



FLORIDA JOINT CENTER FOR CITIZENSHIP

CANDIDATES & ELECTIONS

SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

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Lesson Summary

Essential Questions

What are the constitutional requirements to run for political office? How does one evaluate candidates running for political office?

NGSSS Benchmarks

SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

Florida Standards

LAFS.68.RH.1.1 LAFS.68.RH.1.2 LAFS.68.RH.3.7 LAFS.68.WHST.1.1
LAFS.68.WHST.1.2 LAFS.68.WHST.2.4 LAFS.68.WHST.3.9 LAFS.7.SL.1.1
LAFS.7.SL.1.2

Overview

In this lesson, students will understand the requirements to run for political office and evaluate candidates based on additional qualifications.

Learning Goals/Benchmark Clarifications

- Students will identify the constitutional requirements to run for federal political office.
- Students will recognize the requirements to run for state and local political offices
- Students will be able to analyze and/or evaluate the qualifications of candidates for public office based on their experience, platforms, debates, and political advertisements.

Benchmark Content Limits

- Items will not require students to recall the qualifications of specific candidates.

Civics EOC Reporting Category

Reporting Category 3 – Government Policies and Political Processes

Suggested Time Frame

- Five 45-50 minute class periods

Civics Content Vocabulary

- candidate, elector, evaluate, issue based platform, natural born citizen, political office, political official, qualification, requirement, vote

Instructional Strategies

Close reading of complex text

Inquiry with primary sources

Use of video

Materials

Computer with internet access to project lesson activity sheets

Copies of the U.S. Constitution

Student Voting Election Simulation User Guide PDF

Student activity sheets:

- Requirements for Political Office
- Blank graphic organizer
- Why Voting Matters
- Deep Sea Oil Drilling Pros/Cons

Lesson Activities and Daily Schedule

Please use the chart below to track activity completion.

Day	Task #	Steps in Lesson	Description	Completed? Yes/No
Day One	Task 1	1-5	Hook Activity	
	Task 2	6-17	Requirements for Political Office Activity	
	Task 3	18	Checking for Understanding A	
Day Two	Task 4	19-44	Qualifications for Political Office Activity	
Day Three	Task 4	19-44	Qualifications for Political Office Activity (continued)	
	Task 5	45	Checking for Understanding B	
Day Four	Task 6	46-51	Why Voting Matters Reading Activity	
Day Five	Task 7	52-70	Mock Election	
	Task 8	71	Checking for Understanding C (Reflective Assessment)	

Suggested Student Activity Sequence

1. To begin this lesson, place students into pairs and put the following excerpt from Article II of the U.S Constitution on the board:
No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of _____; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.
2. Ask students to write this statement in their own words and try to fill in the blank.
3. Have students share their responses.
4. Ask students to define the term “natural born citizen”.
5. Lead students to the understanding that they are looking at the constitutional requirements for the Office of President.
6. Pass out the “Requirements for Political Office” student activity sheet.
7. Explain to students that their task is to read each excerpt, identify the political office that is being described and to list the requirements for that office based on what they read.
8. Model the constitutional requirements for president with the students (Box 3).
9. Instruct students to work with their partner to complete the activity sheet and stop when they get to the Florida Statute box (Box 6).
10. Ask students to list some of the political offices they have read about and share out any offices that they have not read about. Lead students to the understanding that they have not yet read about local offices.
11. Read aloud the “Florida Statute Title IX, Chapter 99: Candidates” box on the activity sheet and ask the students to summarize what they have heard in the “Summary of Text” box below (all candidates, except judicial, have to take an oath qualifying them as a candidate for the office they are seeking).
12. Instruct students to read the candidate oath with their partner and summarize the requirements for a candidate in the Summary of Text box below the oath.
13. Ask students to share what they summarized from the oath.
14. Ask a student to define the term “elector”. If needed, break the word into parts (elect and or) and explain that the suffix –or means “one who”.
15. Ask the students to explain what is required to be an elector in Florida.
16. Project the “Florida Voter Registration Application” and ask students to point out any required information to be a registered voter. Instruct the students to take notes on the requirements in the Definition of Florida Elector box.
17. Explain to students that the minimum common requirements to be a candidate for local offices in Florida includes being at least 18, registered to vote, signing the candidate oath and paying filing fees. Counties and cities may have additional political party affiliation paperwork and/or residential or age requirements to run for certain offices.
18. Checking for Understanding A (Formative Assessment):
Instruct students to write a well-crafted informative response to the following prompt:
Prompt
Using evidence from the requirements for political office activity, summarize the common requirements for running for political office. Explain if you think there should be other qualifications for candidates running for political office.
19. Pass out copies of the blank graphic organizer to each student.
20. Have students share some of the ideas they came up with for additional candidate qualifications and list them on the board. Some key ideas could include: education, relevant experience, leadership skills, and beliefs about issues.
21. Instruct students to write the class-generated list in the center box of the graphic organizer.
22. Explain to students that they will analyze their list of additional qualifications of candidates by looking at four different elements: experience, political platform, debates, and political advertisements.
23. Instruct students to write “Experience” in the upper left hand corner box on their graphic organizer.
24. Ask students to think about and share some ideas in response to the following questions: “Where would you look to find out more information about someone’s experience? When considering someone for a political office, what type of experience are you looking for the candidate to have?”
25. Project the “Occupations of U.S. Presidents” chart.

26. Ask students to look at the chart and write down in the experience box on their graphic organizer some common occupations they see (lawyer, public official, soldier).
27. Project the “Occupations of U.S. Presidents” bar graph and pose the following question for discussion: “Why do you think there are common occupations among presidents? How might these occupations provide important experience to prepare someone to be the leader of the country?” (knowledge of the law, previous experience in political office, experience in the military).
28. Instruct students to take notes during this discussion in the experience box.
29. Instruct students to write “Issue Based Platform” in the upper right hand corner box of their graphic organizer.
30. Ask a student to define the term “issue based platform” or “political platform”.
31. Pose the following question for discussion: “Why would you want to consider a candidate’s views on issues? How would you find out information about their stance on issues?” (candidate websites, political party websites, newspapers, television, news websites or political blogs).
32. Project the following websites from the Democratic Party and the Republican Party: <http://www.democrats.org/> and <https://gop.com/our-gop/>. Teacher Note: For both party websites, scroll down to the bottom of the page to view the list of issues. As an alternative, during an election year instead of showing the party websites use actual candidate websites.
33. Explain to students that one way to learn about the major issues that a candidate might discuss is by looking at their political party’s website. Although a candidate does not necessarily have to speak on these issues, or agree with their political party’s stance on the issues, it is a helpful way to see some of the major issues that will be discussed during an election.
34. Ask students to identify some of the issues they see listed from both websites. Based on the lists, have students share some of the issues they think are important to know about when considering a candidate for office.
35. Instruct students to write a complete sentence in the “Issue Based Platform” box explaining why a candidate’s stance on issues is an important qualification to consider.
36. Instruct students to write “Debates” in the lower left hand corner box of their graphic organizer.
37. Explain to students that presidential debates have become an important component of presidential campaigns.
38. Project the following video clip on presidential debates and instruct students to take notes on the graphic organizer about why debates play an important role in evaluating a candidate.
 - NY Times Clip – Start at 2:18 and end at 4:19. Teacher note: this video begins with a 30 second commercial advertisement, be sure to cue the video before class. This video begins with three debate examples and then concludes with a summary of the importance of debates for voters. <https://www.nytimes.com/video/us/10000006755342/2020-debate-moments.html>
39. Tell students that \$896 million was spent in 2012 in one area for candidates to inform voters about themselves and the opponent. Ask students if they know what this money was spent on? (campaign advertisements or political advertisements). Why do they think so much money is spent on these advertisements?
40. Instruct students to write “Political Ads” in the lower right hand corner box of their graphic organizer and explain that they will look at a few examples of political advertisements to get a better understanding of how advertisements can play a role in evaluating candidates.
41. Instruct students to take notes on what they learn about the candidates for each advertisement they view.
42. Project the following political advertisements from www.livingroomcandidate.org. Teacher note: The links below will bring you to the general page for the election year specified. Hover over the ads for the candidate to find the specific ad listed below. Please note that Flash is required for this website.
 - **Liberty Park/Hope Campaign 80** (Reagan, Republican, 1980) <http://www.livingroomcandidate.org/commercials/1980>
 - **Next Century** (Clinton, Democrat, 1996) <http://www.livingroomcandidate.org/commercials/1996>
 - **Hopeful** (Bush, Republican, 2000) <http://www.livingroomcandidate.org/commercials/2000>
 - **Determination** (Obama, Democrat, 2012) <http://www.livingroomcandidate.org/commercials/2012>
 Teacher note: Have a short class discussion after each advertisement to check in with students regarding what they learned from each ad. Pose the following questions to begin the discussion: “What do you think is the message for this ad? What do you learn about the candidate?”
43. Instruct students to return to their graphic organizer and write a summary statement about why voters use political advertisements to evaluate candidates.

44. Instruct students to create a title for the whole graphic organizer and have them share out their titles.

45. Checking for Understanding B (Formative Assessment):

Instruct students to write a well-crafted response using one of the following prompts:

Prompt 1

Using your graphic organizer, write a well-crafted paragraph explaining how understanding a candidate's experience, platform, performance in debates and their political advertisements provide important information when evaluating a candidate for office.

Prompt 2

You overhear a friend say, "It doesn't matter who you vote for. All candidates are the same." Using what you have learned during this lesson and citing specific evidence, write a well-crafted explanation of how you would respond to your friend.

46. Pose the following questions for discussion: "Based on what you have learned about evaluating candidates, what do you think is the impact of elections in the United States? Why do people spend time determining which candidate they will vote for? What does this say about the right to vote?"

47. Provide students with time to brainstorm and share out.

48. Pass out the "Why Voting Matters" reading and explain to students that they will read and discuss voting and elections as a whole class.

49. Instruct students to read the first four paragraphs of the reading independently.

50. Pose the following questions for discussion: "Why does voting matter? How does the text answer this question? What is your opinion? What in the text helped you reach this view?"

51. Reinforce the idea with students that the right to vote, whether for a presidential election, student council representatives or a classroom poll, provides people with an opportunity to state their opinion and be heard.

52. Explain to students that, as a class, they are going to conduct a mock election. In order to complete this activity, they will first read to learn about elections and related processes.

53. Return student attention back to the "Why Voting Matters" reading and read the rest of the passage as a whole class.

54. Pose the following questions for discussion: "How would you summarize the election process? According to the text, what do voters in Florida vote for?" Instruct students to take notes on their own notebook paper or in the space provided on the reading.

55. Remind students that one way to evaluate a candidate is to research a candidate's views on issues.

56. Explain to students that, as a whole class, they will look at the issue of oil drilling in the Gulf of Mexico, determine their own view on the issue based on what they read, compare their view with three candidate views on the issue and then cast their vote for one of the candidates.

57. Project the following image of "Products Made from Oil and Natural Gas" <http://www.oilandgasinfo.ca/oil-gas-you/products/>.

58. Ask students to identify any items listed that they use on a daily basis.

59. Ask students to think about the importance of oil in the U.S. based on what is included on the list.

60. Share with students the following key points about oil production in the U.S. and instruct students to take notes on their own notebook paper:

- In 2012, the U.S. imported 40% of the oil used in the country.
- The demand for oil is increasing, while the world's older oil fields will eventually dry up.
- The oil industry continues to seek new places for oil, and some of the most promising sources of oil are under the sea. More than half of all the oil that has been discovered since 2000 is in deep ocean water.
- The Gulf of Mexico has more than 3,400 offshore oil production facilities.
- On April 20, 2010 the Deepwater Horizon oil rig exploded in the Gulf of Mexico. (An oil rig is a large, offshore platform that is used to house workers and machines needed to drill oil wells in the ocean floor.) The rig caught fire and sank two days later. Eleven people were killed. The U.S. government estimated that, due to the explosion, oil spilled from the rig at 210,000 gallons a day.
- Spilled oil spread across much of the northern Gulf of Mexico, with balls of oil washing up onto the shores of Mississippi, Louisiana and Florida.
- On July 15, 2010 the oil leak was finally stopped after ten different techniques were implemented.

- Since the oil spill, there have been ongoing conversations in Congress and in Tallahassee about whether or not oil drilling in the Gulf of Mexico should expand to allow for more oil rigs with the potential of finding more oil.
61. Project the “Deep Sea Oil Drilling Pros/Cons” handout and review as a whole class.
 62. Discuss each point to ensure student understanding.
 63. Pose the following questions for discussion: “Based on what you have learned about oil drilling in the Gulf of Mexico, what do you think about the issue? Do you think it is an important issue to consider as someone living in Florida? If you were voting in an election, would it be important for you to know how candidates felt about drilling in the Gulf of Mexico? Why or why not?”
 64. Project the Florida Joint Center for Citizenship’s Student Voting Election Simulation website: <http://electionsimulation.floridacitizen.org> and explain to students that they are going to conduct a mock election for a U.S. congressional district contest. They will have three candidates to choose from and they will be provided with each candidate’s view on the expansion of oil drilling in the Gulf of Mexico. Teacher note: Please go to the Student Voting Election Simulation website and use the “Student Voting Election Simulation User Guide” to create an account, view the ballot, create student voter id numbers and prepare for your students to vote.
 65. Share with students the three candidates’ views on potential expansion of oil drilling in the Gulf of Mexico:

Candidate 1: Ms. Perez (Republican) - The question is: 'Should the United States have access to all of its energy resources?' And the answer to me is yes. There are thousands of oil rigs in the Gulf of Mexico that have not leaked and we need to keep all of our oil sources open, and expand them, in order to get rid of our dependency on foreign oil.

Candidate 2: Mr. Johnson (Democrat) - I believe that drilling for oil is one of many energy resources that the U.S. should pursue to make us less dependent on foreign oil. Drilling in the Gulf of Mexico should be limited to a certain number of oil rigs and not open for unlimited drilling. Drilling should be focused on areas with existing contracts and not expand to new areas.

Candidate 3: Mr. Amari (Green Party - Third Party): Offshore drilling should be stopped now. We must replace oil with clean renewable sources of energy. The history of offshore drilling in the Gulf of Mexico includes destruction of beaches, contaminated marine life, and loss of jobs and livelihoods from Florida to Louisiana. Developing new energy technologies can create millions of new jobs in Florida.
 66. Read through each view as a whole class to ensure student understanding. Teacher note: Share with students that the Green Party is considered a third party. Remind students that a third party is a political party that is not one of the two major parties in the U.S.
 67. Explain to students that they will cast their vote for the congressional candidate of their choice based on the candidates’ views on oil drilling.
 68. Provide time for students to cast their vote using the Student Voting Election Simulation, Voting Page <http://electionsimulation.floridacitizen.org/vote>.
 69. Use the “Class Voting Results” page on the Student Voting Election Simulation website and review the results as a whole class.
 70. Pose the following questions for discussion: “What does the outcome mean? If this were an actual election, how might the outcome impact the community or state? Are you surprised by the outcome? Why or why not?”
 71. Checking for Understanding C (Reflective Assessment):

Instruct students to write a well-crafted reflective response using the following prompt:

Prompt
 Reflect on your experience participating in a voting simulation. Consider if the election simulation was an actual election and explain what you think the impact would be on the community or state.

Requirements for Political Office – Page 1

Directions: Read the excerpts below from the U.S. Constitution, Florida Constitution, and Florida Statutes. After reading, determine the political office that is being described and in a complete sentence, explain the requirements for that office.

1	U.S Constitution	Article I, SECTION. 2. The House of Representatives shall be composed of Members... No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.
	Political Office	
	Constitutional Requirements	
2	U.S Constitution	Article I, SECTION 3. No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.
	Political Office	
	Constitutional Requirements	
3	U.S. Constitution	Article II, Section 1 No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.
	Political Office	
	Constitutional Requirements	
4	Florida Constitution	Section 15. Terms and qualifications of legislators – (a) SENATORS. (b) REPRESENTATIVES. (c) QUALIFICATIONS. Each legislator shall be at least twenty-one years of age, an elector and resident of the district from which elected and shall have resided in the state for a period of two years prior to election.
	Political Office	
	Constitutional Requirements	

Requirements for Political Office - Page 2

5	Florida Constitution	Article IV, Section 5 ...the governor, lieutenant governor and each cabinet member must be an elector not less than thirty years of age who has resided in the state for the preceding seven years.
	Political Office	
	Constitutional Requirements	
6	Florida Statute Title IX, Chapter 99: Candidates	99.021 Form of candidate oath.— (1)(a)1. Each candidate, whether a party candidate, a candidate with no party affiliation, or a write-in candidate, in order to qualify for nomination or election to any office other than a judicial office as defined in chapter 105 or a federal office, shall take and subscribe to an oath or affirmation in writing...
	Summary of Text	
Candidate Oath		
<p>State of Florida County of _____</p> <p>Before me, an officer authorized to administer oaths, personally appeared <u>(please print name as you wish it to appear on the ballot)</u> , to me well known, who, being sworn, says that he or she is a candidate for the office of _____ ; that he or she is a qualified elector of _____ County, Florida; that he or she is qualified under the Constitution and the laws of Florida to hold the office to which he or she desires to be nominated or elected; that he or she has qualified for no other public office in the state, the term of which office or any part thereof runs concurrent with that of the office he or she seeks; that he or she has resigned from any office from which he or she is required to resign pursuant to s. <u>99.012</u>, Florida Statutes; and that he or she will support the Constitution of the United States and the Constitution of the State of Florida.</p> <p align="right">_____ (Signature of candidate) _____ (Address)</p>		
7	Summary of Text	
	Definition of Florida Elector	

Sources: U.S. Constitution - <http://constitutioncenter.org/>, Florida Constitution - <http://www.flsenate.gov/Laws/Constitution> Florida Statutes - <http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes&CFID=283734290&CFTOKEN=24450055> and Florida Division of Elections - <http://election.dos.state.fl.us/pdf/webappform.pdf>, Accessed November 2013



Florida Voter Registration Application

Part 1 – Instructions (DS-DE #39, R1S-2.040, F.A.C. (eff. 01/2012))

Información en español: Sírvase llamar a la oficina del supervisor de elecciones de su condado si le interesa obtener este formulario en español.

To Register in Florida, you must be:

- A U.S. citizen,
- A Florida resident, and
- At least 18 years old (you may also pre-register if you are 16 or 17 years old but you cannot vote until you are 18).

If you have ever been convicted of a felony or if a court has ever found you to be mentally incapacitated as to your right to vote, your right to vote must be restored before you can register.

If you do not meet any one of these requirements, you are not eligible to register.

Where to Register: You can register to vote in-person or by mailing or hand-delivering your application to any supervisor of elections' office, any office that issues driver's licenses any voter registration agency (for example, any public assistance office, center for independent living, office serving persons with disabilities, public library, or armed forces recruitment office) or the Division of Elections. *If mailing application, be sure to add sufficient postage.*

Deadline to Register: The deadline to register to vote is 29 days before an upcoming election. You can update your registration record at any time, but to change your political party for a primary election, you must make the change by the registration deadline. For a new application, you will be contacted if your application is incomplete, denied or a duplicate of an existing registration. If you receive a voter information card, that means you are registered to vote.

Identification (ID) Requirements: If you are a new applicant, state and federal law require you to provide a current and valid Florida driver's license number (FL DL#) or Florida identification card number (FL ID#). If you have not been issued a FL DL# or FL ID#, you must then provide the last four digits of your Social Security Number (SSN). If you have not been issued any of these ID numbers, check "None" on the application. If you do not provide any number or do not check "None," your registration may be denied. See s.303, HAVA and section 97.053(6), Fla. Stat.

Special ID requirements: If you are registering by mail, have never voted in Florida, and have never been issued one of the ID numbers above, you must include with your application, or at a later time before you vote, one of the following:

- A copy of an ID that shows your name and photo (*acceptable IDs*)-U.S. Passport, debit or credit card, military ID, Student ID, retirement center ID, neighborhood association ID, or public assistance ID; or
- A copy of an ID that shows your name and current residence address (*acceptable documents*)-utility bill, bank statement, government check, paycheck, or other government document.

You do not have to provide the special ID to register if you are 65 or older, have a temporary or permanent physical disability, are a member of the active uniformed services or merchant marine who is absent from the county for active duty, or a family member thereof, or are currently living outside the U.S. but otherwise eligible to vote in Florida. If you vote at the polls, you will still need to show a photo/signature ID as is required of all voters.

Political Party Affiliation: Florida is a closed primary election state. That means registered voters affiliated with a political party can only vote for that party's candidates in a partisan race on a primary election ballot. However, regardless of the political party with which you registered, you can still vote in the primary election on any issue, any nonpartisan race or any race where the candidate will face no opposition in the general election.

Indicate the political party with which you wish to be registered. If you leave the political party affiliation field blank, you will be registered without any party affiliation. For a list of political parties registered in Florida, go to the Division of Elections' website under the heading *For the Voters* at: <http://election.dos.state.fl.us/>

Race/Ethnicity: You are not required to list your race or ethnicity. However, if you choose to do so, please choose only one from the list.

Public Record Notice: This application becomes a public record when filed. However, the following information is not available to the public and is used only for voter registration purposes: your FL DL#, FL ID# and SSN, where you registered to vote, and whether you declined to register or update your voter registration record when asked by a voter registration agency. Your signature can be viewed but not copied. (Section 97.0585, Fla. Stat.)

Criminal Offense: It is a 3rd degree felony to submit false information. Penalties include fines up to \$5,000 and/or up to 5 years of prison.

Questions: For more information, contact your local supervisor of elections http://election.dos.state.fl.us/EOE/supervisor_elections.shtml or refer to the Division of Elections' website at: <http://election.dos.state.fl.us>

All shaded lettered boxes are required for a new registration.



Florida Voter Registration Application

Part 2 – Form (DS-DE #39, R1S-2.040, F.A.C. (eff. 01/2012))

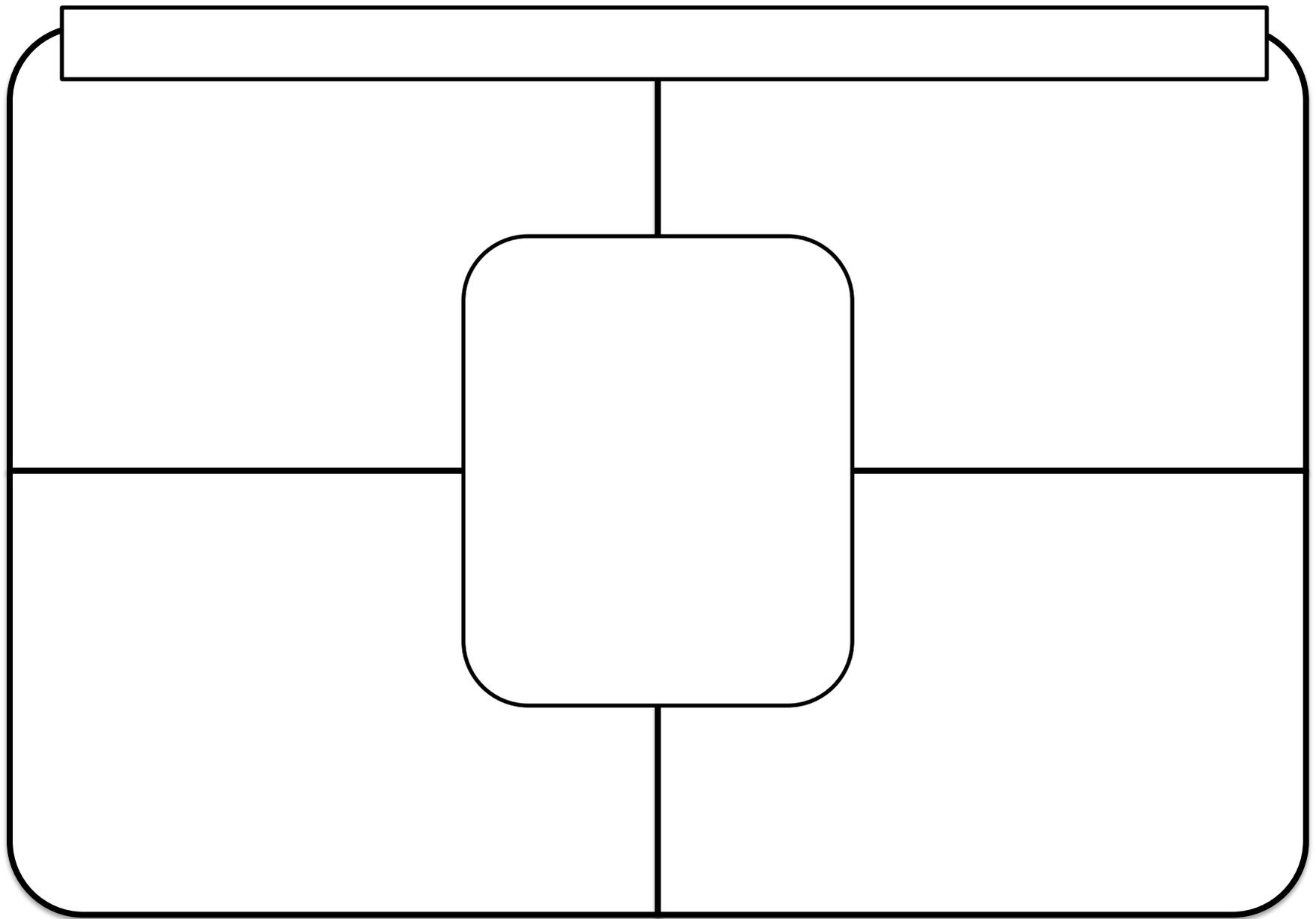
The downloadable/printable online form is available at:

<http://election.dos.state.fl.us/pdf/webappform.pdf>

This is: New Registration Record Update/Change (e.g., Address, Party Affiliation, Name, Signature) Request to Replace Voter Information Card

A Are you a citizen of the United States of America? <input type="checkbox"/> YES <input type="checkbox"/> NO		OFFICIAL USE ONLY	
B <input type="checkbox"/> I affirm that I am not a convicted felon, or if I am, my right to vote has been restored.			
C <input type="checkbox"/> I affirm that I have not been adjudicated mentally incapacitated with respect to voting or, if I have, my right to vote has been restored.			
D Date of Birth (Enter in format MM-DD-YYYY)		FVRS No: _____	
E Florida Driver's License (FL DL) or Florida identification (FL ID) Card Number		If no FL DL or FL ID, then provide	Last 4 digits of Social Security Number
		<input type="checkbox"/> I have NONE of these numbers.	
F Last Name		First Name	
		Middle Name or Initial	
		Name Suffix (Jr., Sr., I, II, etc.):	
G Address Where You Live (legal residence-no P.O. Box)		Apt/Lot/Unit	
		City	
		County	
		Zip Code	
Mailing Address (if different from above address)		Apt/Lot/Unit	
		City	
		State or Country	
		Zip Code	
Address Where You Were Last Registered to Vote		Apt/Lot/Unit	
		City	
		State	
		Zip Code	
Former Name (if name is changed)		Gender	
		<input type="checkbox"/> M <input type="checkbox"/> F	
		State or Country of Birth	
		Telephone No. (optional)	
		()	
Party Affiliation (Check only one. If left blank, you will be registered without party affiliation)		Race/Ethnicity (Check only one)	
<input type="checkbox"/> Florida Democratic Party		<input type="checkbox"/> American Indian/Alaskan Native	
<input type="checkbox"/> Republican Party of Florida		<input type="checkbox"/> Asian/Pacific Islander	
<input type="checkbox"/> No party affiliation		<input type="checkbox"/> Black, <i>not of</i> Hispanic Origin	
<input type="checkbox"/> Minor political party (print name): _____		<input type="checkbox"/> Hispanic	
		<input type="checkbox"/> White, <i>not of</i> Hispanic Origin	
		<input type="checkbox"/> Other: _____	
		<input type="checkbox"/> Multi-racial	
		Active Uniformed Services, Merchant Marine, or Overseas U.S. Citizen (Check only one if applicable)	
		<input type="checkbox"/> Active duty uniformed services/merchant marine	
		<input type="checkbox"/> Family member of active duty uniformed services or merchant marine member	
		<input type="checkbox"/> U.S. Citizen Residing Outside U.S.	
		<input type="checkbox"/> I will need assistance with voting.	
		<input type="checkbox"/> I am interested in becoming a poll worker.	
H Oath: I do solemnly swear (or affirm) that I will protect and defend the Constitution of the United States and the Constitution of the State of Florida, that I am qualified to register as an elector under the Constitution and laws of the State of Florida, and that all information provided in this application is true.		DATE	
		Date	

SIGN/ MARK HERE

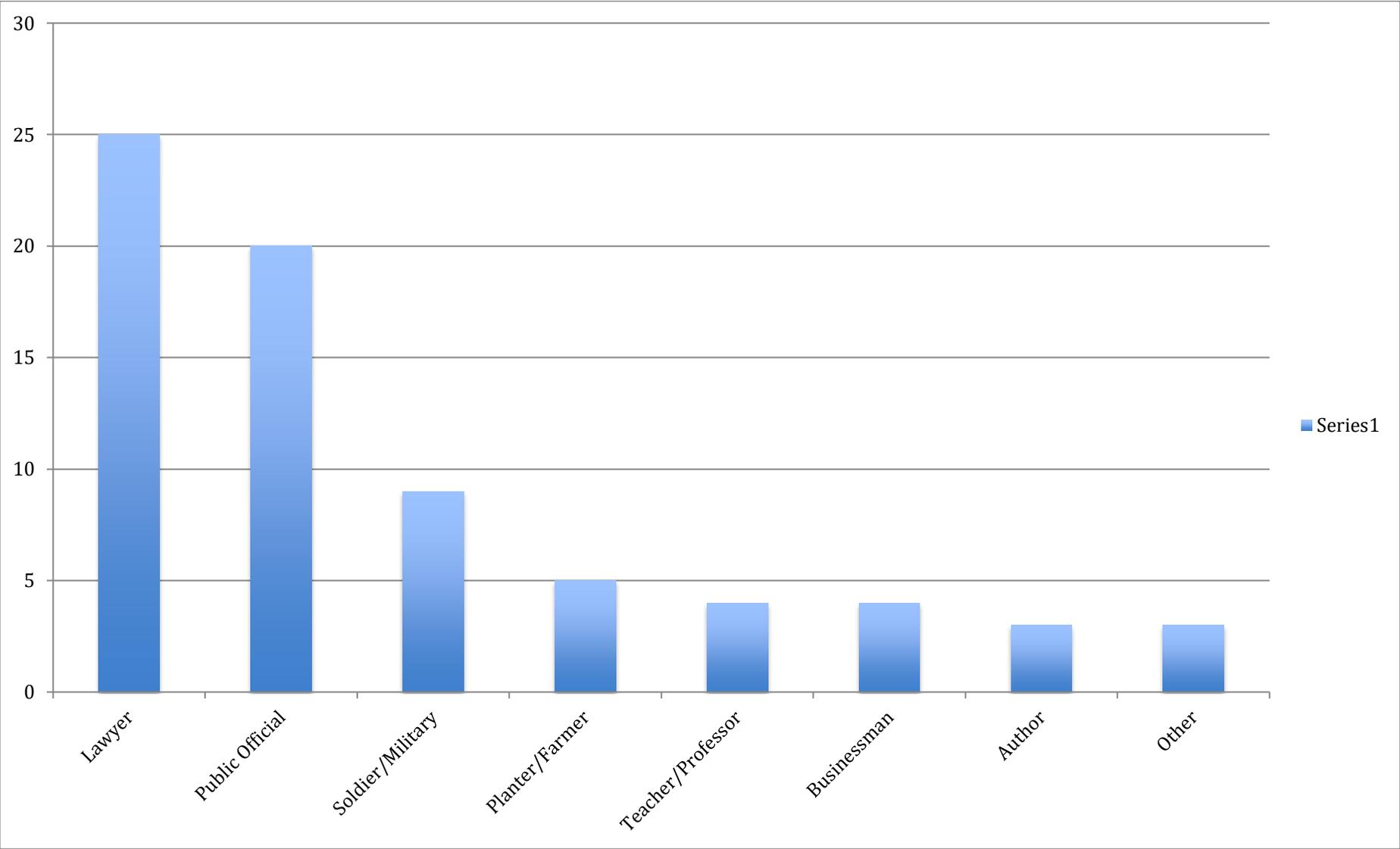


Occupations of U.S Presidents

1.	George Washington	1789-1797	Soldier, Planter
2.	John Adams	1797-1801	Lawyer
3.	Thomas Jefferson	1801-1809	Lawyer, Planter
4.	James Madison	1809-1817	Politician, Planter
5.	James Monroe	1817-1825	Lawyer
6.	John Quincy Adams	1825-1829	Lawyer, Senator, Diplomat
7.	Andrew Jackson	1829-1837	Lawyer, Soldier
8.	Martin Van Buren	1837-1841	Lawyer
9.	William Henry Harrison	1841	Soldier
10.	John Tyler	1841-1845	Lawyer
11.	James K. Polk	1845-1849	Lawyer
12.	Zachary Taylor	1849-1850	Soldier
13.	Millard Fillmore	1850-1853	Lawyer
14.	Franklin Pierce	1853-1857	Lawyer, Public Official
15.	James Buchanan	1857-1861	Lawyer
16.	Abraham Lincoln	1861-1865	Lawyer
17.	Andrew Johnson	1865-1869	Tailor, Public Official
18.	Ulysses S. Grant	1869-1877	Soldier
19.	Rutherford B. Hayes	1877-1881	Lawyer
20.	James A. Garfield	1881	Teacher, Public Official
21.	Chester A. Arthur	1881-1885	Lawyer
22.	Grover Cleveland	1885-1889	Lawyer
23.	Benjamin Harrison	1889-1893	Lawyer
24.	Grover Cleveland	1893-1897	Lawyer
25.	William McKinley	1897-1901	Lawyer
26.	Theodore Roosevelt	1901-1909	Author, Lawyer, Public Official
27.	William Howard Taft	1909-1913	Lawyer, Public Official
28.	Woodrow Wilson	1913-1921	Professor, College Administrator, Public Official
29.	Warren G. Harding	1921-1923	Editor-Publisher
30.	Calvin Coolidge	1923-1929	Lawyer
31.	Herbert Hoover	1929-1933	Engineer
32.	Franklin D. Roosevelt	1933-1945	Lawyer, Public Official
33.	Harry S. Truman	1945-1953	Farmer, Businessman, Public Official
34.	Dwight Eisenhower	1953-1961	Soldier
35.	John F. Kennedy	1961-1963	Author, U.S. Navy Officer, Journalist, Public Official
36.	Lyndon Johnson	1963-1969	Teacher, Public Official
37.	Richard Nixon	1969-1974	Lawyer, Public Official
38.	Gerald Ford	1974-1977	Lawyer, Public Official
39.	Jimmy Carter	1977-1981	Soldier, Farmer, Warehouseman, Public Official, Professor
40.	Ronald Reagan	1981-1989	Actor, Public Official
41.	George H. W. Bush	1989-1993	Businessman, Public Official
42.	Bill Clinton	1993-2001	Lawyer, Public Official
43.	George Walker Bush	2001-2009	Businessman, Public Official
44.	Barack Obama	2009-2017	Community Organizer, Public Official
45.	Donald J. Trump	2017	Businessman

Adapted from: The Miller Center at the University of Virginia <http://millercenter.org/president>

Occupations of U.S. Presidents



Why Voting Matters

It makes us equal. Each of us has one and only one vote. During elections, the act of voting is one of the few times when all adults in the U.S. have an equal say. No matter how much money you have or who your friends are, you only get one vote.

Each vote sends a message. Even if the person or issue you vote for loses, your vote matters because it lets winners and losers know who supports their points of view.

Politicians notice who is and isn't voting. In the U.S., the highest voter turnout is among seniors. So it's no surprise that politicians are going to spend a lot of time on issues that are important to older people, like Social Security and Medicare. Younger voters, 18-24 year-olds, haven't voted in high numbers recently, so it's easier for politicians to pay less attention to the issues that are important to young people.

Whoever wins has the power to impact your life. The government is in charge of making important decisions that impact almost every aspect of your life, like...

- Your school such as what gets taught, how many kids are in your class
- The environment including how clean your air and water will be
- Your health including whether or not you and your family can get health insurance
- Who gets to visit, work and live in our country
- Your safety including how big your police and fire departments are
- How much money we spend on the military and whether we go to war

How the Process Works

Registration: Sign Up!

Before you can vote, you have to register as a voter in your state. Registration helps your local polling office keep track of who can and did vote. This also helps them to make sure no one votes more than once or tries to vote under someone else's name. In Florida, voters must be registered at least 29 days in advance of a primary or election and voter registration is canceled when one registers in another state, dies, or participates in no election contests, including primaries and special elections, for at least ten years.

The Parties: Sizing up the Competition

In the U.S., most of our elected officials are from two large parties, Democrats or Republicans, However, there are also people who run for office that are not from either one of those parties. These other candidates come from what are called 'Third Parties' like the Communist Party, Green Party, Libertarian Party, and Socialist Party.

The Primaries and Caucuses: Narrowing Down the Pack

Only one candidate from each party can run in the final election. That's where primaries and caucuses come in. Between late January and early June during the year of a general election, a few states hold caucuses, but most states choose their candidate using primary elections. Caucuses are small groups of people getting together to decide whom they want to support as their party's candidate. Primaries are elections where everyone in the party who is interested votes for the party candidate. In Florida, you must be a registered member of a party in order to participate in the primary. If none of the candidates earn at least 50% of the vote, a runoff primary takes place.

The Conventions: Party-Time, Politicians Style

During a presidential election, after the primaries and caucuses, the major parties hold conventions to officially nominate their candidate for president.

After the candidates are nominated, their names are officially submitted to each state's chief election official so that they will appear on the general election ballot.

The General Election

Now that each party has determined their candidates, the general election process begins. Candidates spend weeks campaigning in an attempt to win the support of voters. Even though a voter may belong to a particular party, he or she may vote for candidates from any party. Finally on Election Day, people exercise their right to vote.

In Florida, registered voters vote for candidates for local, state, and federal offices. They also vote on amendments, or changes, to the Florida Constitution. Voters also decide if justices of the Florida Supreme Court and judges of district courts can retain, or keep, their position on the court.

Notes from Class Discussion

Adapted from: <http://pbskids.org/zoom/fromyou/elections/elections101.html>, Accessed November 2013 and <http://thefloridavoter.org/files/download/175>

Deep Sea Oil Drilling Pros/Cons

Pros of Deep Sea Oil Drilling

- There may be a large quantity of oil reserves to be tapped in deep-sea areas.
- Oil from offshore drilling could mean fewer imports, reducing our dependence on foreign oil from other countries.
- Drilling for additional offshore oil could decrease oil prices.
- Offshore drilling creates jobs.
- Offshore drilling impacts the economy of surrounding communities. As people move to areas for oil drilling jobs, they purchase or rent houses to live in and support the local economy by purchasing goods and services in the local area.

Cons of Deep Sea Oil Drilling

- Reaching offshore, deep-water oil is expensive.
- Due to the Deepwater Horizon oil spill in the Gulf of Mexico in 2010, the safety of deep-water oil drilling has been questioned.
- The oil drilling process creates “waste water” that contains varying amounts of oil and/or chemicals used in oil production. Finding a safe place to put this waste has been a challenge for the industry.
- Offshore drilling can have a negative effect on tourism. The offshore platforms are unattractive but more importantly water and shoreline pollution can have a negative impact on tourism.
- Offshore drilling can have a negative effect on the seafood industry. Water pollution due to drilling can impact the health of sea life and impact the fishing industry’s ability to catch safe seafood for people to eat.

Sources

Requirements for Political Office: Sources: U.S. Constitution - <http://constitutioncenter.org/>, Florida Constitution - <http://www.flsenate.gov/Laws/Constitution> and Florida Statutes - <http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes&CFID=283734290&CFTOKEN=24450055>

Florida Voter Registration Application - <http://election.dos.state.fl.us/pdf/webappform.pdf>, Accessed November 2013

Occupations of U.S. Presidents chart: The Miller Center at the University of Virginia: <http://millercenter.org/president>

Political Party issues: <http://www.democrats.org/> and <https://gop.com/our-gop/>

Presidential debate video: <http://www.nytimes.com/video/2012/09/28/us/politics/100000001814028/presidential-debate-moments.html>

Facts about political advertisements: <http://www.washingtonpost.com/wp-srv/special/politics/track-presidential-campaign-ads-2012/>

Political advertisements: www.livingroomcandidate.org

Why Voting Matters: <http://pbskids.org/zoom/fromyou/elections/elections101.html> , Accessed November 2013 and Florida League of Women Voters, <http://thefloridavoter.org/files/download/175>

Products Made from Oil and Natural Gas - <http://www.oilandgasinfo.ca/oil-gas-you/products/>

Oil Drilling Background Information - http://www.eia.gov/energy_in_brief/article/foreign_oil_dependence.cfm, <http://news.nationalgeographic.com/news/energy/2011/04/110418-future-of-offshore-drilling/>, <http://www.timeforkids.com/news/stopping-gulf-oil-spill/11606>, Accessed July 2013 <http://www.guardian.co.uk/environment/2011/apr/20/deepwater-horizon-key-questions-answered>,

Pros and Cons on Oil Drilling from: <http://www.morningsidecenter.org/sites/default/files/documents-pdfs/earthday2012%20handouts.pdf>, Accessed July 2013 and <http://www.sgs.com/en/Our-Company/News-and-Media-Center/News-and-Press-Releases/2010/09/Gulf-of-Mexico-Oil-Spill-The-Impact-of-the-Seafood-Industry.aspx>

Candidate Quotes on Oil Drilling Adapted from: <http://www.sgs.com/en/Our-Company/News-and-Media-Center/News-and-Press-Releases/2010/09/Gulf-of-Mexico-Oil-Spill-The-Impact-of-the-Seafood-Industry.aspx>

http://www.huffingtonpost.com/2010/12/01/obama-administration-no-o_n_790407.html, Accessed July 2013 and <http://www.gp.org/press/pr-national.php?ID=620>, Accessed July 2013

Requirements for Political Office – Page 1 – **SAMPLE ANSWERS**

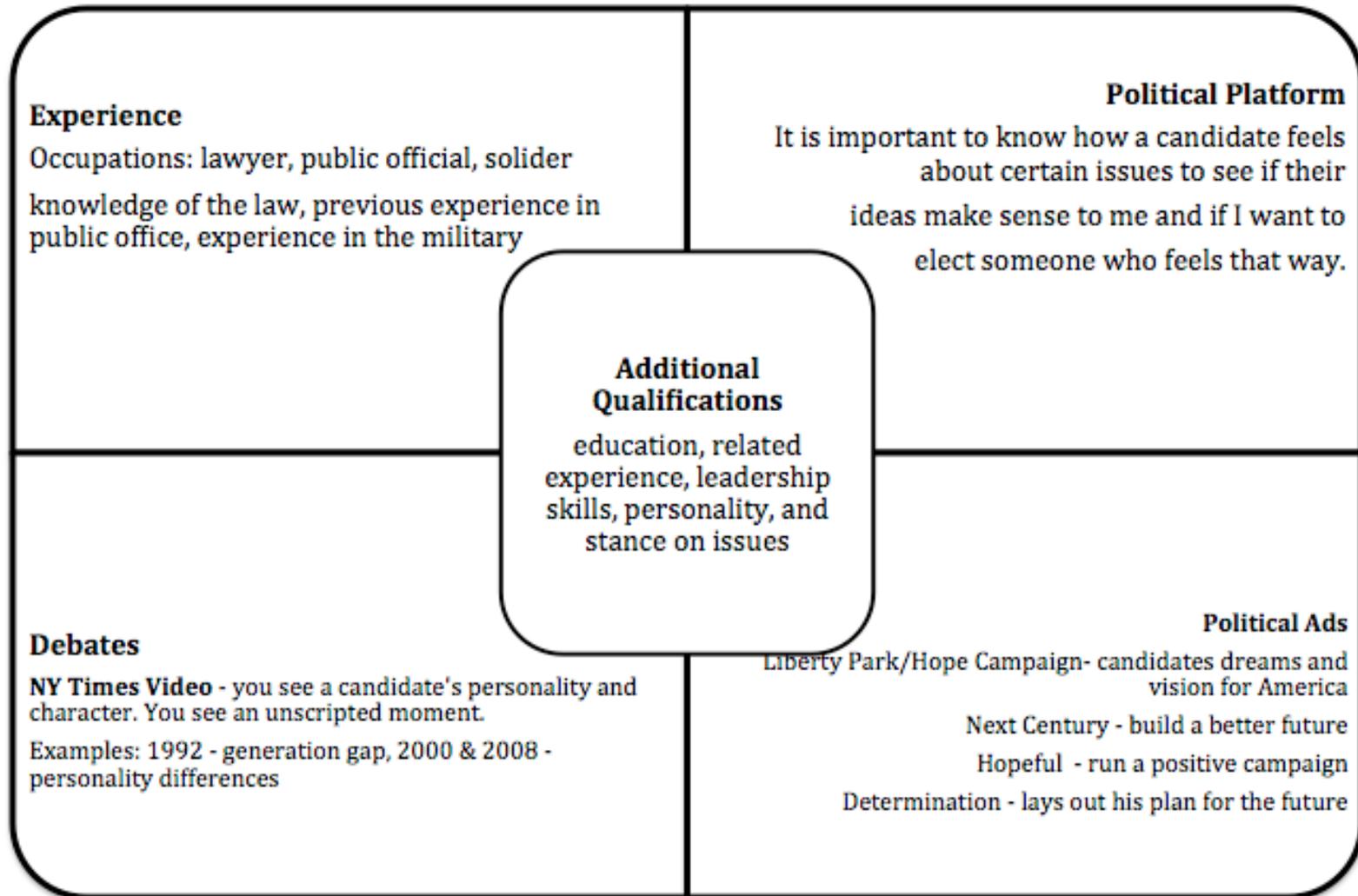
Directions: Read the excerpts below from the U.S. Constitution, Florida Constitution, and Florida Statutes. After reading, determine the political office that is being described and in a complete sentence, explain the requirements for that office.

1	U.S Constitution	Article I, SECTION. 2. The House of Representatives shall be composed of Members... No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.
	Political Office	Members of the U.S. House of Representatives
	Constitutional Requirements	At least 25 years old, a citizen for 7 years, and live in the state they represent
2	U.S Constitution	Article I, SECTION 3. No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.
	Political Office	Member of the U.S. Senate
	Constitutional Requirements	At least 30 years old, a citizen for 9 years, and live in the state they represent.
3	U.S. Constitution	Article II, Section 1 No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.
	Political Office	The President
	Constitutional Requirements	A natural born citizen, at least 35 years old, and a resident of the United States for at least 14 years.
4	Florida Constitution	Section 15. Terms and qualifications of legislators – (a) SENATORS. (b) REPRESENTATIVES. (c) QUALIFICATIONS. Each legislator shall be at least twenty-one years of age, an elector and resident of the district from which elected and shall have resided in the state for a period of two years prior to election.
	Political Office	Florida legislators (Senators and Representatives)
	Constitutional Requirements	At least 21 years old, live in the district they are running to represent and live in the state for at least 2 years before the election

Requirements for Political Office - Page 2 - SAMPLE ANSWERS

5	Florida Constitution	Article IV, Section 5 ...the governor, lieutenant governor and each cabinet member must be an elector not less than thirty years of age who has resided in the state for the preceding seven years.
	Political Office	Governor, Lieutenant Governor, Cabinet Members
	Constitutional Requirements	The governor, lieutenant governor and cabinet members must be at least 30 years old and live in the state for at least seven years.
6	Florida Statute Title IX, Chapter 99: Candidates	99.021 Form of candidate oath.— (1)(a)1. Each candidate, whether a party candidate, a candidate with no party affiliation, or a write-in candidate, in order to qualify for nomination or election to any office other than a judicial office as defined in chapter 105 or a federal office, shall take and subscribe to an oath or affirmation in writing...
	Summary of Text	Candidates, except for judicial candidates, have to take an oath to qualify in order to run for office.
Candidate Oath		
<p>State of Florida County of _____</p> <p>Before me, an officer authorized to administer oaths, personally appeared <u>(please print name as you wish it to appear on the ballot)</u> , to me well known, who, being sworn, says that he or she is a candidate for the office of _____ ; that he or she is a qualified elector of _____ County, Florida; that he or she is qualified under the Constitution and the laws of Florida to hold the office to which he or she desires to be nominated or elected; that he or she has qualified for no other public office in the state, the term of which office or any part thereof runs concurrent with that of the office he or she seeks; that he or she has resigned from any office from which he or she is required to resign pursuant to s. <u>99.012</u>, Florida Statutes; and that he or she will support the Constitution of the United States and the Constitution of the State of Florida.</p> <p align="right">_____ (Signature of candidate) _____ (Address)</p>		
7	Summary of Text	A candidate must sign an oath stating that they are an elector for the county where they live, they are qualified to hold office, they are not running for another office and that they will support the U.S. and Florida Constitutions.
	Definition of Florida Elector	The definition of elector is one who elects. To be a registered voter in Florida you have to be a U.S. citizen, a Florida resident and at least 18 years old.

Sample Answers - Additional Qualifications for Public Office



Civics Content Vocabulary

Word/Term	Part of Speech	Definition
candidate	noun	a person running for political office
elector	noun	a person who has the right to vote in an election
evaluate	verb	to determine or to judge
issue based platform	noun	a document stating the goals and principles of a political party or political candidate, also known as a political platform
natural born citizen	noun	someone who was born in the U.S. or born to U.S. citizens
political office	noun	a position for which a candidate is elected to hold
political official	noun	a person holding an elected office
qualification	noun	the traits and accomplishments that fit a person for some function or office
requirement	noun	something necessary
vote	verb	to elect or decide

Essential Teacher Content Background Information

This section addresses the following issues:

1. The constitutional requirements to run for federal political office
2. The requirements to run for state and local political office
3. The ways that the public learns about the qualifications for public office through political campaign commercials
4. Elections in Florida

1. The constitutional requirements to run for federal political office

The U.S. Constitution outlines the qualifications to run for federal office including the president and Congress. These qualifications differ based on citizenship requirements, age and residency. Below is a table of constitutional requirements for running for federal office.

Name of Office	Citizenship Requirements	Age	Residency	Notes
President	Natural-born citizen	35	14 years in the U.S.	The Constitution does not outline the qualifications for vice-president although the vice-president must possess the same qualifications as the president since the vice-president takes office upon the president’s death, resignation or removal, or becomes acting president upon the president’s incapacitation.
U.S. Senate	Natural-born or naturalized citizen for at least 9 years	30	Must reside in the state that they represent	States may decide how to replace Senators who leave office due to death, resignation or removal. Options include appointment or special election. Senators may be appointed until such time that a special election may be held. If there is less than two years left until the next election, the appointment may last until the end of the term. If that doesn’t happen, then the appointment will take place until the next scheduled congressional election. For example, Tim Scott from South Carolina, who was appointed by Nikki Haley to replace Jim DeMint, will run in a special election in 2014 even though DeMint was last elected for a 6 year term in 2010.
U.S. House of Representatives	Natural-born or naturalized citizen for at least 7 years	25	Must reside in the state that they represent	Members of the U.S. House of Representatives may only be replaced with special elections because the U.S. Constitution requires that “the People of the several States (spelling in original)” choose members of the House of Representatives (Article I, Section 2).

Notes:

- a) These are the qualifications to hold office. Still, there may be unusual circumstances when a candidate is not qualified to take office due to age or residency at the time that he or she files their candidacy although the candidate will meet the qualifications by the time that he or she takes office.
- b) It is a common misconception that members of the U.S. House of Representatives must live in their districts in order to represent those districts; members of the U.S. House of Representatives must only live in the state in which their district is located.

2. The requirements to run for state and local political office

The Florida Constitution outlines the qualifications to run for state office including the governor and the state legislature. These qualifications differ based on age and residency. Below is a table of constitutional requirements for running for state office.

Name of Office	Citizenship Requirements	Age	Residency
Governor	Natural-born or naturalized citizen	30	7 years in Florida
State senator	Natural-born or naturalized citizen	21	2 years in Florida; resident of the district being represented
State legislator (House of Representatives)	Natural-born or naturalized citizen	21	2 years in Florida; resident of the district being represented

Notes:

- a) These are the qualifications to hold office. Still, there may be unusual circumstances when a candidate is not qualified to take office due to age or residency at the time that he or she files their candidacy although the candidate will meet the qualifications by the time that he or she takes office.
- b) County and city charters outline the elected offices in those political units including minimum qualifications and residency requirements to hold those offices.
- c) No person may hold elective office in Florida unless they are a Florida elector (eligible to vote in Florida including at least age 18 and registered to vote in Florida).

3. The ways that the public learns about the qualifications of candidates for public office through political campaign commercials

a) The strategic use of campaign commercials

The media serve as a vehicle for candidates, political parties, interest groups and ordinary citizens to convey their messages during election campaigns. Campaign advertising gives candidates, interest groups and political parties the opportunity to control their message about themselves and their opponents.

Scholars note that the news focuses far more attention on characteristics about the campaign itself, such as who is ahead or behind in public support, fundraising, or votes (the “horse race” aspects of the campaign) than it focuses on information about the candidates themselves or candidate issue positions.

One consequence of news organizations’ tendency to focus on horse race aspects of campaigns is that commercials and other campaign messages may end up doing a better job of informing voters about policy positions, helping voters distinguish between candidates, and educating the electorate about candidates compared with the news media. This means that campaign communication is a more essential voter information resource than is campaign-related news coverage.

The Normal Lear Center (www.learcenter.org) conducted a study based on seven weeks of half-hour evening news broadcasts on 122 stations in the top 50 U.S media markets. The study results, published in 2003, found that:

- a. Campaign stories averaged 86 seconds
- b. Campaign advertisements aired 3.6 times more often than did campaign stories
- c. 38% of campaign stories focused on campaign strategy
- d. 24% of campaign stories focused on issues
- e. 9% of campaign stories focused on “horse race”
- f. 6% of campaign stories focused on character
- g. 3% of campaign stories focused on campaign advertising
- h. 82% of news programs featured at least one campaign advertisement
- i. 49% included at least three campaign advertisements
- j. 33% of all broadcasts had issue, candidate or “ad watch” stories (stories about the advertisements themselves)
- k. These findings show that campaign advertisements vary as to their theme and focus, while campaign advertisements themselves often warrant news coverage.

b) The content of campaign commercials and campaign strategy

(Adapted from: “Functions of Political Campaign Discourse” by William Benoit. Available at <http://web.missouri.edu/~benoitw/discoursefunctions.html>).

Political campaign messages have three basic functions, each contributing to the overall function of accumulating sufficient votes to win the election. Elections (if contested) are inherently comparative: a voter chooses among two or more candidates, and the candidate who appears preferable (on whatever criteria are most important to each individual voter) will receive that person's vote. Accordingly, the situation facing candidates for political office encourages them (1) to enhance their own credentials as a desirable office-holder (acclaiming), (2) to downgrade their opponent's credentials as an undesirable office-holder (attacking), and, if their opponents attack them, (3) to respond to those attacks (defending). Each of these three functions may occur on policy (issue) or character (image) grounds, or both.

Acclaims

Acclaims on Policy. In 1988, a television spot for George Bush ("Bush Positive Economy") touted his past deeds: "Over the past six years, eighteen million jobs were created, interest rates were cut in half. Today, inflation is down, taxes are down, and the economy is strong." Clearly, these are desirable accomplishments, and to the extent George Bush is thought to deserve credit for them, this acclaim will help boost his apparent desirability. Bob Dole's 1996 Acceptance Address explained that if elected, he "will reduce taxes 15% across-the-board for every taxpayer in America." This is a specific future plan for tax relief, one that was attractive to many voters. These claims, based on policy grounds, attempt to enhance the candidate's apparent preferability.

Acclaims on Character. In the "Oath of Office" ad in 1988, George Bush's leadership ability is praised: "Perhaps no one in this century is better prepared to be President of the United States" than George Bush. Bush's preparation, his experience in government, speaks to his leadership ability more than his character. In support of Lyndon Johnson, the 1964 Democratic Keynote Speech by John Pastore proclaimed the personal qualities, courage and character, of the Democratic nominee. In 1980, Reagan declared in his Acceptance Address that his party is "ready to build a new consensus with all those across the land who share the community of values embodied in these words: family, work, neighborhood, peace, and freedom." These acclaims, based on character grounds, also attempt to increase the candidate's apparent preferability.

Attacks

In 1988, a Bush/Quayle spot ("The Dukakis Furlough Program") discussed Michael Dukakis's past deeds as Governor of Massachusetts that included Governor Dukakis' decision to veto mandatory sentences for drug dealers and the death penalty. These actions, attributed to Dukakis, were intended to reduce his preferability. In 1996, Bill Clinton's Acceptance Address attacked Bob Dole's future plans, his proposed tax cut: "our opponents have put forward a very different plan, a risky \$550 billion tax scheme that will force them to ask for even bigger cuts in Medicare, Medicaid, education, and the environment that they passed and I vetoed last year." Attacks on policy grounds are designed to reduce an opponent's preferability.

Defenses

One of the defensive methods for reducing offensiveness is attacking one's accuser. Defensive utterances that would have been treated as bolstering or corrective action in the past may be considered instances of acclaiming.

In 1960 Richard Nixon's Acceptance Address responded to the criticism that he was older than Kennedy and thus less well-suited to be president: "I think most people will agree with me tonight when I say that President de Gaulle, Prime Minister Macmillan, Chancellor Adenauer, are not young men. But we are indeed fortunate that we have their wisdom and their experience, and their courage on our side in the struggle for freedom today in the world." He uses simple denial to reject the claim that younger leadership is better leadership. In 1992, George Bush's Acceptance Address responded to accusations that he was focusing too much on foreign affairs, ignoring problems at home: "My opponents say I spend too much time on foreign policy, as if it didn't matter that schoolchildren once hid under their desks in drills to prepare for nuclear war. I saw the chance to rid our children's dreams of the nuclear nightmare, and I did." Here, Bush does not deny that he devoted more time to foreign than domestic affairs, but uses transcendence to justify his emphasis based on more important values (our children).

4. Elections in Florida

Teacher Note: The content related to elections in Florida is aligned to SS.7.C.2.7 – Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. This benchmark is included with SS.7.C.2.9 as an also assesses benchmark.

Elections in the United States and Florida are organized around several factors. These factors include whether the election is a primary, run-off or general election, and whether the office being contested is a partisan or non-partisan office. These factors impact the scheduling of elections and how elected offices are organized on election ballots.

Voter registration is required in Florida; voters must be registered at least 29 days in advance of a primary or election in which that voter participates. In Florida, voter registration is canceled when one registers in another state, dies, or participates in no election contests, including primaries and special elections, for at least ten years.

Elected Offices in Florida

Level of Government	Executive Office Name	Legislative Office Name	Role of Political Parties
Federal	President	U.S. Representative U.S. Senator	Candidate names are organized on the ballot according to the party in which the state's governor is registered. For example, in 2010, Rick Scott, a Republican was elected governor. In the 2012 election, Republicans were listed first on the ballot, followed by Democrats, and then by candidates of other parties and independents.
Method of Selection	Voters cast ballots for president that serve as recommendations to Electoral College members chosen by the state parties. Florida is a "winner-take-all" state. The candidate receiving the most votes (whether a 50%+1 majority or a plurality, more than any other candidate but does not meet 50%) earns all of the Electoral Votes in the state. State parties select members of the Electoral College—only the state party whose candidate earned the most votes may select Electors.	Direct election Note: U.S. Senators were selected by state legislatures until the 17 th Amendment was ratified in 1913.	
State	Governor	State representative State senator	Candidate names are organized on the ballot according to the party in which the state's governor is registered. For example, in 2010, Rick Scott, a Republican was elected governor. In the 2012 election, Republicans were listed first on the ballot, followed by Democrats, and then by candidates of other parties and independents.
Method of Selection	Direct election	Direct election	
Local	Mayor Note: Orange County has a county-wide "mayor"; the title of this position was "county chairman" until 2004.	County commissioner City councilman/woman	Counties may choose as to whether their local government offices will be partisan or non-partisan. If the offices are non-partisan, candidate names are listed in alphabetical order.
Method of Selection	Direct election	Direct election	

Primaries

Definition	Nomination contests where one candidate is selected to run for office from among several potential nominees from the same party.
Scheduling	May be scheduled at any time although Florida’s supervisors of elections prefer that election contests, including primaries, be consolidated so that multiple contests take place on the same day. In 2012, Florida primaries took place on August 14, 2012.
Ballot Design	Candidates from the same party are listed in alphabetical order; Florida is a closed primary system. Only registered members of a party may vote in that party’s primary.
Role of Political Parties	Candidates register to run for office from one party only.

Run-offs

Definition	Runoff primaries take place when none of the candidates earns at least 50% of the vote. Runoff primaries were held in Florida until 2001. Beginning in 2002, there have been no runoff primaries. Runoff elections take place when no candidate earns at least 50% in a nonpartisan race.
Scheduling	Elections for nonpartisan offices normally take place on the same day as the primary; if a runoff is required, it takes place on the day of the general election.
Ballot Design	Candidate names are listed alphabetically
Role of Political Parties	None;

General Elections

Definition	Election contests that decide who will hold public office
Scheduling	Congress sets the date for national elections that include president and Congress. These elections are held the first Tuesday after the first Monday in November in even numbered years (i.e. 2012 president/Congress; 2014 Congress, governor). State legislatures schedule all other elections although state level elections usually take place on the same day as the national election.
Ballot Design	Federal offices listed before state offices; executive offices listed before legislative offices within federal or state categories.
Role of Political Parties	Candidate names are organized on the ballot according to the party in which the state’s governor is registered. For example, in 2010, Rick Scott, a Republican was elected governor. In the 2012 election, Republicans were listed first on the ballot, followed by Democrats, and then by candidates of other parties and independents.