

Subject: Political and Economic Issues
Topic: Political Scrapbook
Standard(s): 1.2, 5.1-5.3, 8.1, 8.3

Unit: Two
Day:

Daily Understanding: Approximately half a million people hold elective office in the United States. As an American public, we hear often of these public officials; their policies, their travels, their relations with the branches of government, even accounts involving their personal life.

Activities & Procedures

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Create a political scrapbook that evaluates the leadership and public service of a controversial elected official in the American political system. • Use web 2.0 platforms, including Google Docs, multi-media applications, and Power Point, to complete the assessment 	<p>Diagnostic:</p> <p>Formative:</p> <ul style="list-style-type: none"> ▪ Benchmarks <ul style="list-style-type: none"> ○ 4 benchmarks for periods 1, 4/6, 9, 10 ○ 5 benchmarks for period 3. <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • Ask students what they hear in the news; who is controversial – what is controversial <p>Focus – Today I will be introducing your first Performance Assessment for this course. This will be an individual assignment; the project 2nd marking period will be a group project.</p> <p>Activity I: Political Scrapbook T: Distribute all handouts and go through everything step by step (See handouts for details and cues/prompts) S: Listen and ask questions</p> <p>Activity II: Unit I Test Discussion T: Return Unit I test and conduct a Q/A S: Review test errors and ask questions</p> <p>Activity III: Political Spectrum Test T: Distribute P.S. Test and have students complete individually. - Encourage students to read each question CAREFULLY S: Work on P.S. test **This activity with continue Monday as we introduce Unit II – Party System and Election Influences</p> <p>Closure: Report to the library for class tomorrow.</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. Create an account on Google Docs 2. Locate the Political Scrapbook Information Page on the Wiki <p>Self Assessment / Reflection*</p> <ul style="list-style-type: none"> ▪ Things to remember next time: ▪ Positives: ▪ What didn't work:
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can the actions of an individual affect our local, national or global society? <p>**See assignment sheet for additional driving questions used in this assessment.</p>	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • <i>Academic Classes</i> <ul style="list-style-type: none"> ○ Performance Assessment Description ○ Rubric ○ Benchmarks / Work Schedule • <i>Concepts Class</i> <ul style="list-style-type: none"> ○ Performance Assessment Packet ○ Templates online 	

Subject: Political and Economic Issues
Topic: Technology Tutorial
Standard(s): 1.2, 5.1-5.3, 8.1, 8.3

Unit: Two
Day:

Daily Understanding: Approximately half a million people hold elective office in the United States. As an American public, we hear often of these public officials; their policies, their travels, their relations with the branches of government, even accounts involving their personal life.

Activities & Procedures

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures
<p><i>Students will:</i></p> <ul style="list-style-type: none"> Develop the skills necessary to complete the political scrapbook project by testing different web 2.0 tools. 	<p>Diagnostic:</p> <p>Formative:</p> <ul style="list-style-type: none"> Benchmarks <ul style="list-style-type: none"> 4 benchmarks for periods 1, 4/6, 9, 10 5 benchmarks for period 3. <p>Summative:</p> <ul style="list-style-type: none"> [Unit Test] 	<p>Activity I: <i>Political Scrapbook Technology Tutorial</i></p> <p>SEE POWERPOINT</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> How can the actions of an individual affect our local, national or global society? <p>***See assignment sheet for additional driving questions used in this assessment***</p>	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> Preferred seating Time warnings Calendar of due dates Break into manageable chunks Re-focus Re-phrase questions Multiple Intelligences Principles of learning considerations Checks for understanding 	
<p>Materials & Resources:</p> <ul style="list-style-type: none"> <i>Computer Lab</i> 		

Subject: Political and Economic Issues **Unit:** Two
Topic: Political Ideologies + Parties **Day:** 1
Standard(s): 5.3, 5.2, 7.3

Daily Understanding:

The political spectrum represents a continuum of varying ideologies that influence political parties and their role in the American political system.

Activities & Procedures (*all classes*)

Specific Learning Outcomes	Assessment/Eval of SLO's	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> Predict and examine personal political beliefs Hypothesize and evaluate the difference between <i>Liberal</i> and <i>Conservative</i> points of view, and the relationship with the <i>Moderate</i> point of view. Define politics and discuss the main purpose of political parties 	<p>Diagnostic:</p> <ul style="list-style-type: none"> Mind Jog <p>Formative:</p> <ul style="list-style-type: none"> Political Spectrum Test Guided Notes <p>Summative:</p> <ul style="list-style-type: none"> [Unit Test] 	<p><i>Odds and Ends</i></p> <ul style="list-style-type: none"> Take attendance Address issues with Google Docs Remind students of Benchmarks due on Wednesday. <p>Anticipatory Set</p> <ul style="list-style-type: none"> Mind Jog – ask students to brainstorm words that come to mind when they hear “liberal” and “conservative” <ul style="list-style-type: none"> Students write words on PB Debrief Activity <ul style="list-style-type: none"> Where are these terms most often used? What beliefs do we associate with these two ideological groups? <p>Activity I: Political Spectrum Test</p> <p>T: Create a 5-talley spectrum on board and take a poll of where they fall near</p> <p>T: Distribute P.S. Test and have students take the test. Explain the point system.</p> <p>S: Read each statement and rate it according to personal beliefs</p> <p>T: Have students calculate their totals.</p> <ul style="list-style-type: none"> Higher values = more conservative 120: Strong conservative 90: Weak conservative 75: Moderate 60: Weak liberal 30: Very liberal <p>T: Create another Class P.S. (if students are comfortable sharing) and see how it links. Students can also create this on their note-guide.</p> <p>Activity II: Introduction to Political Parties – DI</p> <p>T: Distribute note-guide and use PPT to define Politics, Political Parties, and the Main Purpose of Political Parties.</p> <p>Closure: Tomorrow we will look at the beliefs of Democrats and Republicans (Liberals & Conservatives) in the 21st century.</p> <p>Homework: Benchmark 2 due Wednesday</p> <ul style="list-style-type: none"> Periods 1, 4/6, 9, 10 → update on Google Docs Period 3: Upload onto Edline <p>Self Assessment / Reflection*</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> What beliefs do we associate with liberals? Conservatives? Where do you fall on the political spectrum? Were you surprised with the results? 80% of Americans view themselves as ‘moderates’; how does this affect a political party’s strategy in an election year? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> Preferred seating Time warnings Calendar of due dates Break into manageable chunks Re-focus Re-phrase questions Multiple Intelligences Principles of learning considerations Checks for understanding 	
	<p>Materials & Resources:</p> <ul style="list-style-type: none"> Unit II PPT P.S. Test Political Parties note-guide 	

Subject: Political and Economic Issues **Unit:** Two
Topic: Political Parties, Cont'd **Day:** 2
Standard(s): 5.3, 5.2, 7.3

Daily Understanding:
 Political Parties are an essential component to a democratic government; their viewpoints shape the way government works and they perform distinct functions.

Activities & Procedures *(all classes)*

Specific Learning Outcomes	Assessment/Eval of SLO's	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss the 2-party system in American politics • Analyze the ideological beliefs of Democrats and Republicans in the 21st Century • Classify ideological statements as liberal or conservative 	<p>Diagnostic:</p> <ul style="list-style-type: none"> ▪ <p>Formative:</p> <ul style="list-style-type: none"> ▪ Guided Notes ▪ POV Trivia Activity <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • Take attendance <p>Focus: Recap yesterday's topic – political ideologies + link it to Political Parties.</p> <p>Activity I: <i>United States 2-Party System</i> T: Prompt students to take out notes from yesterday T: Discuss the 2-party system and why it makes it difficult for 3rd parties (minor parties) to be successful in an election. T: Show PPT with “supporter groups” and discuss S: Take notes and participate in discussion T: Facilitate a discussion about the beliefs of Democrats and Republicans in the 21st century using the PowerPoint. Show each issue, then have students hypothesize, and then show the actual information. S: Participate and hypothesize the position of each PP on the key issue.</p> <p><u>Transition Activity</u> – revisit your political spectrum test – was your placement on the spectrum accurate?</p> <p>Activity II: <i>Classifying Ideological Statements as Liberal or Conservative</i> T: In small groups, have students classify statements as L or C S: Work together and use notes to help T: Use Power Point to show each statement and identify the ideology together.</p> <p>Homework: Benchmark 2 due tomorrow</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What do political parties do? 2. What are the main advantages of a 2-party system? 3. How do the ideological beliefs of dominate political parties differ on key issues affecting U.S. citizens? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • Unit II PPT • POV Activity – 9 slide handout (30 copies) 	<p>Self Assessment / Reflection*</p>

Subject: Political and Economic Issues **Unit:** Two
Topic: Minor Parties, and Party Platforms **Days:** 3
Standard(s): 5.3, 5.2, 7.3

Daily Understanding:

Though it is unlikely that a minority party would win elected office, they provide an outlet for many controversial issues and provide citizens with the opportunity to have their voices heard.

Activities & Procedures (*all classes*)

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures (<i>all classes</i>)
<p><i>Students will:</i></p> <ul style="list-style-type: none"> Evaluate the purpose and effect of minor parties Read about Political Parties, Platforms and Planks and demonstrate comprehension by answering the guided reading questions Create a Classroom Political Platform on 10 key issues. 	<p>Diagnostic:</p> <ul style="list-style-type: none"> <p>Formative:</p> <ul style="list-style-type: none"> PP, Platforms and Planks Reading Activity Classroom Political Platform Activity <p>Summative:</p> <ul style="list-style-type: none"> [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> Take attendance Odds & Ends <p>Focus: We have been looking at Political Parties, and how they link to the common ideologies; including liberal and conservative.</p> <p>Activity I: <i>Minor Parties</i> T: Use PowerPoint to discuss Minor Parties, their role in the 2-party system, and their effect on elections. S: Take notes and participate actively</p> <p>Activity II: <i>Political Parties, Platforms, and Planks Reading Activity</i> T: Have students read the article and answer the questions. T: Break students into groups, and have them discuss the questions. S: Discuss questions together T: Monitor students and re-focus if necessary</p> <p>Activity III: <i>Classroom Political Platform (will continue Friday)</i> T: Assign each of the 10 groups an issue, and give directions: <ol style="list-style-type: none"> Define the issue you have been assigned Explain why it is an important campaign issue Develop a position or “plank” on how the issue should be addressed. S: Work together to complete this task. T: Have each student group present their plank T: (if time, have class vote on approving, rejecting, or modifying it) Record votes. T: Assemble all planks together and develop consensus on a Classroom Political Party Name (vote?)</p> <p><i>Debriefing Questions:</i></p> <ol style="list-style-type: none"> How is your platform similar to existing platforms? How is it different? <p>Closure: Remind students that we will be in the computer lab tomorrow for P.S. project</p> <p>Self Assessment / Reflection*</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> Which English Philosopher inspired Thomas Jefferson as he drafted the DOI? Why do people organize themselves politically? Do you think the words “all men are created equal” were intended to be applied to ALL human beings? Why do you think the DOI remains significant today? Discuss 2 dominant issues in the DOI 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> Preferred seating Time warnings Calendar of due dates Break into manageable chunks Re-focus Re-phrase questions Multiple Intelligences Principles of learning considerations Checks for understanding 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> Unit II PPT Political Parties, Planks and Platforms handout Issues for each group 10 groups – predetermined Paper for Planks Markers

Subject: Political and Economic Issues **Unit:** Two
Topic: Political Scrapbook – Work Day **Day:**
Standard(s): 1.2, 5.1-5.3, 8.1, 8.3

Daily Understanding: Approximately half a million people hold elective office in the United States. As an American public, we hear often of these public officials; their policies, their travels, their relations with the branches of government, even accounts involving their personal life.

Activities & Procedures

Specific Learning Outcomes	Assessment/Eval of SLO's	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Create a political scrapbook that evaluates the leadership and public service of a controversial elected official in the American political system. • Use web 2.0 platforms, including Google Docs, multi-media applications, and Power Point, to complete the assessment 	<p>Diagnostic:</p> <p>Formative:</p> <ul style="list-style-type: none"> ▪ Benchmarks <ul style="list-style-type: none"> ○ 4 benchmarks for periods 1, 4/6, 9, 10 ○ 5 benchmarks for period 3. <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Library ALL day to work on the Political Scrapbook</p> <ul style="list-style-type: none"> - Self-paced - Provide feedback on benchmarks - IEP Students
<p>Essential Questions:</p> <p>2. How can the actions of an individual affect our local, national or global society?</p> <p>**See assignment sheet for additional driving questions used in this assessment.</p>	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • <i>Academic Classes</i> <ul style="list-style-type: none"> ○ Performance Assessment Description ○ Rubric ○ Benchmarks / Work Schedule • <i>Concepts Class</i> <ul style="list-style-type: none"> ○ Performance Assessment Packet ○ Templates online 	

Subject: Political and Economic Issues **Unit:** Two
Topic: Minor Parties, and Party Platforms **Day:** 4
Standard(s): 5.3, 5.2, 7.3

Daily Understandings: 1: Political Parties are an essential component to a democratic government; their viewpoints shape the way government works and they perform distinct functions. 2: Though it is unlikely that a minority party would win elected office, they provide an outlet for many controversial issues and provide citizens with the opportunity to have their voices heard.

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures <i>(all classes)</i>
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Evaluate the purpose and effect of minor parties • Read about Political Parties, Platforms and Planks and demonstrate comprehension by answering the guided reading questions • Create a Classroom Political Platform on 10 key issues. 	<p>Diagnostic:</p> <ul style="list-style-type: none"> ▪ <p>Formative:</p> <ul style="list-style-type: none"> ▪ PP, Platforms and Planks Reading Activity ▪ Classroom Political Platform Activity <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • Take attendance • Odds & Ends – Benchmarks and other issues <p>Focus: We have been looking at Political Parties, and how they link to the common ideologies; including liberal and conservative. Let's do a quick review before your quiz on Political Parties and Political Ideologies (SEE PPT).</p> <p>Activity I: Collaborative Quiz on Political Parties & Political Ideology</p> <p>T: Distribute partner quiz and give directions. ** Period 3 – choose 10 of the 14 statements for part I.</p> <p>S: Take quiz with a partner.</p> <p>T: Play music in the background to muffle out sound of students discussing.</p> <p>Activity II: Classroom Political Platform (continued from Wednesday)</p> <p>T: Assign each of the 10 groups an issue, and give directions:</p> <ol style="list-style-type: none"> 4. Define the issue you have been assigned 5. Explain why it is an important campaign issue 6. Develop a position or “plank” on how the issue should be addressed. <p>S: Work together to complete this task.</p> <p>T: Have each student group present their plank</p> <p>T: (if time, have class vote on approving, rejecting, or modifying it) <i>Record votes.</i></p> <p>T: Assemble all planks together and develop consensus on a Classroom Political Party Name (vote?)</p> <p><i>Debriefing Questions:</i></p> <ol style="list-style-type: none"> 2. How is your platform similar to existing platforms? How is it different? <p>Closure: Remind students of HW for Tuesday & Benchmarks for Wednesday. Long Term – Political Scrapbook due 10/27 & 10/28 (3rd period).</p> <p>Self Assessment / Reflection*</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do individual ideologies help determine political party affiliation? 2. 80% of Americans view themselves as moderates; how does this affect a political party's strategy in an election year? 3. What is the purpose of a political party? 4. How do the viewpoints of the dominate political parties differ on the main issues affecting the United States? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • Unit II PPT • Quizzes • Paper • Markers <p style="margin-left: 40px;">- Period 3:</p> <ul style="list-style-type: none"> o Create Your Own PP Handout 	

Subject: Political and Economic Issues **Unit:** Two
Topic: Minor Parties, and Party Platforms **Day:** 5
Standard(s): 5.3, 5.2, 7.3

Daily Understandings:

There are currently over one hundred minor parties in the United States. While the changes of a minor party winning elected office are slim, minor parties play an important role in the APS. They provide an outlet for many controversial issues and provide citizens with the opportunity to have their voices heard.

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures <i>(all classes)</i>
<p><i>Students will:</i></p> <ul style="list-style-type: none"> Demonstrate evaluation by researching and completing a Web Quest activity about minor parties. 	<p>Diagnostic:</p> <ul style="list-style-type: none"> <p>Formative:</p> <ul style="list-style-type: none"> Minor Parties Web Quest <p>Summative:</p> <ul style="list-style-type: none"> [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> Take attendance Distribute activity <p>Focus: Give directions and move to computer lab</p> <p>Activity: Minor Party Web Quest (Google Form)</p> <p>S: In groups of 2-3, complete the task described on the handout.</p> <p>T: Monitor students and re-focus if necessary</p> <p>Closure: Debrief Activity</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> What was the reason for the creation of this party? What type of minor party is your selection? What is the current political ideology of this party; the current platform? Did this party have a presidential candidate in the 2008 election? Was this party successful in obtaining any elected positions in 2008, including local or state positions? Would you consider joining this political party? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> Preferred seating Time warnings Calendar of due dates Break into manageable chunks Re-focus Re-phrase questions Multiple Intelligences Principles of learning considerations Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> Webquest Handout <ul style="list-style-type: none"> Modified for Pd 3 Edline link to Google Form <ul style="list-style-type: none"> Modified Google Form for period 3 	<p>Homework:</p> <ol style="list-style-type: none"> Due Tomorrow: Glog and EQ's Due Wednesday: Benchmark 3 <p>Self Assessment / Reflection*</p>

Subject: Political and Economic Issues **Unit:** Two
Topic: Election Process **Day:** 6
Standard(s): 5.3, 5.2, 7.3

Daily Understandings:

The process through which our President gets elected is costly, time consuming, and extremely complex but it lies at the heart of the democratic concept.

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures <i>(all classes)</i>
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Explain the Road to the White House • Analyze electoral college maps for trends 	<p>Diagnostic:</p> <ul style="list-style-type: none"> ▪ <p>Formative:</p> <ul style="list-style-type: none"> ▪ Electoral Process CER ▪ Map Analysis <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • Take attendance • Odds & Ends • Homework Activity Discussion ~ Google Form Questions <ul style="list-style-type: none"> ○ Based on what you heard while interacting with the Glog, summarize the 5 steps in the Election Process (Road to the White House). ○ How does the media influence elections? ○ Does the media have a positive or negative impact on the American political system? <p>Focus: Now that you know have an understanding of political ideologies; liberals, conservatives and those who are in the middle, we can begin to see how different groups of citizens use these ideologies as a basis for persuading and influencing the government. Today we will examine the Election Process in more detail, tomorrow and Thursday we will look at the Campaign Financing and how money influences elections. Next week we will look at the role of the Media and Interest Groups.</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the major weakness of the Electoral College system we use today? <ol style="list-style-type: none"> a. Winner of the popular vote is not guaranteed the presidency (election of 2000) 2. Why do you think the nominating process is a vital first step in the electoral process? <ol style="list-style-type: none"> a. Narrows the field of candidates and offers the voters the most choice 3. Why do you think the founding fathers creating the electoral college? What was their intent? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> ▪ Unit II PPT ▪ Electoral Process Handout ▪ Video Clip for closure? 	<p>Activity 3: Election Process – DI and Independent Practice [45m]</p> <p>T: Distribute note-guide and read learning goal Provide introductory notes and then instruct students to complete G.O.</p> <p>S: Use textbook to read and complete G.O. on the election process Analyze and compare the two electoral maps from the 2000 election, and draw conclusions</p> <p>T: Monitor time on task and give time warning Discuss answers aloud and then use PPT to tie things together When discussing maps – show big maps on PPT</p> <p>T/S: Look at Election of 2008, 2004, and 2000. Analyze differences. Compare 2008 to 1988 and compare differences. Geographical differences? Reasons why?</p> <p>Closure: Show Road to the White House Video- (the one I created)</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. Due Wednesday: Benchmark 3 <p>Self Assessment / Reflection*</p>

Subject: Political and Economic Issues **Unit:** Two
Topic: Campaign Finance **Day:** 7 and 8
Standard(s): 5.3, 5.2, 7.3

Daily Understanding:
 The struggle for ratification as hard fought due to the conflicting concerns of Federalists and Anti-Federalists

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures <i>(all classes)</i>
<p><i>Students will:</i></p> <ul style="list-style-type: none"> Assess the impact of the American campaign finance system on the political process. Evaluate and discuss the advantages and disadvantages of a PAC on the political process. Analyze the role of money in politics by engaging in a web quest using Opensecrets.org 	<p>Diagnostic:</p> <ul style="list-style-type: none"> <p>Formative:</p> <ul style="list-style-type: none"> What is a PAC? Reading PowerPoint Discussion Opensecrets Web Quest <p>Summative:</p> <ul style="list-style-type: none"> [Unit Test] 	<p>Day 1-</p> <p>Anticipatory Set</p> <ul style="list-style-type: none"> Take attendance Odds & Ends <p>Focus:</p> <ul style="list-style-type: none"> Review yesterday's activity. Recall the "winner-take-all" process, and analyze election maps to better understand its significance <p>Activity I: <i>What is a PAC? Reading Activity</i></p> <p>T: Distribute and given directions S: Read independently and complete the chart</p> <p>T: Monitor time on task and give time warning S: Write advantages and disadvantages on Promethean Board</p> <p>T/S: Discuss maps</p> <p>Activity II: Campaign Finance PowerPoint</p> <p>T: Introduce some key information relating to Campaign Finance S: Listen and take notes</p> <p>*** if we run out of time, this can be a student-guided PowerPoint during tomorrow's web quest activity on Money and Politics.</p> <p>Closure: Show video clip about campaign finance (need 8 minutes to show it)</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> Why is money an indispensable campaign resource? How do candidates get money for campaigning? Is the use of money regulated in elections today? How is money used to influence politicians and election outcomes? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> Preferred seating Time warnings Calendar of due dates Break into manageable chunks Re-focus Re-phrase questions Multiple Intelligences Principles of learning considerations Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> Unit II PPT What is a PAC? Handout Video Clips <ul style="list-style-type: none"> Financing Influencing Gov Video Campaign Finance drop-box materials on Edline 	<p>Day 2-</p> <p>Activity: <i>Web Quest using Opensecrets.org</i></p> <p>T: Give directions</p> <ol style="list-style-type: none"> Students will work in pairs to explore opensecrets.org Get student-guided PPT and drop box handout on Edline. View PPT, engage in web quest + upload Web quest to Edline for a grade. <p>Homework – Work on long-term project</p> <p>Self Assessment / Reflection*</p>

45 Minute LEARNING PLAN • Cynthia Brown

Subject: Political and Economic Issues **Unit:** Two
Topic: The Media and Public Opinion **Days:** 9-10
Standard(s): 5.1, 5.2, 8.1

Daily Understanding:

In a democracy, public opinion serves as a guide to elected officials, a guard against costly mistakes, and a kind of glue that holds us together despite our differences. While the mass media may shape public opinion, they are also shaped by it.

Activities & Procedures (*all classes*)

Day 9

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures (<i>all classes</i>)
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss public opinion and the factors influencing public opinion • Identify types of mass media today and analyze the role of media in elections • Summarize the 8 types of campaign advertising • Demonstrate analysis by classifying posters and commercials based on the propaganda techniques used, and evaluating the effectiveness. • Demonstrate evaluation by critiquing public opinion polls to determine flaws in questioning. 	<p>Diagnostic:</p> <ul style="list-style-type: none"> ▪ <p>Formative:</p> <ul style="list-style-type: none"> ▪ Analyzing POP activity ▪ Analyzing Campaign Propaganda (Posters/Commercials) activity ▪ Create Your Own POP <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • Take attendance • Odds & Ends • Political Scrapbook reminders <p>Focus: Read Big Idea</p> <p>Activity I: <i>The Media and Public Opinion Introductory Notes</i> T: Distribute handout and give directions; 6 total groups S: Listen S: Work in groups and use textbook / handout on campaign advertising to complete the tasks T: Monitor students and provide time warnings to keep on all the same pace S: Work together and ask questions if necessary T: Depending on the needs of the class, use PPT to summarize and reinforce</p> <p>Activity II: <i>Campaign Commercials Activity</i> T: Show PPT slide with 3 station activity T: Distribute <i>The Media</i> handout and explain the types of commercials students are about to view. State directions and expectations. (See handout for the proper order of videos) – 9 videos in Academic, 7 in concepts S: View the videos, and complete the chart; identifying propaganda techniques</p> <p>Closure: We will continue looking at how the media and public opinion are used to persuade the American public in elections.</p> <p>Homework: Project due next Tuesday (PD 3 – Wednesday) - Quest II on Tuesday</p> <p>Self Assessment / Reflection*</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. To what extent do the media influence your political views? 2. Why are public opinion polls significant? 3. How is propaganda used to sway public opinion? 4. How does 21st century technology influence the campaign process? 5. Do campaign commercials alter your view of a candidate? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • Introductory Notes GO • Campaign Advertising Handout • Unit II PPT Slideshow • Station Materials: <ul style="list-style-type: none"> ○ POP Handout ○ Propaganda Handout ○ Posters ○ Commercials ○ POP Polls • Period III – modified handouts 	

Day 10

Anticipatory Set

- Take attendance
- Odds & Ends
- Political Scrapbook remindersn

Activity: *Influencing Government Group Think Activity*

T: Use PPT slide to show the procedures for today's activity (public opinion polls and campaign posters)

T: Based on attendance, have students form 6 groups and re-arrange tests into tables

S: Break into groups

T: Distribute student handouts and station materials.

T: Time limits set, and materials will rotate every few minutes

S: As they receive new materials, complete the tasks to help evaluate the way media and public opinion influence government

Closure- De-brief activities

Show the Obama – Yes We Can Video?

***If activities finish early, introduce Interest Groups**

Homework:

- *Periods 1, 4/6, 9, 10:* Create Your Own Public Opinion Poll
- Project due Tuesday, Wednesday
- Quest II on Tuesday

Self Assessment / Reflection *

Subject: Political and Economic Issues **Unit:** Two
Topic: Interest Groups **Days:** 11-12
Standard(s): 5.1, 5.2, 7.3

Daily Understanding:
 Interest groups work through lobbyists to influence political parties, public policy and affairs, and public opinion.

Activities & Procedures (*all classes*)

Day 11

Specific Learning Outcomes	Assessment/Eval of SLO's	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Evaluate the role interest groups play in the political process, and how they attempt to influence public opinion on public affairs. • Demonstrate application through the creation of an awareness group: developing a mission statement, strategy for providing information to the public, and designing a logo. • Research interest groups; identifying purposes, beliefs, and methods used to influence government. • Discussion personal opinions regarding interest groups and their role in American politics. 	<p>Diagnostic:</p> <ul style="list-style-type: none"> ▪ <p>Formative:</p> <ul style="list-style-type: none"> ▪ Awareness Group Activity ▪ Interest Group Web Quest <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • Take attendance • Odds & Ends → project, quiz, study guide, missing assignments <p>Focus: Recap Public Opinion + connect to Interest groups ** Make mention of Public Opinion Polling question homework assignment.</p> <p>Activity I: <i>Interest Groups Introductory Notes</i> T: Use PPT to discuss Interest Groups. Begin by connecting to public opinion, and then explain the positives, negatives, and primary goal of interest groups S: Listen, participate, take notes T/S: Discussion</p> <p>Activity II: <i>Create an Awareness Group</i> T: Distribute handout or use PPT for directions. ~ Working individually, students are to choose a <i>cause</i> (use SADD as an example). They need to develop a mission statement, identify ways to transmit information to the public, and create a logo. ** This will continue on Friday after the survey, and possibly Monday too.</p> <p>Closure: Exit Ticket ~ one thing you are still confused about</p> <p>Homework: Project due next Tuesday (PD 3 – Wednesday) - Quest II on Tuesday</p> <p>Self Assessment / Reflection*</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do interest groups use lobbyists to influence government? 2. How do interest groups influence public opinion? 3. Do Interest Groups have a positive or negative impact on the American political system? Explain. 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • Interest Group GO • Awareness Group Handouts ? • Markers / Paper • Interest Group Web Quests <p>**Period 3 ~ modified versions of each activity.</p>	

Day 12

Anticipatory Set

- Take attendance
- Odds & Ends
- Political Scrapbook reminders

Activity: *Interest Group Web Quest*

T: Distribute handout and move into computer lab.

T: Working in groups of 2, complete the web quest activity. Must research 4 groups; 7 minutes per group + time for reflection.

S: Engage in activity

T: Give time warnings every 7 minutes to research a new IG.

Closure- De-brief activities

Homework:

- Project due Tuesday, Wednesday
- Quest II on Tuesday

Self Assessment / Reflection *

Subject: Political and Economic Issues **Unit:** Two
Topic: Voting and Voter Behavior **Day:** 13
Standard(s): 5.1, 5.2, 5.3, 7.3, 8.1

Daily Understanding:

The suffrage movement has played a significant role in daily life in our Country, but many enfranchised persons take the privilege for granted.

Activities & Procedures (*all classes*)

Specific Learning Outcomes	Assessment/Eval of SLO's	Activities & Procedures (<i>all classes</i>)
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Demonstrate evaluation through interaction with a learning center on Voting and Voter Behavior. • Describe the methods by which individuals can influence government • Evaluate the evolution of the suffrage movement in U.S. history • Review for Unit II Quest 	<p>Diagnostic:</p> <ul style="list-style-type: none"> ▪ <p>Formative:</p> <ul style="list-style-type: none"> ▪ Voting and Voter Behavior <i>Learning Center</i> Activity <p>Summative:</p> <ul style="list-style-type: none"> ▪ [Unit Test] 	<p>Anticipatory Set</p> <ul style="list-style-type: none"> • Take attendance • Odds & Ends → project, quiz, study guide, make-up work <p>Focus: Recap Media, Interest Groups and Public Opinion. Emphasize that we have been looking at agents of influence with regard to the U.S. government. We will learn the last group of people who can influence government: American Citizens!</p> <p>Activity I: <i>Voting and Voter Behavior Learning Center</i></p> <p>T: Distribute handout and give directions. Put students into groups of 3-4 students, depending on the size of the class.</p> <p>S: In their group, go through each PowerPoint slide and follow the “on paper” prompts. (See PPT for specific instructions)</p> <p>T/S: Discussion of activity.</p> <p>Activity II: <i>Unit II Quiz Review</i></p> <ul style="list-style-type: none"> - Students can use PPT to answer questions in preparation for the quiz tomorrow (*Wednesday for Period 3). - Students can ask questions about the quiz. <p>Closure: Reminder~ Projects uploaded to Edline BEFORE coming to class.</p> <ul style="list-style-type: none"> - Periods 1, 4/6, 9, 10 → Project due TOMORROW - Period 3 – Project due Wednesday - <i>All classes – must turn in rubric in-class on day project is due.</i> <p>Homework: Study for Quiz and Upload Project to Edline</p> <p>Self Assessment / Reflection*</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are individuals’ civil rights, responsibilities, and participation with regard to the United States government? 2. What do you think would encourage your peers to vote? 3. What can be done to increase voter turnout? 4. Why is voting important to our democracy? 	<p>SPLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • Learning Center Packets • Voting and Voter Behavior Handout • Extra Study Guides 	

Subject: Political and Economic Issues
Topic: Unit II Quiz
Standard(s): 5.1, 5.2, 5.3, 7.3, 8.1

Unit: Two
Day: 14

Warm-up:

5-10 minute question/answer session before the test.

Periods 1, 4/6, 9, 10:

Collect rubrics for Political Scrapbook
Students will take the quiz on Unit II. *Scantron – number 2 pencils needed*

** While students are testing, check for project submissions on Edline.
** 10 point deduction for missing submissions.

Period 3:

- Modified test (no scantron)
- Political Scrapbook due TOMORROW – remind students to bring in the rubric and upload project to Edline before class.