**Digital Unit Plan – Goals, Objectives and Assessments**

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| **Unit Title: Participating in Democracy** | **Name: Joshua Johnson** |
| **Content Area: Civics** | **Grade Level: Twelve** |
| **CA Content Standards** |
| 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices. 1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.
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| **Common Core Literacy Standards** |
| **Writing Standards****4)** Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.**8)** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation**Reading Standards****2)**  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.**3)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.**6)** Evaluate authors’ differing pints of view on the same historical event or issue by assessing the authors claims, reasoning, and evidence.  |
| **Big Ideas/Essential Historical Questions** |
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| **Big Ideas:** Political Parties Voting Representation Party Ideological Shifts Gerrymandering Third Party Redistricting | **Essential Historical Questions:** How does a Representational Democracy function differently than a Direct Democracy? Why do Americans feel like their vote does not matter? What are the benefits and drawback of a Two Party System? What has redistricting been used for in American Politics? What is wrong with Gerrymandering? |

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| **Unit Goals** |
| **1)** Students will learn how Representational Democracy operates in America.**2)** Students will understand how a Two Party System developed in America.**3)** Students will know the differences between redistricting and gerrymandering.**4)** Students will understand how political strength is dependent on a voter’s political landscape. |
| **Unit Summative Assessments** |
| **1)** Create a political party and participate in a mock election.**2)** Analyze one method a voter can increase, and decrease, their voting strength in America’s Representational Democracy.**3)** Generate a means to amend or replace the current voting system, while being critical of this change’s flaws. |
| **Lesson 1 – [Insert Topic/Title Here]** |
| **Student Learning Objective:** Representative WebQuest | **Acceptable Evidence – Formative and/or Summative Assessment:** Students will find what Congressional District they live in and who is their Representative. They will then find a press release from that Representative and summarize it.  |
| **Lesson 2 – [Insert Topic/Title Here]** |
| **Student Learning Objective:**The Redistricting Game | **Acceptable Evidence – Formative and/or Summative Assessment:**Students will write the Headline of each mission they complete |
| **Lesson 3 – [Insert Topic/Title Here]** |
| **Student Learning Objective:**Gerrymandering Think-Pair-Share | **Acceptable Evidence – Formative and/or Summative Assessment:** Reflect and summarize their experience paying the Redistricting Game. Discuss in groups its flaws and ways to overt them. |
| **Lesson 4 - [Insert Topic/Title Here]** |
| **Student Learning Objective:**Election of 1860 Graphic Organizer | **Acceptable Evidence – Formative and/or Summative Assessment:**Designate each state’s choice for President on a color map. List each state’s popular votes and Electoral votes and summarize the results. |
| **Lesson 5 - [Insert Topic/Title Here]** |
| **Student Learning Objective:**Mock Election and Party Generator | **Acceptable Evidence – Formative and/or Summative Assessment:**Form a political party platform and collaborate a merger. Remaining parties create a mock campaign and the classes vote. |
| **Unit Resources:** |
| [**ReDistrictingGame**](file:///C%3A%5CUsers%5CMattWizard%5CDownloads%5CReDistrictingGame.org)**.org** |
| **Useful Websites:** |
| **CGP Grey Videos,** [**http://www.youtube.com/user/CGPGrey**](http://www.youtube.com/user/CGPGrey)**Republican Party,** [**http://gop.com/**](http://gop.com/)**Democratic Party,** [**http://democrats.org/**](http://democrats.org/)**US Constitution,** [**http://www.archives.gov/exhibits/charters/constitution.html**](http://www.archives.gov/exhibits/charters/constitution.html) |