Unit 5: Civic Participation

Content Area: **Social Studies**
Course(s): **Civics**
Time Period: **Semester 1 & 2**
Length: **4 Weeks**
Status: **Published**

Standards

	Historical sources and evidence provide an understanding of different points of view about historical events.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
	History, Culture, and Perspective: Claims and Argumentation
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

- Civic participation is essential to the health and sustainability of a democratic society.
- Individuals can influence their communities and government through a variety of civic actions, including voting, advocacy, volunteering, and organizing.
- Barriers such as socioeconomic status, education, access to information, and systemic inequality can limit participation and representation.
- Media platforms play a critical role in informing or misinforming the public and shaping civic discourse.
- Laws and public policies can either expand or restrict opportunities for civic engagement.
- Young people have unique perspectives and roles in civic life and are capable of driving social and political change.
- Civic engagement can be a powerful tool for addressing social injustices and creating more equitable communities.

Essential Questions

1. How do individuals contribute to their communities and the larger society?
2. Why is civic participation important in a democratic society?

3. How does civic engagement impact local and national communities?
4. In what ways can citizens participate in their government (e.g., voting, advocacy, volunteering)?
5. What barriers exist to civic participation?
6. In what ways do various media platforms (social media, news, etc.) inform or misinform citizens?
7. How do laws and policies affect citizens' ability to engage in civic activities?
8. What unique challenges and opportunities do young citizens face in their engagement?
9. How can civic participation address social injustices and inequalities?

Knowledge and Skills

Students will know:

- The various forms of civic engagement, from voting and petitioning to protesting and public service.
- The historical and contemporary significance of civic participation in expanding rights and influencing policy.
- How voting laws, registration requirements, and redistricting affect voter access and turnout.
- The role of civic organizations, nonprofits, and advocacy groups in promoting change.
- How different media platforms influence public awareness and action.
- The impact of civic education and youth involvement in shaping future democratic participation.

Students will be able to:

- Identify and evaluate opportunities for civic action at the local, state, and national levels.
- Analyze how laws, policies, and media environments affect civic engagement.
- Use evidence to identify and critique barriers to participation in a democratic society.
- Develop and communicate informed opinions on civic issues using multiple sources.
- Create or participate in a civic action plan that addresses a local or national issue.
- Reflect on their personal role in a democratic society and their capacity to contribute to positive change.

□□ Final Project: Civic Action in the Real World

Project Title: Make Your Voice Heard – Civic Engagement Project

Overview:

For your final project, you will choose a civic issue that matters to you or your community and take informed action. You will research the issue, investigate how it connects to public policy and civic participation, and design and implement (or simulate) a civic engagement effort. This is your opportunity to use what you've learned throughout the course to become an informed, empowered, and active citizen.

Project Components:

1. □ Issue Research & Analysis

- Identify a civic issue affecting your school, community, state, or nation.
- Explain the background, scope, and impact of the issue.
- Investigate which level(s) of government are involved and what policies or decisions are relevant.
- Analyze how different groups (e.g., interest groups, elected officials, media) have addressed this issue.

2. □ Civic Engagement Plan

- Choose an appropriate method of civic engagement:
    - Write a letter to a representative
    - Create an educational campaign (digital or print)
    - Start a petition
    - Organize (or simulate) a public awareness event
    - Volunteer or support a local civic group
    - Propose a school/community improvement project
    - Record a PSA or advocacy video
- Justify why your approach is appropriate for your chosen issue.

3. □□ Take Action (or Simulate It)

- If feasible, carry out your plan (e.g., send the letter, launch the campaign, volunteer).
- If not feasible, simulate the action with clear evidence of preparation (mock event, draft materials,

video PSA, etc.).

4. □□ Reflection and Impact

- Reflect on the process and what you learned about civic engagement.
- Describe any responses or outcomes (if applicable).
- Discuss how this experience has shaped your understanding of your role in a democracy.
- Answer: *What will civic engagement look like for you beyond high school?*

5. □ Presentation

- Share your project in a short 3–5 minute presentation or visual showcase.
- Highlight your issue, action, and reflection.
- Use visuals, video, or artifacts from your project.

Resources

Students will be researching using valid websites, digital resources, and community resources. This unit is a project that allows students to apply their knowledge. They will engage with the local community and local government. Students will have a choice of resources to include within parameters and will be citing their work.

Students will use technology to record videos.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Transfer Goals

Students will be able to independently discover how to be active citizens in their own world by creating action plans and engaging with various topics in their community.

Students will be able to independently carry out their action plan and share with others to encourage active involvement in society.

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit