A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_\_10/282024through Friday, \_\_\_11/1/2024

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_Robert R Suggs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** Government\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Prin. Of Govt.**  **Unit: 1**  **Chapter: Seven - eight**  **Page Number(s): 183-237**  (It is suggested that you use your curriculum map.) | **Foundations of**  **American Government** | **Foundations of American Government** | **Foundations of American Government** | **Foundations of American Government** | **Foundations of American Government** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | G.C. 32 Explain the role of political parties in the nomination process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections  G.C. 33 Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion  G.C. 34 Describe the means that citizens use to participate in the political process including campaigning, demonstrating, lobbying, petitioning,  Running for office, and voting | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN…. Describe how a political party will select a presidential candidate.**  **I can talk about the role of mass media and the impact it has on public opinion**  **I can explain how citizens can participate in the political process.** | SWBAT explain the role of political parties and their responsibility of selecting a presidential candidate  I can describe how the a political party will select a presidential candidate | SWBAT explain the role of political parties and their responsibility of selecting a presidential candidate  I can describe how a political party will select a presidential candidate | SWBAT describe the role of mass media and how it influences public opinion  I can talk about the role of mass media and the impact it has on public opinion | SWBAT describe the role of mass media and how it influences public opinion  I can talk about the role of mass media and the impact it has on public opinion | SWBAT describe how citizens participate in the political process which includes various ways such as campaigning, demonstrating, lobbying, petitioning, running for office, and voting |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | None growing knowledge from previous lesson | None growing knowledge from previous lesson | None growing knowledge from previous lesson | None growing knowledge from previous lesson | None growing knowledge from previous lesson |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | Paragraph  “Why do you think it is necessary to have a process for naming a candidate for office?” | Paragraph  “How does the fact that we have a two party system increase the importance of nomination?” | Paragraph  “How are primaries different from other nominating processes?” | Paragraph  “How do we measure the fairness and effectiveness of selecting a qualified candidate?” | Paragraph  “How has the internet and the mass media influence the actions and attitudes of public opinion?” |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills* * Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Power Point Presentation**  **The Formation of Political Parties** | Power Point Presentation  Closed vs Open Primaries  Evaluation of the Primary  The Administration of the Election | Power Point Presentation  The Formation of Public Opinion  The Mass Media  The Different Outlets  Precincts and Polling | Power Point Presentation  Casting a Ballot  Campaign Spending  Federal Election Commission  Campaign Contributions | Power Point Presentation  What is Public Opinion?  What influences Public Opinion?  Transformation of Mass Media  Summative Assessment |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Students will breakdown the Five Methods of Nomination**  **Primary**  **Caucus**  **Convention**  **Self Announcement**  **Petition** | Nominating a President  Major PARTIES  Creating the Platform of Issues  Accountable Talk | What Influences Public Opinion?  Family  School  Morals/Values  Occupation  Race  Gender  Think – Pair -Share | Hard Money vs Soft Money  PAC Contributions  Disclosure of Funding  Class discussion using Accountable talk | Summative Assessment |
| **End of the lesson**  You Do  **Science:** Evaluate | **3 – things you learned**  **2 – things you want to know more about**  **1 – things you did not understand** | 3 – things you learned  2 – things you want to know more about  1 – things you did not understand | 3 – things you learned  2 – things you want to more about  1 – things that you do not understand | 3 – things you learned  2 – things you want to more about  1 – things that you do not understand | 3 – things you learned  2 – things you want to more about  1 – things that you do not understand |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Evaluation of the Primary**  **DBQ** | How are Elections conducted in the United States?  Close Read | What Happens to the Ballot?  KWL Chart | Using the Media  Media  The People  Interest Groups | Summative Assessment |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **N/A** | N/A | N/A | N/A | N/A |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Phone APP for translation and materials given in native language** | Phone APP for translation and materials given in native language | Phone APP for translation and materials given in native language | Phone APP for translation and materials given in native language | Summative Assessment |
| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | **Pre Assessment**  **Section 1 page 192**  **Questions 1-7**  **Section 1 page 219**  **Questions 1-7** | Pre Assessment  Section 2 page 199  Questions 1-7  Sections 2 page 226  Questions 1-7 | Pre Assessment  Section 3 page 208  Page 1-7  Section 3 page 236  Questions 1-7 | Pre Assessment  Page 210 Questions 1-10  Page 237 Questions 1-10 | Summative Assessment |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Aggressive monitoring to determine topics that need to reteach** | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Summative Assessment |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Document Based Question**  **What Methods are used to choose candidates for office?** | Develop Open Ended Questions  Why do you think it is necessary to have a process for nominating candidates? | Create Interactive Game  How does the fact that we have a two party system increase the importance of nomination? | Extensive Near Pod Assignments  What does the Internet or Mass Media have to do with public opinion’s views on issues? | Summative Assessment |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Use of laptops for different weblinks topics of the lesson** | Use of laptops for weblinks to different topics of the lesson | Use of laptops to engage in Nearpod assignments | Use of laptops to review videos for mini lessons, You tube on certain topics, etc. | Summative Assessment |