Unit 3 - Political Parties and Interest Groups

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Political parties are organizations of everyday people with broad common interests who organize to win elections, operate the government, and influence government policy. Interest groups are citizens who influence government policy on a particular issue. Students will examine the roots of American political parties and the functions of political parties. Students will also examine the origins of interest groups, and how interest groups operate. Lastly, students will examine how citizens ultimately decide

Enduring Understandings

In multiparty systems one party very rarely gets a majority vote, and decisions are delayed until coalitions form a majority.
It allows the party to handle local issues and build local support.
In order to vote a person must be 18 years of age, a resident of a state for a certain period of time, and a U.S. citizen. You must also be registered.
A person should vote as it gives them an opportunity to show their support or is pleasure with government.
Public opinion affects public policy so government officials need to be aware of how the public feels about issues.

Essential Questions

Why are two party systems more efficient than multiparty systems?
Why is it important to build grassroots support?
What requirements are needed to vote and why should you exercise your right to vote?
Why is public opinion an important part of the American government?
What purposes do interest groups serve?
How is public opinion formed, and how public opinion is displayed by voting.

Learning Objectives

Explain the growth of political parties in the United States.
Describe the organization of political parties.
Discuss the functions of political parties.
Explain how candidates are nominated.
Explain how political parties form platforms.
Students will examine the origins of interest groups.
Identify and explain different types of interest groups.

Identify and explain tactics used by interest groups.
Explain how the right to vote is one of the fundamental rights of citizens in a democratic society.
Describe the different types of elections in the United States political system.
Describe how running for office is the first step in the election process.
Explain how campaign funding is governed.
Explain why the U.S. Constitution left election procedures up to the individual states.
Explain how public opinion plays an important role in our democracy.
Explain how the nation's media can influence politics and government.
Explain how interest groups have evolved to help individuals and groups accomplish their goals.
Echoes and Reflections (Holocaust)
Friedrich (Holocaust)
Who Was Anne Frank? (Holocaust)

Standards: Content

6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Standards: Interdisciplinary

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals

	or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL	Speaking and Listening
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary, Open Ended Responses, Exit Questions
Summative	Tests, Projects, DBQs, Writing Assignments
Alternative & Benchmark	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Benchmark: Teacher generated assessments, Projects
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming,, Civics Today: Citizenship, Economics & You – Glencoe (2010), Microsoft 365, Primary and Secondary Source Documents
Who Was Anne Frank? (Holocaust),Echoes and Reflections (Holocaust), Friedrich (Holocaust), Social Studies Primary Source List, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
X	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem		Credit Profile		Career Awareness and

	Solving				Planning
X	Civic Financial Responsibility		Financial Psychology		