coding parts of their platforms that contain irrelevant information or things that may hurt the candidates in red.  - Students will then be given a series of groups of voters with descriptions about the different issues/topics that they care deeply about. They will be asked to put themselves into the shoes of these different groups of voters and select which candidate they would support, and why.  **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.**    Which candidate would a person in this group pick, and why? Use what you have learned from today’s notes to explain your answers. | |  | |
| **Assessment:**  - Student answers in the Word doc of the day will be graded as a classwork assignment. | | **Assessment:**  - The teacher will monitor student note-taking and discussion as an informal assessment, with an opportunity to clear up any misconceptions or misunderstandings. The evaluating candidates roleplaying worksheet will give students a chance to apply what they have learned and will be graded as a classwork assignment. | |  | |
| **Home Learning:**  - Finish classwork.  - Finish iCivics “Race to Ratify” game (due today!). | | **Home Learning:**  - Finish classwork assignment. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P7 – KD-3; SD-4; JG-4 | Graphic Organizers  Demonstrations | P7 – JG-504 | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions | P7 – LA; AC; DC; TF | Problem Based Learning |