

PARSIPPANY-TROY HILLS BOARD OF EDUCATION

A

**COURSE OUTLINE FOR
CIVICS AND GOVERNMENT SST 540**

APPROVED BY THE BOARD
OF EDUCATION

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THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts, and the instruction inherent in this course.

RATIONALE

Civics and Government is a full-year course of study designed to give students an authentic look at politics and government in the United States. This requires both the study of general concepts and the analysis of specific examples. It also requires students to be aware of various international, national, state, and local institutions, groups, beliefs and ideas that constitute politics and the formulation of public policy in the United States.

This course is designed to challenge students through a continual and constant exploration of current issues and problems facing our democratic republic, and as such, will not be designed to move chronologically from unit to unit. The proficiencies of the course are met through a changing variety of news topics and stories as they relate to the curriculum units. Current and authentic issues that face citizens today will provide an umbrella for the exploration and investigation of the structural aspects of government.

A variety of strategies for student learning will be employed as well as multiple and varied assessments. For example, students may identify, research, and report on the use and usefulness of a variety of political journals, identifying political bias(es) and positions as well as authors and source. Students may also facilitate class discussions of a topic identified by the teacher or students, involving larger themes, concepts, and historical/governmental perspectives. All students must complete an identified number of position papers (per marking period) based on stories and topics that have been discussed. Honors students will be required to complete additional position papers or essays.

Overall, this course is intended to engage and foster students' ability to behave as responsible and active citizens with the understanding that "eternal vigilance is the price of liberty." As such, the goal of all secondary schools is to graduate an aware and active citizenry.

HONORS PROVISION

Students may elect to take this course for HONORS credit with teacher approval. Additional requirements for this honors provision include completion of additional papers, performance assessments, and/or rigorous examinations and tests each marking period. Those assessments will be evaluated using specified criteria. Additional readings may also be required. All course proficiencies will be expected of both honors and non-honors students. All activities and assessments designed for HONORS are identified in the course of study with an asterisk (*).

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, Technology, and 21st Century Life and Careers.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

COURSE GOALS AND TOPICS

UNITS OF STUDY	NEW JERSEY STUDENT LEARNING STANDARDS
The Constitution of the U.S.	6.1, 6.3, 8.1, RH.11-12, WHST.11-12
Elections, Political Parties, Interest Groups, and Mass Media	6.1, 8.1, RH.11-12, WHST.11-12
Institutions of Government	6.1, 8.1, RH.11-12, WHST.11-12
Public Policy	6.1, 6.2, 6.3, 8.1, RH.11-12, WHST.11-12
Civil Rights and Civil Liberties	6.1, 6.3, 8.1, RH.11-12, WHST.11-12
Local Politics	6.1, 6.3, 8.1, RH.11-12, WHST.11-12

PARSIPPANY- TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES AND GRADING PROCEDURES COURSE NUMBER: SST 540 TITLE: CIVICS AND GOVERNMENT

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

At the conclusion of this course in Civics and Government, students will be able to:

1. explain the origins and interpret the continuing influence of key principles embodied in the United States Constitution.
2. explain the various definitions of “democracy.”
3. distinguish between “process democracy” and “practice democracy.”
4. analyze how democracy is manifested in the American political system.
5. identify and explain the characteristics of federalism.
6. assess the American federal system for its efficiency and capacity to ensure democratic government.
7. define “political culture” and discuss its elements and origins.
8. describe and demonstrate how public opinion is shaped and measured.
9. evaluate the forces that influence the political socialization process.
10. explain the origins of both major and minor American political parties.
11. describe the steps in the electoral process for the Executive and Legislative branches.
12. assess the function and importance of the party system in the American electoral process.
13. distinguish the features, functions, and positions among the major parties.
14. analyze the factors that influence the outcomes of elections.
15. assess the role of media, interest groups, and political-action committees in politics and, specifically, the electoral process.
16. identify and outline the factors which influence legislative decision making.
17. explain the relationship between the executive and legislative branches, focusing on key areas, such as budget-making and war-making.
18. outline and describe the organizational elements of the executive branch.
19. describe the functions and responsibilities of executive agencies.
20. identify and assess both formal and informal executive powers.

PROFICIENCIES (continued)

21. assess the function, structure, and importance of the federal bureaucracy.
22. identify and explain the tensions that exist between bureaucrats and political figures.
23. describe the basic structure of both national and state courts.
24. assess the role of the courts in policymaking.
25. discuss and evaluate the sources of judicial power and the limits to the exercise of that power.
26. explain the concepts of judicial activism and judicial restraint.
27. explain the influence of diversity of interests on the policymaking process.
28. define and differentiate between “equity” and “equality” as these pertain to policy considerations.
29. assess the basic missions of the welfare state.
30. locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view.
31. recognize the various makers of foreign policy and assess their relative strength in the making of policy.
32. evaluate the costs and conflicting political and economic interests that constrain and influence public policy.
33. identify how the national Bill of Rights protects and ensures the exercise of civil and political rights.
34. analyze the balance between the rights and responsibilities of citizens and apply the analysis to understanding issues facing society in New Jersey and the United States.
35. recognize the extent of the exercise of basic rights and the forces of the state that can restrain such rights.
36. examine and discuss judicial interpretations of various civil rights and liberties.

Social Studies Grading Procedures Grades 9-12

Substantial assessments	Daily (short-term) assessments
70%	30%
<p style="text-align: center;">May include, but not limited to, the following:</p> <p style="text-align: center;">Tests, Exams Long-term projects Extended written assessments</p>	<p style="text-align: center;">May include, but not limited to, the following:</p> <p style="text-align: center;">Quizzes Homework Classwork</p>

These categories may include a variety of assessments suitable for all learners.

Final Grade – Full Year Course	
<p>Full Year Course</p> <ul style="list-style-type: none"> • Each marking period shall count as 20% of the final grade 	<p>Quarterly Exams</p> <ul style="list-style-type: none"> • Quarterly exams shall count as 4% in marking periods 1 and 3 • Quarterly exams shall count as 6% in marking periods 2 and 4

BENCHMARK ASSESSMENTS

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

THE CONSTITUTION OF THE UNITED STATES

ESSENTIAL QUESTION: How does the structure of the United States government affect the rights and responsibilities of its citizens?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		Students will:		
1. a. recognize and assess the philosophies, backgrounds, and experiences of the delegates to the Constitutional Convention. (1, 4, 5, 6, 8) b. identify and explain the political and ideological sources that went into the creation of the Constitution. (1, 4, 6, 8)	6.1.12.A.1. b 6.1.12.A.2. d 6.3.12.A.1 8.1.12.E.1 RL.11.12.1.2.7 W.11-12.1-10 RI.11-12.8.9 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> participate in a “mock” Constitutional Convention or “ratifying” convention. Students may be assigned the role of a founder. This will involve on-line research and analysis of sources. participate in a re-evaluation exercise – reform of the existing Constitution. Hold at 21st century convention to rewrite the Constitution to address problems that the United States currently faces. This will involve on-line research and analysis of sources. 	Analysis questions focusing on the reading and evaluation of <i>The Federalist</i> #10 and #51. Teacher-created rubric	

<p>2. recognize and explain the basic structure of the United States government as created by the Constitution. (1)</p> <p>a. identify and describe the concept of federalism, fully explain how it works and how it has evolved from the 18th century. (6, 7, 12, 18, 20, 21)</p>	<p>6.1.12.A.2.b 6.1.12.D.2.b 6.3.12.D.1 8.1.12.E.1 RL.11-12.1.2.7.9 W.11-12.1-5 RI.11-12.8.9 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • conduct a classroom debate addressing this question: Does the Constitution create a “real” democracy? This will involve on- line research and analysis of sources. 	<p>Respond to the following prompt: “The Bill of Rights was created less out of a desire to protect liberties and more out of a fear of strong government.” This will be scored using specified criteria and rubrics.</p>	
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ELECTIONS, POLITICAL PARTIES, INTEREST GROUPS, and MASS MEDIA**Essential Question: How does the political process in the United States work?**

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
2. (continued) b. identify and explain the relationship of the branches of national government, including the checks placed on powers within the Constitution. (1, 5, 6, 7, 19, 20, 21, 22, 24, 26, 28)	6.1.12.A.14.a, d 6.1.12.A.2.f 8.1.12.E.1 8.1.12.A.1 RL.11-12.1.2.7.9 RI.11-12.8.9 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> in groups, each representing a branch of the United States government, read through a list of scenarios. Groups should identify the check that their branch could use to protect their powers and prevent the abuse from other branches. For example: Congress passes a law that the President promised to fight against in his campaign for office. This will involve on-line research and analysis of sources. 	Teacher observation	

ELECTIONS, POLITICAL PARTIES, INTEREST GROUPS, and MASS MEDIA

Essential Question: How does the political process in the United States work?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
3. Identify interest groups and explain their function in the American political system. (8, 9, 10,15, 16) a. recognize and assess the tactics used by lobbying and interest groups to influence policy-making and elections. (15, 16, 17) b. show how PACs challenge traditional party politics and how the role of money in politics has evolved. (8., 10, 11, 14, 15, 16)	6.1.12.A.14.f 6.1.12.B.14.c 6.1.12.D.14.e 8.1.12.A.2 RL.11-12.1-10 W.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • participate in an Election Year Project. At beginning of year, students in groups of 4 will be assigned a political party running in the presidential election – The groups’ task is to promote their candidate and platform through the course of the election season. (See Appendix.) Included will be the following activities: -Periodic Q and A sessions -Library/on-line research - Candidate debate – each group selecting one of its own to “be” that candidate in a debate – the others preparing questions and materials. 	Teacher will assess student performance on activities using established criteria and specifically designed rubrics. (See Appendix.) Possible honors essay: Identify and assess the primary technique used by a variety of interest groups to attain their policy objectives?	Student collaboration via Google Docs

ELECTIONS, POLITICAL PARTIES, INTEREST GROUPS, and MASS MEDIA

Essential Question: How does the political process in the United States work?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
3. b. (continued)		<ul style="list-style-type: none"> • participate in campaign efforts in support of the candidates in the school (within established guidelines.) • conduct the student vote – right before the actual national election vote. 	Data analysis of results and use of campaign strategies and efforts will be scored using specified criteria and rubrics.	

ELECTIONS, POLITICAL PARTIES, INTEREST GROUPS, and MASS MEDIA

<p>4. define political parties, their functions and characteristics</p> <p>a. identify key party differences. (8, 11, 13, 14, 15)</p> <p>b. recognize the formation, function and ideology of third (minor) parties and their history in the U.S. (14, 15, 16, 17)</p> <p>c. identify and assess how party alignment occurs and the factors that influence its change. (3, 4, 8, 10, 11, 13, 15)</p>	<p>6.1.12.A.14.d, e 6.1.12.A.2.d, f 6.1.12.A.14.f 8.1.12.A.1 8.1.12.F.1 RL.11-12.1-10 W.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • create a large (and living/growing) chart to illustrate the differences between the two major parties (with room to add minor parties). On-line research will be conducted to do so. • become involved (serve as a volunteer) in the campaign for political office for any candidate (national, state or local.) Write an analysis of the political process based on your experience.* • using historical sources and Internet websites, analyze in a class discussion how different political parties have evolved over the course of US history, and the factors that have influenced these changes. 	<p>Identify and explain two ways in which presidential candidates' use of the media has contributed to candidate-centered programs.*</p> <p>Will be scored using specified criteria and rubrics.*</p> <p>Teacher observation</p>	
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ELECTIONS, POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA (continued)

Essential Question: How does the political process in the United States work?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
5. follow and recognize the elements of a modern election campaign on the local, state and national levels and identify the differences. (3, 12, 13, 15, 16, 17) a. explain the electoral college and debate its operation. (12) b. explain how voters have decided elections in the past and continue to decide. (13, 15, 16) c. identify election laws and statutes, as well as past policy. (3, 8, 10, 12, 15) d. identify the role of money in elections and assess the impact of campaign finance regulatory laws. (3, 13, 14, 15)	6.1.12.A.2.b 6.1.12.A.14.e,f 8.1.12.A.1 8.1.12.F.1 RL.11-12.1.2.7.9 RI.11-12.6 W.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> analyze the 2000 presidential election focusing on the electoral problems in Florida. Students should fully review and evaluate the problem, paying particular attention to the wide variety of methods that local governments use to determine results. Write a paper identifying the problems (both theoretical and real) with the current situation and determine an authentic reform, then present that reform to the class, identifying how it will prevent problems. This will involve on-line research. select (or be assigned) a political journal/paper website. They will analyze and finally present on the site as far as use and usefulness, quality, and political bias(es). Results will be put on a two axis scale (one for accuracy and the other for bias). This will involve on-line research. 	Teacher will assess paper using established criteria and rubrics. Examine a list of popular and electoral votes for President from 1968 to 1992. Identify successful third-party candidates and assess their reasons for success/failure. Teacher observation and use of specified criteria and rubrics.	Student collaboration via Google Docs

ELECTIONS, POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA (continued)**Essential Question: How does the political process in the United States work?**

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
<p>6. explain and evaluate the new media politics. (10, 15, 16)</p> <p>a. identify the role of the media in influencing public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates. (10, 15, 16)</p> <p>b. recognize and analyze the relationship between candidates, elected officials and the media. (3, 4, 8, 16)</p>	<p>6.1.12.A.14.d – f WHST.11-12.1-5 8.1.12.A.2 8.1.12.E.1 RL.11-12.1 W.11-12.1-5. CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • select any national (or international) news topic they wish and compare how it is covered in two different newspapers (or television stations or magazines) over a five-week period. Students will look at each source at least twice per week and compare same-day issues of the two sources selected. Students are to take notes as they follow this story over the period and answer the following questions: <ul style="list-style-type: none"> -How do the two sources differ in the way they cover the same story? Do they report the same facts, or do they emphasize different issues? -Is there any particular or consistent political orientation in the way the item is covered? How do editorials differ? 	<p>Essay: In the 1990's presidential elections campaigns have become more candidate centered and less focused on issues and party labels. This change has been attributed both to how the media cover presidential campaigns and to how candidates use the media. Identify and explain ways in which the media have contributed to candidate-centered presidential campaigns.*</p> <p>Teacher will assess this analysis using established criteria and rubrics.</p>	

INSTITUTIONS OF NATIONAL GOVERNMENT

Essential Question: How do the institutions of the national government operate?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
<p>7. recognize and evaluate the powers, both informal and formal, of the Congress, the presidency, the federal bureaucracy and the federal courts. (1, 19, 20, 21, 22, 24, 25, 26, 27, 28)</p> <p>a. explain the basic constitutional powers of the Presidency and analyze the qualifications needed to become President. (20, 22, 23)</p> <p>b. identify the President's role with his party apparatus and his position as commander-in-chief. (13, 20, 22)</p> <p>c. assess and explain the role of the cabinet. (20, 21, 22, 24, 25)</p> <p>d. identify the structure, powers, and various functions of the legislature. (18, 19)</p> <p>e. describe the legislative process and the importance of committees in that process. (18, 19)</p>	<p>6.1.12.A.2.e 6.1.12.A.14.a, b, d 8.1.12.A.1 8.1.12.F.1 RL.11-12.1-10 W.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> in small groups, examine biographies of individuals (or corresponding library assignment), listing such information as college attended, religion, career or major occupations, marital status, number of children, etc. They are then to rank these individual's qualifications (formal and informal) to become President. Compare group responses. This will include on-line research. follow-up activity: Students will rank a select number of given Presidents and then analyze the factors that contributed to their successes and failures. Students will compare lists. write a political profile of an incumbent member of Congress. They will determine and analyze the characteristics that make this member successful or unsuccessful. 	<p>Essay: Both party leadership and committees in Congress play key roles in the legislative process. Define elements of the congressional committee system and explain how each influences the legislative process.*</p> <p>In <i>The Federalist</i> #51, James Madison wrote "In republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is to divide the legislature...[And] the executive...should be fortified." Assess the validity of this statement.*</p>	<p>Create Excel spreadsheet</p> <p>Student collaboration via Google Docs</p>

INSTITUTIONS OF NATIONAL GOVERNMENT (continued)

Essential Question: How do the institutions of the national government operate?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
7. (continued) f. show and evaluate the influence of lobbies and special interest groups in influencing legislation. (3, 10, 15, 16) g. explain what the federal bureaucracy is, what it does, and its importance to the working of the federal system. (21, 22, 24, 25) h. identify the control of the bureaucracy and how bureaucrats attempt to achieve their goals. (21, 22, 24, 25) i. identify and assess the powers and the remedies that exist through the judicial process. (26, 27, 28, 29) j. understand the differences between activist judges and those who employ judicial restraint. (26, 27, 28, 29) k. identify the scope and process of the federal judicial system. (26, 27, 28, 29)		<ul style="list-style-type: none"> • follow a piece of legislation (current or past) through the Congressional process. They will draw a schematic of the steps involved in the journey of the particular bill and analyze the factors that led to the defeat or passage of the bill. • participate in a classroom debate: Do Judges Make Law? This debate would involve reading various points of view on the relationship between the legislative and judicial branches. What judicial decisions have the force of law, and is that what the founders intended? Are there any options under our present system? • construct a chart identifying the various attempts by Congress to limit the power of the President and to reassert congressional authority since 1970. They will evaluate the extent to which Congress was successful. 	Using specific examples, discuss how Madison's observations apply to the relationship between the legislative branch and the modern presidency. Essay: Identify and evaluate Congress' oversight of the federal bureaucracy.* Discuss the changes in the participation of women in United States politics since 1970. Using specific examples, analyze the impact of women's participation on <u>both</u> of the following: a. electoral politics b. economic and social policy	

PUBLIC POLICY

Essential Question: How does public policy influence domestic and global affairs?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
8. define public policy and explain the formation and implementation of policy agendas. (9, 27, 30, 31, 33, 34, 35)	6.1.12.A.14.f 6.3.12.A.1 6.3.12.C.1 6.3.12.D.1 8.1.12.A.1 8.1.12.F.1 RL.11-12.1-10 W.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> prepare a research paper on one of the topics of public policy: education, health care, the environment, energy policy, the U.S. role in international peacekeeping, etc. Students should assess past policy, current policy, and make suggestions for the reform or implementation of new policy (see larger assignment and rubric in Appendix). Internet research will be included. 	Research paper will be assessed using established criteria and rubrics. Explain how each of the political factors listed below makes it difficult for the federal government to enact public policy: divided government, weak party discipline, growth in the number of interest groups and political action committees (PAC's).*	

PUBLIC POLICY**Essential Question: How does public policy influence domestic and global affairs?**

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
9. study and assess the policy networks, iron triangles and other forms of policy sub-governments. (9, 27, 30, 31, 33, 34, 35)	6.1.12.A.14.f 8.1.12.F.1 RH.11-12.1, 2, 7, 9 RL.11-12.1,2,7,9 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> participate in a class discussion evaluating the impact of policy networks, iron triangles, and other forms of policy sub-governments. Internet research for background information will be used. 	Teacher observation	

PUBLIC POLICY (continued)**Essential Question: How does public policy influence domestic and global affairs?**

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The students will be able to:		The students will:		
10. recognize how the federal budget is formed as well as the varying philosophies of fiscal policy. (18, 19, 30, 31, 32, 33)	6.1.12.C.15.b 8.1.12.F.1 RL.11-12.1,2,7,9 W.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> in January of each calendar year, follow the creation of the federal budget through its processes, noting each stage. At its completion, students should create a schematic of the process and evaluate that process suggesting means of reforming the system. Internet research will be used. work in groups to develop their own budget. This can be a personal budget (family) or state or national. Decisions as to how to allocate funds will provide the substance for class discussion when shown evidence for how expenditures are distributed. 	<p>Essay Question: The United States continually faces political crises over the federal budget. Write an essay explaining why the budgetary process is so problematic with respect to each of the following:</p> <ol style="list-style-type: none"> The governmental structures involved in the budgetary process. The role of politics in the budgetary process <p>Based on your discussion in (a) and (b), evaluate whether the current budgetary process is likely to lead to continued political crises.</p> <p>Essay will be assessed using established criteria and rubrics.</p>	

PUBLIC POLICY (continued)**Essential Question: How does public policy influence domestic and global affairs?**

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
11. identify the government's management of the economy in order to recognize and assess tax policies, labor practices, and economic regulatory laws and policies. (18, 19, 27, 30, 31, 32, 33)	6.1.12.C.15.b 6.1.12.C.2.b 8.1.12.F.1 RL.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> trace the development of current federal tax policies, labor practices and policies by examining legislation, court decisions and implementation of federal policies. Internet research will be required. 	Teacher observation and monitoring	
<p>12. identify and explain the role of government in the making and implementing of social policy throughout the 20th century. (7, 8, 27, 30, 31, 32, 33, 35)</p> <p>a. recognize the arguments concerning federal, state, or local social policy. (7, 8, 27, 30, 31, 32, 33, 35)</p> <p>b. assess and debate the role of the welfare state and national health care. (30, 32, 33, 35)</p>	6.1.12.A.14.g 6.3.12.C.1 8.1.12.F.1 RL.11-12.1-10 W.11-12.1-5 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> follow the summer reading in September (<i>Nickel and Dimed</i>) with completing the assignments of a working-class “role” – researching available jobs (at certain skill/education levels), costs of homes and apartments, health care, food, gas, etc – and the available state and federal services for such a person. Internet research will be required. 	Appropriate assignment rubrics discussion and debate of findings.	

PUBLIC POLICY (continued)

Essential Question: How does public policy influence domestic and global affairs?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
13. a. describe the various policy-makers of American foreign policy and identify those responsible for its implementation. b. identify the current role of the U.S. in the international arena and the new challenges that face the U.S. (20, 30, 33, 34, 35)	6.1.12.A.15.d, e 6.1.12.D.15.b 6.2.12.A.5.b 8.1.12.A.1 8.1.12.F.1 RL.11-12.1-10 W.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> construct a chart listing the major players in American foreign policy, including the President, NSC, CIA, State Department. Students will conduct Internet research and collect information on their respective roles and their relative power in policymaking and the implementation of policy. This can be done for several administrations in order to draw comparisons. 	Evaluate the reasons why American Presidents are generally thought to have advantages over Congress in conducting foreign policy because of the formal and informal powers of the presidency.*	

CIVIL RIGHTS AND CIVIL LIBERTIES

Essential Question: How are our Civil Rights and Civil Liberties shaped?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
14. a. use the First Amendment freedoms as well as the Fifth and Fourteenth to identify and explain how the decisions of the Supreme Court have shaped the extent of American liberties. (1, 2, 28, 30, 33, 35, 36) b. examine and discuss judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression, the rights of the accused, and the rights of minority groups and women. (27, 30, 31, 33, 36)	6.1.12.A.2.b, e 6.1.12.A.6.c 6.3.12.C.1 6.3.12.D.1 8.1.12.E.1 8.1.12.A.3 RL.11-12.1,2,7,9 W.11-12.1-10 RI.11-12.8.9 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • use scenarios of real cases argued before the Court dealing with Bill or Rights freedoms to have the class act as a jury to debate the decision. • observe the proceedings of a court case in local or municipal court on a class trip (or individual assignment). They will note how the freedoms protected in the First, Fifth and Fourteenth Amendments are applied in authentic courtroom practice. 	Identify and evaluate the process of incorporation as it began in <i>Gitlow v. New York</i> (1925) and has ex-tended until the present. How was the Fourteenth Amendment interpreted to provide for incorporation? -Why was this different from its interpretation in the late 19 th century? -How can one reasonably assess the radical change in interpretation of the Fourteenth Amendment in the space of less than 50 years?	

CIVIL RIGHTS AND CIVIL LIBERTIES (continued)

Essential Question: How are our Civil Rights and Civil Liberties shaped?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
15. a. identify and assess the political and social implications related to the evolution of civil liberties. (1, 2, 28, 30, 33, 35, 36) b. understand the legal, social, and political evolution of civil rights concerns following the Supreme Court's decisions regarding racial segregation and discrimination. (1, 2, 27, 28, 30, 31, 32, 33, 35, 36)	6.1.12.A.13.b 6.3.12.D.1 8.1.12.A.2 RL.11-12.1-10 W.11-12.1-10 6.1.12.A.2.9 6.1.121.A.2.b CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • debate proposed Constitutional amendments (e.g., to ban the burning of the American flag as a means of political speech and the proposed amendment to ban same-sex marriage). Internet research will be required. • (individually or in groups) write <i>amicus</i> briefs for major cases that deal with basic civil rights. They can be assigned a particular case (or cases) or they can be assigned an issue and determine the case. They can use the existing decision, but should write the brief "as if" the appeal has yet to be determined. 	Many scholars and observers have argued that the ratification of the Fourteenth Amendment to the Constitution has become the single most important act in all of United States politics. Identify how the various provisions of the Fourteenth Amendment were applied in selected cases from 1954 to 1980.*	

<p>16. assess the strengths and weaknesses of Supreme Court decisions as tools of social change. (1, 2, 27, 28, 30, 31, 32, 33, 35, 36)</p>	<p>6.1.12.A.13.b RL.11-12.1,2,7,9 6.1.12.A.14.6 RI.11-12,8,9 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • class discussion and evaluation of strengths and weaknesses of Supreme Court decisions as tools of social changes. 	<p>Teacher observation</p>	
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CIVIL RIGHTS AND CIVIL LIBERTIES (continued)**Essential Question: How are our Civil Rights and Civil Liberties shaped?**

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
17. identify and discuss current issues before the court as well as the issue of political balance on the Supreme Court in determining controversial cases. (1, 2, 27, 28, 30, 31, 32, 33, 35, 36)	6.3.12.D.1 8.1.12.F.1 RL.1-12,1-10 W.11-12,1-10 6.1.12.A.2.d RI.11-12,8 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> watch the movie Recount and read excerpts from Toobin’s book <i>Too Close to Call</i>. Class discussion of controversial cases such as <i>Bush v. Gore</i> (2000) will take place. Internet research will be required. 	Research and evaluate the 2000 Supreme Court case of <i>Bush v. Gore</i> in a class discussion and in writing. Will be scored using specified criteria and rubrics.	Toobin, Jeffrey. <i>Too Close to Call</i> . New York: Random House, 2001.

LOCAL POLITICS

Essential Question: How do local politics work in our communities?

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to::		The student will:		
<p>18. define and explain the concept of political culture as it relates to the political makeup of Parsippany, Morris County, New Jersey and the United States. (2, 3, 4, 5, 8, 10)</p> <p>a. identify and assess the relative influence of the various sources of political socialization. (10)</p> <p>b. recognize the effect that ideology has on political opinion and on our understanding of the role of government. (1, 2, 3, 4, 8, 9, 10)</p> <p>c. identify the role played by schools, the media, parents, and friends in shaping our political beliefs (8, 9, 10, 15, 16)</p>	<p>6.1.12.A.16.a 6.1.12.A.3.g 8.1.12.A.1 8.1.12.F.1 RL.11-12, 1, 2, 7, 9 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> with the entire student body of the class, form a "living" political spectrum (following a class discussion on the spectrum) by creating a line through the classroom. The teacher will ask questions on positions to 10 (or more) issues. Students should move to the appropriate spot that best indicates their position and explain. students will compile and analyze a list of factors that people claim influence(d) them on certain beliefs through a series of polls (of other students, teachers, parents, and friends). Internet research will be required. 	<p>Teacher observation</p> <p>Will be scored using specified criteria and rubrics.</p>	<p>Students may use Google Forms and Google Docs</p>

LOCAL POLITICS (continued)

PROFICIENCIES/OBJECTIVES Numbers in parentheses indicate correlation with the Course Proficiencies	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:		The student will:		
19. a. identify and assess the various forms of public involvement and why people participate in certain ways. (3, 4, 9, 10, 15, 17, 16) b. recognize the dynamics of factions in a modern democracy for influencing government. (9, 10, 15, 16, 17)	6.3.12.A.1 8.1.12.F.1 RL.11-12,1-10 W.11-12,1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> participate in a culminating year end activity to research and identify issues of local government that might require change. Students will then work on developing a reasonable plan to address the issue, develop a presentation to be given to the town council or Board of Education for addressing the issue, and find workable ways to fund any solution to the problem. Internet research will be required. 	Will be scored using specified criteria and rubrics.	

<p>20. explain the voting behavior of American citizens by</p> <p>a. identifying how U.S. turnout rates for elections differ based on varying factors and circumstances. (12, 13,14, 15)</p> <p>b. examining demographic factors, including ethnicity and gender, in assessing group behavior and beliefs. (15, 16, 17)</p>	<p>6.1.12.A.3.g 8.1.12.A.1 8.1.12.F.1 RL.11-12.1,2,7,10 RI.11-12.8 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • conduct a comparison of statistical information on presidential elections over the last two decades. A demographic survey will reveal trends that can be analyzed and predicted for future elections. Work to assess causes of such trends. Internet research will be required. 	<p>Will be scored using specified criteria and rubrics.</p>	
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Bibliographic material will be supplemented by research in the Media Center using a variety of primary and secondary resources in various formats.

TEXTBOOK:

Schmidt, Steffen, Mack Shelley, and Barbara Bardes. *American Government and Politics Today*, Brief Edition, 2006-07. U.S.: Wadsworth Publishing, 2006.

SUPPLEMENTARY RESOURCES:

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VIDEO

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INTERNET SOURCES

www.nytimes.com - *The New York Times*

<http://www.politicalindex.com> - Connections to local, state and national candidates, elections, online news sources and political parties. Also has classroom simulations.

[http://dir.yahoo.com/Government/U S Government/Politics/News_and_Media/Magazines/](http://dir.yahoo.com/Government/U_S_Government/Politics/News_and_Media/Magazines/)
<http://weber.ucsd.edu/Depts/PoliSci/classes/w96/MAGAZINE.HTM>

Both of these sites contain links to multiple news magazines and journals presented online www.firstgov.gov/ - Provides "all needed government information," including federal agencies and educational materials as well as links to other key government sites. <http://thomas.loc.gov/> - Updated and maintained by the U.S. Congress, this site is a searchable database of House and Senate bills, including summaries of pending legislation. Also contained in this site are links to the Congressional Record, directories for sending mail to House and Senate members and committees, and C-SPAN transcripts and schedules.

www.house.gov/ www.senate.gov/

Direct websites of both houses of Congress with current agendas and schedules as well as learning programs. www.hillnews.com/.

- The Congressional newspaper of daily events on Capitol Hill - along with commentary and criticism.

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<http://www.findlaw.com/casecode/supreme.html> - Contains full or abbreviated text of all Supreme Court decisions since 1906

www.nationaljournal.com - Political news, gossip, and in-depth articles updated daily. Created by the National Journal and the American Political Network. www.votesmart.org - Tracks the performance and views of politicians and candidates. <http://www.fec.gov> - Official site of the Federal Election Commission - reports on official and candidate spending as well as rules on donations. <http://www.newslink.org/news.html> - Links to most major metro newspapers and well as state papers.

APPENDIX A
SAMPLE AUTHENTIC ASSESSMENT

PUBLIC POLICY ASSESSMENT

THE BACKGROUND

Problems exist in and for the United States today. There are domestic issues that the United States is attempting to deal with and/or solve as well as a series of current foreign dilemmas. Public policy is developed and applied by presidential administrations to deal with these issues.

YOUR TASK

As a member of the President's Advisory Council on Public Policy, your task is to select and research one particular and specific area of concern to the United States today and to make recommendations to the President to address the issue. This should be a public policy issue or a problem that the current presidential administration could or should be dealing with right now.

Your tasks are the following:

- to thoroughly research and analyze the issue
- to present this research and analysis to the current presidential administration
- to persuade the administration that this issue needs to be addressed
- to make specific recommendations to the administration in terms of how to address the issue

GUIDELINES

To do so, you will create and present a video report, addressed to the current presidential administration. Included in your analysis should be the following:

- A careful analysis of the actual problem/issue.
This will include the history of your particular problem/issue. Some issues have roots that date back to the 19th century, others not as far.
- The policies of the current administration.
In cases where the current presidential administration has not implemented a new policy, then you should focus on the policy/actions of the last administration to address the issue.
- Specific and realistic suggestions to the current presidential administration to address/solve the particular problem/issue.
This solution must reflect your knowledge of history and your understanding of the world and the United States today.
- Short and long-term consequences (implications) of adopting your policy.
(Basically, what you foresee happening if your suggestions are implemented.)

THE WORK/RESEARCH

- Choose a partner that you can work with since you will need to spend time outside of school.

- Your final project should show the result of two years of history education. In other words, you should be using your knowledge and understanding of United States history, the law, government, and the constitution to research the situation and the arguments involved.
- You can use any reliable sources that you wish. You should use a broad scope of sources, since a variety of sources seems essential not only for understanding the history and current policy, but for developing your recommendations.

(Public Policy Assessment Continued) THE VIDEO

- Your presentation should be intelligent and persuasive. A detailed history and current reality should be presented followed by strong and specific policy recommendations.
- While they are not required, visuals will enhance your presentation and will help your grade.
- Creating a script that you can follow when you are taping is highly recommended. This script can form the basis of your presentation to make sure that you cover all bases.
- Consider an appropriate “set” for your report to the President. Something simple like a long table will be fine, provided your dress and the atmosphere is appropriate.

CHOICE SHEET

Take a day to choose a partner and consider the choices below. Use numbers (1-6) to indicate your top six choices in order (with #1 being your primary selection). Duplicate choices will be allotted on a first come basis. Teacher approval is required to research an issue not on this list.

CHOICES

- Iraq (rebuilding, long term issues)
- Israel-Palestine (Arab-Israeli conflict)
- China
- North Korea
- Minority underachievement (affirmative-action)
- Racism in general (ethnocentrism)
- Poverty
- Illegal drug use
- Pollution (air and water)
- Global warming
- The deficit and the growing national debt
- Nuclear waste disposal
- Urban decay (and other inner city problems)

- ___ Lack of a health care system
- ___ Campaign spending (finance reform)
- ___ Voting problems (electoral system in general, ballot problems, etc..)
- ___ Education (declining student achievement)
- ___ SUVs vs. foreign dependency on oil
- ___ Dangers of terrorist attacks
- ___ Illegal immigration
- ___ Nuclear proliferation (spread of nuclear technology)
- ___ Current sluggish economy
- ___ Space program (problems, goals, funding, etc.)

(Public Policy Assessment Continued)

EVALUATION:

- Your score will be based on your demonstrated knowledge and understanding of the issue(s) and the persuasiveness and strength of your recommendations.
- You will also be scored on your research, your presentation of the history and current situation, the practicality and possibility of your recommendations, and your bibliography.

RUBRIC – PUBLIC POLICY PRESENTATION

<i>RESPONSE LEVEL</i>	<i>LEVELS OF PERFORMANCE</i>
EXPERT	<p>Student presentation reflects the following:</p> <ul style="list-style-type: none"> • Strong, persuasive, convincing and well-researched argument • Careful analysis of the issue including its history and the policies of the current presidential administration • In-depth knowledge and understanding of US history, law, government and the Constitution • Specific and realistic policy recommendations presented in a thorough and persuasive manner with short and long-term consequences and implications of their adoption addressed • Properly formatted bibliography which includes a variety of sources • A smooth-flowing and visually appealing video that enhances the overall presentation
PRACTITIONER	<ul style="list-style-type: none"> • Persuasive, convincing and well-researched argument • Analysis of the issue including its history and the policies of the current presidential administration • Knowledge and understanding of US history, law, government and the Constitution • Policy recommendations presented in a persuasive manner with short and long-term consequences and implications of their adoption addressed • Properly formatted bibliography which includes a variety of sources • A smooth-flowing and visually appealing video that enhances the overall presentation
APPRENTICE	<ul style="list-style-type: none"> • Argument which is based on limited research and may not be overall persuasive and/or convincing • Analysis of the issue which presents a limited understanding of its history and the policies of the current presidential administration • Limited knowledge and understanding of US history, law, government and the Constitution • Policy recommendations which may not be presented in a persuasive manner or with short and long-term consequences and implications of their adoption addressed • Bibliography which may not include a variety of sources or be properly formatted • Video which may not be smooth-flowing, visually appealing, or enhance the overall presentation

BEGINNER

- **Limited or no argument which may be based on limited research and is not be overall persuasive or convincing**
- **Little or no analysis of the issue**
- **Little or no knowledge and understanding of US history, law, government and the Constitution**
- **Few or limited policy recommendations which are not presented in a persuasive manner or with consequences and implications of their adoption addressed • May or may not include a bibliography**
- **Video is not smooth-flowing and does not enhance the overall presentation**

APPENDIX B

SUPPLEMENTARY TEACHER RESOURCES

Sample Unit Assessments

This Appendix contains a listing of questions for the various topic units of this course.

The Constitution of the United States

The United States Constitution has endured for more than two centuries as the framework of government. However, the meaning of the Constitution has been changed both by formal and informal methods.

- a) Identify two formal methods for adding amendments to the Constitution.
- b) Describe two informal methods that have been used to change the meaning of the Constitution. Provide one specific example for each informal method you described.
- c) Explain why informal methods are used more often than the formal amendment process.

Elections, Political Parties, Interest Groups, and Mass Media

1. Trust and confidence in government have declined in recent decades.

- a) Explain how divided government has contributed to the decline in trust and confidence in government. Be sure to include a definition of divided government in your response.
- b) Explain how the increased cost of election campaigns has contributed to the decline in trust and confidence in government.
- c) Explain two specific consequences of the decline in trust and confidence in government for individual political behavior.

2. Different interest groups will choose different techniques to achieve their objectives based on their resources, characteristics, and goals.

- a) Describe each of the following techniques and explain why an interest group would choose each technique • Litigation, Campaign contributions, Grassroots lobbying/mass mobilization
- b) Select two of the following interest groups and identify which techniques they would employ and why

- American Medical Association (AMA), Sierra Club, National Rifle Association (NRA), National Association for the Advancement of Colored People (NAACP)

Elections, Political Parties, Interest Groups, and Mass Media (continued)

3. The three obstacles listed below have made it difficult for Congress to enact significant campaign finance reform.

- *Buckley v. Valeo* (1976)
- Soft money
- Incumbency

Select two of the obstacles. For each obstacle, select two of the following.

- A brief description of the obstacle
- An explanation of how the obstacle has made it difficult for Congress to enact significant campaign finance reform

4. Research voting patterns by state in the 1992 and 1996 presidential elections. Using the information and your knowledge of United States voting behavior, perform the following tasks.

- Identify one of the numbered regions with strong support for the Democratic presidential candidate and identify and explain two factors that contribute to that support.
- Identify one of the numbered regions with strong support for the Republican presidential candidate and identify and explain two factors that contribute to that support.

5. National interest groups often target national-level policymaking institutions to achieve their policy objectives. Select one of the following national interest groups.

- American Association of Retired Persons (AARP)
- American Medical Association (AMA)
- National Association for the Advancement of Colored People (NAACP)
- National Association of Manufacturers (NAM)

For the group that you selected do each of the following.

- Identify one major national-level policymaking institution that this group targets.
- Describe one resource or characteristic of the group that you have chosen AND explain how it influences the choice of the target you have identified in (a).

- c) Describe another resource or characteristic of the group you have chosen AND explain how it influences the choice of the target you have identified in (a).

Institutions of National Government

1. Both party leadership and committees in Congress play key roles in the legislative process.
 - a) Define two of the following elements of the congressional committee system and explain how each influences the legislative process.
 - Specialization
 - Reciprocity/Logrolling
 - Party representation on committees
 - b) Identify two ways party leadership in Congress can influence the legislative process, and explain how each way influences the process.

2. Presidential approval ratings fluctuate over the course of each presidential administration.
 - a) Identify two factors that decrease presidential approval ratings, and explain why each factor has that effect.
 - b) Identify two factors that increase presidential approval ratings, and explain why each factor has that effect.

3. The concept of "divided government" in the United States means that one political party can control the executive branch while another controls the legislative branch. This poses problems for the President in making appointments to federal offices.
 - a) Describe two problems that divided government poses for the President in making federal appointments.
 - b) Identify and explain two ways Presidents try to overcome the problems described in (a).

4. The Supreme Court is commonly thought to be "above politics." However, one can argue that the appointment of Supreme Court justices is political.
 - a) Identify three characteristics of Supreme Court nominees and discuss how each characteristic has been politically relevant during the appointment process.

- b) Identify two methods that have been used by interest groups to influence the appointment process. Explain how each of these methods has been used to influence that process.

Public Policy

1. Presidents are generally thought to have advantages over Congress in conducting foreign policy because of the formal and informal powers of the presidency.
 - a) Identify two formal constitutional powers of the President in making foreign policy.
 - b) Identify two formal constitutional powers of Congress in making foreign policy.
 - c) Identify two informal powers of the President that contribute to the President's advantage over Congress in conducting foreign policy.
 - d) Explain how each of the informal powers identified in (c) contributes to the President's advantage over Congress in conducting foreign policy.

2. Explain how each of the political factors listed below makes it difficult for the federal government to enact public policy. Provide one example for each explanation.
 - Divided government
 - Weak Party discipline
 - Growth in the number of interest groups and political action committees (PACs)

Civil Rights and Civil Liberties

1. Political institutions can present both obstacles and opportunities to racial minority groups in their efforts to gain political influence.
 - a) Identify one feature of one of the following and explain how that feature has presented obstacles to racial minority groups in their efforts to achieve political goals.
 - Federalism
 - The United States political party system • The United States electoral system
 - b) Identify one feature of one of the following and explain how that feature might present opportunities to racial minority groups in their efforts to achieve political goals.
 - Federalism

- The United States political party system
- The United States electoral system

Civil Rights and Civil Liberties

2. Many scholars and observers have argued that the ratification of the Fourteenth Amendment to the Constitution has become the single most important act in all of United States politics.

- a. Identify which provision of the Fourteenth Amendment was applied in one of the following Supreme Court cases. For the case you select, explain the significance of the decision in United States politics.
 - *Brown v. Board of Education, Topeka, Kansas* (1954)
 - *Baker v. Carr* (1962)
 - *Regents of the University of California v. Bakke* (1978)
- b. Identify which provision of the Fourteenth Amendment was applied in one of the following Supreme Court cases. For the case you select, explain the significance of the decision in United States politics.
 - *Mapp v. Ohio* (1961)
 - *Gideon v. Wainwright* (1963)
 - *Miranda v. Arizona* (1966)

Local Government

1. Citizens often choose to participate in the political process in ways other than voting.

- a) Identify two forms of participation in the political process other than voting.
- b) Explain two advantages of each form of participation that you identified in (a).

2. In the last half of the twentieth century, voter turnout in federal elections has declined. During the same period, voter turnout has been higher in presidential elections than in midterm elections.

- a) Identify two factors that have contributed to the overall decline in turnout in federal elections and explain how each factor has contributed to the overall decline.
- b) Identify and explain two reasons why voter turnout has been higher in presidential elections than in midterm elections.

APPENDIX C

AMICUS BRIEF ASSIGNMENT

AMICUS BRIEF ASSIGNMENT

Write a 1-2 page legal brief (position paper) to the Supreme Court prior to its hearing of the case of *Schenck v. U.S.* (1919) (OR ANY OTHER APPLICABLE CASE). Your brief should clearly indicate your position on Schenck's guilt or innocence and the constitutional reasons, as well as moral or political reasons for your position.

In the *Oxford Companion to the Supreme Court*, an *amicus curiae* brief is explained as “a paper filed by someone not party to a case but interested in the legal doctrine to be developed. These briefs almost invariably align themselves with one of the parties. *Amicus* briefs are potentially important because they can bring to the court's attention legal arguments and perspectives different from the parties' views.”

Consider the following:

1. The main point of such a brief is to identify the main facts of a case while making and developing strong arguments (about a law or the guilt or innocence of someone) using an interpretation of the constitution, laws, previous court decisions, and, occasionally, moral and political arguments.
2. Solid answers will be possible by using your knowledge and interpretation of the constitution as well as your understanding of American ideology and politics to develop an argument. Superior responses may necessitate some research into relevant laws and/or previous court decisions. Remember that you are not focusing on Schenck's guilt or innocence but mainly on the underlying question of the constitutionality of the Espionage (and Sedition) Act. Remember that Schenck was already convicted in a Federal District Court (16 months before his appeal reached the Supreme Court). It is this appeal to the Supreme Court that we are considering. Thus, the parties (prosecution and defense) are focusing on the Constitutionality of the law itself. Schenck and the Defense are appealing on the grounds that the law is unconstitutional and therefore the lower court's conviction should be overturned. The Prosecution (i.e. the U.S. Justice Department) is arguing that the law is constitutional and therefore Schenck's conviction should be upheld.
3. Remember that you can study the actual case. You should not only read as much as you can about the Espionage Act, the government's intent in passing that act, and Schenck's actions that landed him in trouble, but also feel free to find and study that actual text of the case, the arguments by the defense and prosecution, and the Court's decision. Of course, this is evidence and material that was not available (in reality) prior to the Supreme Court case, but you are free to consider it and take ideas from it.
4. Please remember that you are writing this as if the Supreme Court has not heard the case yet. Thus, do not refer to arguments made before the Supreme Court in your paper. You can, of course, refer to arguments made during the hearing in the Federal District Court (if you can find them), but you do not have to.

APPENDIX (*Amicus Curiae* Brief Assignment continued)**FACT SHEET**

The facts below represent the very basics that even a cursory look into the case would reveal.

- ✓ Charles Schenck was the general secretary of the Socialist party at the time of his arrest
- ✓ Schenck personally printed (15,000) leaflets arguing that conscription (the draft) violated the 13th amendment and urging those drafted into the U.S. military to resist and challenge the law.
- ✓ He was convicted in a Federal District court of violating the Espionage Act (1917), which set penalties of up to \$10,000 and 20 years in prison for those who gave aid to the enemy, incited or tried to incite insubordination, disloyalty, or refusal to serve in the armed forces, or who circulated false reports and statements intended to interfere in the war effort.
- ✓ Attorneys for Schenck defended his actions mainly on the basis of his 1st amendment rights.
- ✓ You shouldn't include it in your paper, but you should also be aware of Chief Justice Holmes' opinion that all speech is not protected from government actions. He compared Schenck's actions in a time of war to someone shouting "fire" in a crowded theater as an example of speech not protected by the 1st amendment.

APPENDIX (*Amicus Curiae* Brief Assignment continued)**RUBRIC****EXPERT**

- Your brief makes and develops a strong argument(s) for Schenck’s guilt or innocence by focusing on the underlying issue of the constitutionality of the Espionage (and Sedition) Act.
- Superior use of your knowledge and interpretation of the Constitution as well as your understanding of American ideology and politics. Paper reveals a certain “creativity” with the Constitution.
- Brief indicates that you thoroughly read about the Espionage Act, the government’s intent in passing that act and Schenck’s actions, and perhaps even the actual text of the case, the arguments by the defense and prosecution, and the Court’s decision.
- You follow directions. That is, you are writing from the perspective that the court hasn’t heard the case yet.
- There are no major errors. Grammar and punctuation are accurate and facilitate the argument being made.

PRACTITIONER

- Your brief makes and develops an argument(s) for Schenck’s guilt or innocence by focusing on the underlying issue of the constitutionality of the Espionage (and Sedition) Act.
- Above average use of the constitution and your understanding of American ideology and politics. Paper may not reveal a great deal of “creativity” with the Constitution, but does indicate a basic understanding of that document.
- Brief indicates that you are familiar with the Espionage Act, the government’s intent in passing that act, and Schenck’s actions, and perhaps even the actual text of the case, the arguments by the defense and prosecution, and the Court’s decision.
- You follow directions. That is, you are writing from the perspective that the court hasn’t heard the case yet.
- There are no major errors. Grammar and punctuation are fine and facilitate the argument being made.

APPENDIX (Rubric continued) APPRENTICE

- Your brief makes and develops an argument(s) for Schenck’s guilt or innocence, but that argument MAY be somewhat unclear OR you may not be focusing on the issue of the law’s constitutionality.
- Satisfactory use of the Constitution reveals that you have a basic understanding of that document, American ideology and politics. You may not explore the constitutional issues in depth, but to some extent the 1st amendment is explored, OR other aspects are covered, but superficially.
- Brief indicates that you are aware of only the very basics of the Espionage Act and Schenck’s actions and that you may not understand the government’s intent with that law. Comments indicate that you did not look into the actual case (but this is only a problem if your paper has limited arguments – and you neglected this available source of others).
- Some arguments may appear more as opinions - you may not be fully developing the Constitutional or historic reasons for your arguments.

- Some problems following directions. You may have written from the wrong perspective (although still a good paper), or there may be other directional issues (length, font, spacing, etc.).
- There may be some errors, including, possibly grammar and punctuation problems that distort meaning.

BEGINNER

- Your brief makes an argument(s), but it may be unclear, improperly focused, or underdeveloped.
- Your use of the Constitution reveals possible problems with your understanding of that document and its meaning.
- Your arguments may be mainly based on opinion (rather than interpretation of the Constitution or explanation of American ideology and politics), OR you may explore very few arguments, OR the arguments that you do mention are unclear or undeveloped.
- Brief indicates that you may not be aware of the facts surrounding the Espionage Act and Schenck's actions, as well as the government's intent.
- You may have ignored directions (to a substantial degree) and errors may impact on the argument(s) you are making

PRE-BEGINNER

- Argument is completely unclear, inappropriate, or inadequate.
- Little to no reasonable use of the Constitution, OR comments reveal a very poor understanding of that document.
- Your arguments may be superficial, completely unclear or unsupported, or based entirely on opinion
- No indication that you are aware of the facts surrounding the Espionage Act, Schenck's actions, and the government's intent.
- May not follow directions and contains substantial errors.

APPENDIX D

CIVIL AND CONSTITUTIONAL RIGHTS ASSESSMENT

CIVIL AND CONSTITUTIONAL RIGHTS ASSESSMENT

Your assignment is to research and analyze a topic with a partner, then to create a 15-30 minute persuasive presentation making a case to a specified audience.

THE WORK/RESEARCH

- Your final project should show the result of two years of intensive history education. In other words, you should demonstrate your knowledge and understanding of American history, the law, government, and the constitution to research the situation and the arguments involved.

THE PRESENTATION:

- Your presentation, as already mentioned, is to be persuasive. Strong arguments should be supported with visual evidence. You should work, therefore, to find (or create) maps and/or other visual documents. Remember that these materials must be visible to the audience.
- Your presentation will be made as if you were in the time period making this actual argument. Therefore, you will need to consider history and the opinions of the period. Excellent presentations will use some kind of back-drop (scene) to create the desired effect. Extra consideration will be given for those with authentic dress from the period.
- Both you and your partner will be presenting, and therefore, you will be graded separately. You must both try to participate equally. Therefore, whatever script you create should be based on this requirement. There must be visible evidence that each of you possess superior knowledge and understanding of the topic and the period.

Please select from the following topics. All situations involve you making some sort of legal argument.

- Present an argument to President Polk for why the U.S. has the legal and moral right to go to war with England for the whole Oregon territory. You are trying to convince him that war is the best option.
- Make a closing argument to the Supreme Court in a hypothetical trial of your client, Anthony Burns (the ex-slave hunted down under the Fugitive Slave Law in Boston in 1852).
- John Brown has retained you as counsel following his arrest at Harpers Ferry, Virginia in 1859. Present your closing arguments to the jury.
- As high ranking members of the Constitutional Union party, make your arguments to John Bell, your candidate in the election of 1860, as to what he should say in his final speech prior to election day.

- An unpopular position though it may be, give your legal, moral, and personal reasons to the South Carolina state legislature on why you are against secession in December 1860.

APPENDIX (Civil and Constitutional Rights Assessment continued)

- Make your closing argument in the trial of Susan B. Anthony, accused of voting in the 1872 election in violation of state and federal law. Since she has admitted it, as defense counsel, you cannot argue that she did not vote.
- You have been retained as counsel for Eugene V. Debs. Present your closing arguments in his 1895 trial for violating the court-ordered injunction to stop the Pullman Strike.
- Facing charges of violating the Sherman Antitrust Act in 1891, as senior counsel for John D. Rockefeller's Standard Oil, make your closing arguments before the court that the act is unconstitutional (and perhaps 'un-American').
- Present your closing arguments as counsel for/against (you choose) the government in the case of the *U.S. v. Ulysses* in which the famous book, written by James Joyce and published in 1922, was banned from the United States under the Tariff Act of 1890 which authorized Customs officials to confiscate imported books which were of an "obscene" character.
- An international tribunal is hearing a case brought against President William McKinley for actions and policies taken against the Philippines and its people. Present your closing arguments as prosecutor for the Filipinos.
- Present your closing arguments as counsel retained by Mr. John Williams, the owner of the Manhattan Textile Company, for violating a 1904 NY State law that reads, "No minor under the age of 18 years, and no female shall be employed or permitted to work in any factory for more than 10 hours in any one day or for more than 60 hours in one week." Mr. Williams intentionally ignored the law.
- As a member of Calvin Coolidge's cabinet, make your case to him as to why he should not veto the McNary-Haugen bill as passed by Congress in February 1927.
- As a lawyer retained by people who lost everything in the Stock Market Crash of 1929, make your closing arguments in a hypothetical case against Herbert Hoover and Calvin Coolidge for incompetence in bringing on the Great Depression.
- In a hypothetical case before the Supreme Court in 1935, you have been hired by General Motors to argue their position that the Social Security and Wagner Acts are unconstitutional.

- Present your closing arguments as Solicitor-General in the case of *Dennis v. U.S.* (1951), in which 12 members of the Communist party's Central Committee appealed a lower court's conviction against them as violators of the Smith Act.
- As Solicitor-General of the Justice Department, present your closing arguments in the 1954 case of *Brown v. Board of Education*, that the doctrine of 'separate but equal' is not unconstitutional.

(Civil and Constitutional Rights Assessment continued)

SCORING SCALE FOR CIVIL AND CONSTITUTIONAL RIGHTS ASSIGNMENT

The four required areas:

- A careful analysis of the actual problem/issue including its history. - The policies of the current administration
- A **persuasive and convincing argument** which covers specific and realistic suggestions to the present presidential administration. Your suggestions reflect a solid understanding of history and the U.S./world.
- This also means that you addressed all the logical aspects of your question (covering questions that a reasonably educated person might ask).
 - Short and long term consequences (implications) of adopting your policy suggestions. - And your bibliography which is presented in the correct format.

Overall

- Your video presentation clearly reflects two years of intensive history education. It reflects a **superior knowledge** and **understanding** of American **history, law, government** and **the constitution**.
- Extra consideration will be given for any type of **visual evidence** to enhance your presentation.

A (5 points)

In order to earn a grade in the A range, you need to complete all requirements of this assignment as outlined above. Overall, your video must reflect superior knowledge of American history, the law, government, and the constitution. Your attention to each of the four areas will vary from project to project, but, in general, it is clear that you addressed all and presented a strong, well-researched argument.

B (4 points)

For the B range, you are missing one part of the four required areas OR one area is deficient in its coverage or the necessary understanding of history. In general, your video may not indicate superior effort and attention to the requirements of this project. It is still a good presentation, your argument is still clear and your coverage remains above average, but there are errors and/or not all the requirements are met.

C (3 points)

For the C range, you missed more than one of the four required areas OR your coverage on more than one is inadequate. In general, the video represents only a fair attention to the requirements of this assignment. Either you did not give this project the time required, or your performance does not indicate solid knowledge and understanding of the issues involved. Errors may be a factor as well as a presentation that is unsophisticated.

D (2 points)

For the D range, you will have needed to make numerous errors OR have inadequate coverage of the four required areas, perhaps missing two or more. In general, you have handed-in a project that shows less than adequate effort. Your coverage and attention to the details of this assignment are replaced with simple and basic information, representing the most superficial understanding of American history and your assigned topic.

APPENDIX E

PRESIDENTIAL ELECTION ASSESSMENT

PRESIDENTIAL ELECTION ASSESSMENT

LONG TERM ASSIGNMENT

Presidential Election Year

OVERALL TASK

Become familiar with the platform and ideology of a particular party and candidate, and then promote that candidate to the student body for the coming election. This assignment should run the course of the first marking period.

1. Divide class into groups of four. Class should be large enough to create about 5-6 groups. This should be done near the start of the year. This is a long-term assignment, so students should be somewhat comfortable with their fellow group members.
2. Each group is assigned (or chooses) a political party running in the election. This must include third parties and does not (and must not) be limited to third parties that the students are familiar with.
3. Students should be provided with time in class (but must also work outside of class) to review the platform of the party they are assigned (or have chosen) and become completely familiar with their candidate.

PRESENTATION

The group presentation will work in a series of five steps, culminating with the actual election.

- Step one: Groups will give a brief presentation to the class on the issues of this election cycle and their candidates position on those issues. If done properly, this should result in an extended debate between all groups in the classroom. At this time, each group will turn-in an annotated bibliography of reference sources used to acquire information for this assignment, as well as copies of all notes and scripts in use.
- Step two: Groups should begin "selling" their candidate and party to the school-at-large. This will entail posters throughout the school and, eventually, public addresses. Rules should be made very clear to everyone that disqualification will result if election laws are violated. That is, especially, candidates should be running on the issues. Favoritism of students for votes would disqualify students from participation. This will also involve intermittent polling (agreed on by all).

- **Step three:** An informational session will be held in the media center for two periods during the course of the cycle (mid-October). This will be an information gathering, with each group setting up a 'station' in which students can come by and learn more about the candidate and the issues.
- **Step four:** A larger, more formal debate will be held in the school auditorium shortly before Election Day. Each group will select one of its members to "be" that particular candidate. The group should effectively prep that person for the upcoming debate. The formal debate will be run exactly like the moderated presidential debates (or primary debates) with each candidate having a chance to offer an opening and closing statement, as well as answer direct questions from the audience and rebut answers from other candidates
- **Step five:** The final step involves an actual school-wide election, with the students in the class acting as agents supervising a "polling place," collecting and reporting the results.
- **Step six:** Follow-up evaluation and assessment of student-body voting patterns based on polling information.

APPENDIX (Presidential Election Assessment continued)

SCORING SCALE PRESIDENTIAL ELECTION ASSIGNMENT

Students will be evaluated on multiple factors throughout the course of this assignment.

Students will receive individual grades as well as a more heavily-weighted "overall" grade.

While a "reward" should be given to the "winning" group, no extra points or academic considerations should be given for "winning" due to the excessive number of variables at work in this assignment.

Each item below will be explained in much greater detail in the course of the assessment. More detail as far as expectations for top scores will be provided at that time.

Research skills	5	4	3	2	1
• Based on overall results and visual evidence of work in given class periods.					
Annotated Bibliography	5	4	3	2	1
• Proper listing of sources and adequate to superior explanation of use and quality.					
Ability to work with a group	5	4	3	2	1
• Based on overall results and visual evidence of work during class and sessions.					
Active involvement in the task/creativity	5	4	3	2	1
• Despite written/oral work, all students should be working towards goal of selling their candidate to the school.					
Knowledge of the candidate and the party's position	5	4	3	2	1
• All members must be able to explain positions to the class and student body.					
Knowledge and understanding of the issues	5	4	3	2	1
• All members must be able to identify and fully explain the issues on the table during this cycle.					

Ability to communicate ideas to individuals, small groups, and a larger audience	5	4	3	2	1
Public speaking to both a small and large number of people <ul style="list-style-type: none"> standards, members must be able to successfully communicate their ideas 					
<ul style="list-style-type: none"> Using the state public speaking rubric and position. 					
Application of polling skills (based on material from course)	5	4	3	2	1
<ul style="list-style-type: none"> In the pre and post-election polling, students must demonstrate knowledge of techniques. 					
Evaluation of overall process and results	5	4	3	2	1
<ul style="list-style-type: none"> An essay rubric will be used to assess written evaluations of the election and the results. 					

APPENDIX F STANDARDS

HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
3	English Language Arts	May 4, 2016	September 2017
6	Social Studies	July 9, 2014	September 2015
8	Technology	October 1, 2014	September 2015
9	21st Century Life and Careers	October 1, 2014	September 2015