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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Your Government, Your Choice: An iJAG understanding of the election process. | | **Duration (days):** 20 days | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** iJAG | **Teacher(s):** Ryan Lootens | | **State:** Iowa | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Civics, Art, and Social Studies. | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | The students will learn the importance of the decision making process by holding a mock national election. The students will pick a candidate completely at random. Students will then research the candidate’s platform. The students must then modify the candidate’s platform to be appealing to the students of their school. The students will then come up with a campaign plan and begin the campaign process of getting their candidate elected by using what they know of the decision making process. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How does the decision making process work when it comes to a mock National Election. | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Students will have their Career Association elections as their entry event. They will use this election/ decision making experience as a way to get their minds oriented to election processes and what it means to have an election. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** The students will be able to speak to their candidate’s platform in a school debate. | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Students will be actively campaigning for a candidate. Individual jobs may be assigned to the campaign team. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  N117, N120  **What competencies will be in progress during this project?** (Level 2):  J105, K108, K110, L111, L112, L113  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  J105, K108, K110, L111, L112, L113, N117, N120 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | Checklists | Notes | Plans/Outlines/Prototypes |
| Concept Maps | Online Test/Exams | Quizzes/Tests |
| Journal/Learning Log | Practice Presentations | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | Essay | Oral Presentation w/Rubric | Peer Evaluation |
| Multiple Choice/Short Answer Test | Written Final w/ Rubric | Self-Evaluation |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | Journal/Learning Log | Fishbowl Discussion | Survey |
| Whole-Class Discussion | Focus Group |  |
| Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising  Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Local legislator’s staff and election leaders.  Local legislators.  Local election officials. | |
| Agriculture, Food & Natural Resources  Architecture &Construction  Arts, A/V Technology &Communications  Business Management &  Administration  Education & Training  Finance  Government & Public Administration  Health Sciences  Hospitality & Tourism | Human Services  Information Technology  Law, Public Safety, Corrections &  Security  Manufacturing  Marketing  Science, Technology, Engineering &  Math  Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: Click here to enter text. | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Familiarize yourself with the political parties.  Make a list of potential issue that could cause issues when debating.  Find clips other than the West Wing that deals with the election process (Example: Game Changer)  **Launching the Project:**  (How will you SPARK their attention?)  Entry Event-Watch clips from West Wing election episode.  Discuss what we know about Political Parties.  Discuss where students feel they are in terms of political parties.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Create a political platform geared toward younger students.  Learn effective campaign strategies.  Be able to hold a debate.  Class discussions.  Group work/assignments.  Run an election.  Journal/Reflection  Understand the differences between political parties and why they have these viewpoints. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Students will have a campaign strategy meeting with me to discuss their goals and the overall outcomes. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  School Staff  Business Professionals/Employers  Community Leaders/Organizations  Technology  Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  Since this a project deals with government and how we elect our officials, we will have campaign managers come in at the start of the project. This way they can help answer questions and possible strategies to have an effective campaign. Toward the end of the project, we will try to get legislators in to talk about their experiences with elections. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** Your Government, Your Choice: An iJAG understanding of the election process. | | |
| **Driving Question:** How does the decision making process work when it comes to a mock National Election. | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| Formative  Final Product | Students will be discussing what they know about politics and political parties. | Students will be able to share things that they know about politics. Things that should be addressed are political parties and election. |
| Team  Individual |
| Formative  Final Product | Student will conduct research on elections and political parties. They will need internet access in order to do so. If you have access to Google Classroom, set up a way for the student to record research.  Political Platform Worksheet | Students will learn things about the election process and what political parties believe in. This will help them to understand the political process and how it connects to the decision making process. |
| Team  Individual |
| Formative  Final Product | Students will research a Presidential candidate and their political platform. They will need internet access in order to do so. If you have access to Google Classroom, set up a way for the student to record research.  Political Platform Worksheet | Students will learn about political platform and where candidates stand on the issues. By understanding the issues, the students can strategize how they will use these issues to appeal to individual decision making processes. |
| Team  Individual |
| Formative  Final Product | Students will form campaign strategies to get their candidate elected. The focus is to understand how people make decisions and form strategies around that.  Campaign Strategy Worksheet | Students will use real world issue to help influence other students’ decision making process to get their candidate elected. They will use what they know about platforms and create a spin for their campaign. |
| Team  Individual |
| Formative  Final Product | Students will Create Political Posters to help with their Campaigns. They can create a variety of types. Internet access is required to research political posters. | Students will use political poster to help spread their message. They will make sure that the posters have a clear message that appeals to individuals and their ability to make decisions. |
| Team  Individual |
| Formative  Final Product | Students will understand the purpose of a debate be planning and participating in a town hall debate. | Students will practice debating to ensure that they win the debate. They are also practicing to help sway people to vote for their candidate. |
| Team  Individual |
| Formative  Final Product | Students will run the school mock election. They will organize and be election judges as the school votes during their lunch time. | Students must understand the election process in order to run an election. They must use their organizational skills in order to run a success election. |
| Team  Individual |
| Formative  Final Product | Students will complete a gallery walk and peer to peer review of the political posters.  Political Poster Worksheet | Students will give positive feedback on others’ political posters. Students will gauge what they know about politics to determine how effective a groups’ final political poster is. |
| Team  Individual |
| Formative  Final Product | Students will engage in a final group discussion on the election process and the importance of the decision making process. | Students will debrief on everything that they know about politics and the political process. Students will share what they learned and interesting things that were new to them. Students will discuss how important the decision making process is when it comes to elections. |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | Click here to enter text. |
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| **P R O J E C T W E E K O N E** | | | | |
| Entry Event: West Wing clip.  https://www.youtube.com/watch?v=Iy0LGtAhZI4  Class discussion: What do we already know about politics and elections?  -Key Points to address-Political Parties, Hot Button Topics, and Election Process  Journal Prompt 1  “What I know about Politics” | Continue class discussion from previous day.  -Key Points-Past Elections, Electoral College, and Popular Vote.  Finish Journal Prompt 1 | Student Research Day.  Students with the aid of Chromebooks Will need to research the following:  Political Parties and What they Stand for.  The Election Process  The Electoral College Vs. Popular Vote.  -Pass out: Political Platforms Worksheet | Continue Student Research Day.  Students with the aid of Chromebooks Will need to research the following:  Political Parties and What they Stand for.  The Election Process  The Electoral College Vs. Popular Vote. | Meet The Candidates.  Students (with the use of Chrome books) will engage in an open group discussion about each of the major Candidates.  -Big Question: What is the one BIG thing they are campaigning for? |
| **P R O J E C T W E E K T W O** | | | | |
| Presidential Picking  -Students will blindly draw the candidate they are going to campaign for.  Students will meet with people on their campaign team.  Group begins discussing platform and Campaign Strategy. | Research Day. Finding your platform. Students will meet with people on their campaign team.  Group will be discussing platform and Campaign Strategy.  -Pass Out: Campaign Strategy Worksheet | Research Day. Finding your platform. Students will meet with people on their campaign team.  Group will be discussing platform and Campaign Strategy. | Research Day. Finding your platform. Students will meet with people on their campaign team.  Group will be discussing platform and Campaign Strategy. | Research Day. Finding your platform. Students will meet with people on their campaign team.  Group will be discussing platform and Campaign Strategy.  Journal Prompt 2  “How has research political platforms helped make you become more knowledge with political parties? How has it help to shape your political views? |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K T H R E E** | | | | |
| Guest Speaker: Local campaign organizer for local office. | Introduction to Political posters.  Students begin working on Political Posters.  Journal Prompt 3  “What stood out in terms of campaigning to you during our Guest Speaker? How can you use this for your campaign? How can you use political campaigns in the coming election? | Political Poster Work Day/Campaign Strategy Session.  -Students will begin to develop campaign plans.  -Students will create campaign posters that will have clear messages and our appropriate.  Posters they can Make:  -Candidate  -Issue  -Propaganda  -Slander. | Political Poster Work Day/Campaign Strategy Session.  -Students will begin to develop campaign plans.  -Students will create campaign posters that will have clear messages and our appropriate.  Posters they can Make:  -Candidate  -Issue  -Propaganda  -Slander. | Political Poster Work Day/Campaign Strategy Session.  -Students will begin to develop campaign plans.  -Students will create campaign posters that will have clear messages and our appropriate.  Posters they can Make:  -Candidate  -Issue  -Propaganda  -Slander. |
| **P R O J E C T W E E K F O U R** | | | | |
| Political Poster Work Day/Campaign Strategy Session.  -Students will begin to develop campaign plans.  -Students will create campaign posters that will have clear messages and our appropriate.  Posters they can Make:  -Candidate  -Issue  -Propaganda  -Slander. | Political Poster Work Day/Campaign Strategy Session.  -Students will begin to develop campaign plans.  -Students will create campaign posters that will have clear messages and our appropriate.  Posters they can Make:  -Candidate  -Issue  -Propaganda  -Slander. | Political Poster Work Day/Campaign Strategy Session.  -Students will begin to develop campaign plans.  -Students will create campaign posters that will have clear messages and our appropriate.  Posters they can Make:  -Candidate  -Issue  -Propaganda  -Slander  Journal Prompt 3:  “Describe how you will win the election. What advantage do you have?” | Town Hall Introduction.  SNL Town Hall Debate Clip-  https://www.youtube.com/watch?v=qVMW\_1aZXRk  Students from representing each candidate will volunteer to help run the debate.  Town Hall Prep.  Each political team researches questions and practices answering questions. | Town Hall Prep.  Each political team researches questions and practices answering questions.  Political Poster Work Day/Campaign Strategy Session. |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K F I V E** | | | | |
| Town Hall Prep.  Each political team researches questions and practices answering questions.  Political Poster Work Day/Campaign Strategy Session. | Town Hall Prep.  Each political team researches questions and practices answering questions.  Political Poster Work Day/Campaign Strategy Session. | Town Hall Prep.  Each political team researches questions and practices answering questions.  Political Poster Work Day/Campaign Strategy Session. | Town Hall Debate with the whole school.  Each political candidate team will debate the other teams over the issues. | Class discussion on Town Hall  Class Prompt: What worked and What didn’t?  Journal Prompt 4  “How did the Town Hall go? Do you think you gain or lost voters and why?”  Intro into How elections work. |
| **P R O J E C T W E E K S I X** | | | | |
| Guest Speaker: County Clerk  -Discuss what goes into running an election.  -List what is need for an effective planning. | Election Prep.  Students will prepare the Voting place.  Student will make sure everything is organized for tomorrow. | Final Day to Campaign!  SCHOOL WIDE ELECTION.  -Student will run the election during the lunch hours.  Students will tabulate the votes and announce winner at the end of the day. | Class Discussion of the Election Day PBL.  Big Question: Did this feel like a real election? How did you campaign influence classmate’s decision making process?  Gallery Walk and Peer to Peer Review of Political Posters.  Guest Speaker: Local politician if possible. | Class Discussion of the Election Day PBL.  Big Question: Did this feel like a real election? How did you campaign influence classmate’s decision making process?  Gallery Walk and Peer to Peer Review of Political Posters.  Final Journal Prompt  How did the election go? If you could change one thing about your campaign and why? |

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| **A D D I T I O N A L I N F O R M A T I O N** |
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