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| Course/Subject/Grade(s): Social Studies 11 | | | | Planning Team: Madsen/Wyllie | |
| Unit Big Idea: Political institutions are influenced by economic, social, ideological and geographic features. | | | | Unit Guiding Question(s): Who cares and why bother? (Why should young people vote?) | |
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| Goals | | All – This is what I MUST know and do | Most – This is what I CAN know and do | | Few – This is what I COULD know and do |
| Content Goal:  Canadian government  Canadian political parties  Local political issues | | I know how Canadians elect their governments. I know what the Prime Minister and Members of Parliament do.  I know the four major parties and their place on the political spectrum.  I know at least three issues important to people my age. | I know how a government maintains Confidence of the House and passes bills.  I know the basic platform of the four major political parties.  I know the economic, geographic and social issues that local young people care about. | | I know the function of the opposition and lobbyists.  I know the issues and values that would influence voters to support each party.  I know the implications of local political concerns and the voting choices of young people. |
| **Curricular Competencies** | Evidence | I can give reasons why young people should vote. | I can use my understanding of the importance of young people voting to convince them to do so. | | I can use a broad understanding of young people, their motivation, and their issues to drive them to want to vote. |
| Perspective | I can explain the common issues and beliefs of young people in my community. | I can use my understanding of local values, beliefs and issues to explain why people should vote. | | I can use my understanding of local values, beliefs and issues to effectively convince local young people to vote. |
| Inquiry: gather, analyze and interpret information. | I can fill out all sections of the planning chart. | My chart shows a strong understanding of all parts of the issue. | | My chart shows broad, insightful understanding: there are details, different perspectives, and broad evidence. |
| Inquiry: communication | My video communicates some understanding of the issue of youth voting: the facts are correct and it is targeted at young people. | My video is logically structured and clearly communicates and understanding of the issue of youth voting in a way that young people will appreciate. | | My video is easy to follow, engaging, and speaks persuasively to youth. |