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| **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** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - What are political parties? | | **Essential Question:**  - How do political parties affect society today? | | **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? | | **H.O.T. Questions:**  - How do the political parties in the United States differ from each other?  - How might you try to win an election against candidates from other political parties? | |
| **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. | | **Bell Ringer:**  Post several EOC-style questions on Microsoft Forms about the role of political parties as a review. | |
| **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. | | **Learner Outcome:**  Students will analyze the viewpoints the different political parties in the United States. They will also apply their knowledge to create a political candidate and campaign, with posters and advertisements, to attempt to win an election against the other political parties. | |
| **Whole Group:**  - Go over Bell Ringer activity.  - Display a PowerPoint for students which goes over several key terms, including “political party” and “two-party system.” Students should take notes on this while we discuss the PowerPoint slides.  - Post a reading on political parties for students on Teams, as well as a notes page in the form of a Word doc. Give students an annotation guide that they can use to “deep read” through the reading. Read the first paragraph or two together and demonstrate this to students, then release them to finish their reading and to complete a worksheet with several questions about the reading. Give students about 30-40 minutes in class to complete this.  - As students finish this up, get back together as a whole group and go over student answers.  - Then post a link to an online political party survey 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).  - Finish up class with the following exit ticket on Teams:  **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. | | **Whole Group:**  - Go over the Bell Ringer questions together as a group, making sure to re-teach and explain any questions that a lot of students got incorrect.  - Post on Teams a listing of groups for our Political Parties project. Each group will be assigned one of the key political parties in the United States: the Democratic, Republican, Libertarian, and Socialist parties (in larger classes, the Green Party will also be assigned). Each student will be assigned a particular set of questions to research. This project will be differentiated by having the easier, major parties (Democrats and Republicans) given to the lower performing groups, while the third parties will be given to the higher performing groups.  - Distribute to each group a political party “fact sheet” that contains the platform of each party about major issues. Working in a shared Word doc for each group, students will research the questions they have been assigned (such as “What does the party think about health care?”).  - Once students complete their individual questions, they will come together as a group in group video calls to determine what groups in society might vote for their party, and how they should emphasize their ideas to appeal to these groups.  - Students will be given a list of fake candidates for office, who have different backgrounds and ideas. They will play the role of “party leaders” and choose one of these candidates that they believe fits their party the best. They will explain why they’ve chosen this candidate, and then create a campaign for this candidate. Students will create a poster for their candidate and a bumper sticker that contains:   * The candidate name * The party name * A logo * Several important items on the candidate/party’s platform * A slogan for the candidate running for office.   - Students will also be asked to create a video/audio “commercial” for their candidate using a site such as Flipgrid. Instructions and demonstrations will be posted for students on how to create digital posters and videos.  - The teacher will work with groups who struggle with these questions, and will monitor the groups to ensure that they stay on task. This project will not be finished in this class period, and will continue to the following class period.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    What are the important ideas put forth by your assigned political party? How do you think this is connected to their main voting groups?  How do political parties affect our society and government? | |
| **Assessment:**  - Student answers to the reading questions 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. | | **Assessment:**  - The Bell Ringer will serve as a review of the previous lessons and will be an informal assessment to determine if any re-teaching or remediation needs to be done. The political party project will be begun in class and will be a creative way for students to apply their knowledge of political parties. It will be graded as a project grade when completed in the following class. | |
| **Home Learning:**  - Finish classwork.  - Finish iCivics “Race to Ratify” game (due today!). | | **Home Learning:**  - Finish classwork assignment. | | **Home Learning:**  - None. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; ES-4; VV-4 | Graphic Organizers  Demonstrations | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Graphic Organizers  Demonstrations | P2 – CB-K/F; CT-504; JV-504; NW-K | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Graphic Organizers  Demonstrations | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Graphic Organizers  Demonstrations | P8 – EF-V/K; YP-K | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions | P8 - SB | Open-Ended Tasks |