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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 governmentCanadian political partiesLocal 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. |