Citizens in Action

Ninth Grade
Social Studies
(Portfolio Assessment)
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Rationale

What is the purpose of studying government, learning our nation’s history and celebrating the freedom that we enjoy if we are unaware of our roles, rights, and responsibilities as citizens of this great nation? In our upcoming unit, the students in my classroom will be engrossed in actively participating in the issues affecting our society today. They will study an issue, develop a stance on it and in the end design a plan of action regarding this issue. We have been studying theories on government, the formation of this country, the beginnings of our government and how it works. Now it’s time for the students to start learning how they fit into the whole picture. This unit should be of great interest to them, as they will stop learning about dead, white guys that lived hundreds of years ago and start studying issues that they can relate to and see the influence of in their daily lives. By storing all their work in a portfolio they will be given the chance to see how their knowledge has increased throughout the unit. As they compile their portfolio they will be fulfilling Hawaii State Standards 8 and 9 for 9th grade social studies. These standards have been laid out by the state to define what a ninth grader should know by the end of their time in a social science classroom. Rather than me standing in front of the class drowning on about boring information, I figured it would be much more enjoyable for the students to actively take part in their learning and have something to show for it in the end.

All of our activities and assessment found in the portfolio are built around the state standards and work towards the final purpose of each student mastering the standards. The students will be so involved with planning their action plans they will hardly notice they are dealing with such “boring” subjects, which in reality are vital tools
in being an active participant in society. The knowledge and skill the students gain throughout this unit will be something they will not only be able to use throughout the remainder of their high school careers but into college and the real world. In addition this unit will lead into future unit dealing with political parties and all that the ins and outs regarding them. The students will go into this unit with knowledge of the diversity of feelings surrounding different issues, thus allowing them to understand why different parties take different platforms.

In summation, I am using a portfolio assessment to provide the students a creative and enjoyable way to master standards. I have made the unit rigorous enough that the students will feel the strain and really have to work, yet doable enough that it is possible not only for each student to succeed but to enjoy themselves while doing so. The students will feel the stress at times but I will be there to provide help and support every step of the way. There are several assignments and activities throughout the unit that will allow me to check each student’s progress along the way; thus preventing any student from “dying” in the end.

Why a portfolio system?
Overview

As said in the rationale, rather than evaluating the students’ knowledge and skills acquired throughout the upcoming unit by means of a traditional paper-pencil test, the students’ will be actively involved in their own learning by compiling assessment folders. At the beginning of the unit I will divide the students into groups of 3-4; it is with these groups that the students will work with throughout the unit. I will provide a list of issues needing attention, some of these will relate to federal, others state, and others local. The groups of students will be able to select the issue that most interests them and it will be this issue that the majority of their assignments will be based around. Throughout the unit the students will be completing a variety of activities and projects, all of which will be compiled neatly into their portfolio. They will complete some of these assignments as individuals and others will be done as a group. Accompanying each of the student’s entries into the portfolio will be a reflection completed by the students. This reflection will be filled with the student’s thoughts and feelings regarding the piece of work as well as their learning as a whole.

As said in the rationale, the students have already learned a great deal about governments, particularly our government. The students will now learn their part in American society regarding their roles, rights and responsibilities as citizens. As a culminating activity the students will be working with their groups to devise a plan of action regarding the issue and will present a final project regarding their findings. At the end of the unit, we will invite the parents in to see a showcase of the students’ portfolios, providing the students with the opportunity to show-off exactly what they learned.
Standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
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Standard 8: POLITICAL SCIENCE/CIVICS: CITIZENSHIP/Participation—Students understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and evaluate the role that political parties play in American politics and participate in political life, e.g., contacting public officials.</td>
</tr>
<tr>
<td>Debate positions on issues regarding rights and responsibilities, come to consensus on the issues and take action to gain larger community involvement on the issues, e.g., a service learning project.</td>
</tr>
<tr>
<td>Presents pros and cons on an issue regarding rights and responsibilities (such as voting, joining political parties or special interest groups, obeying the law, respecting rights of others, paying taxes, serving on juries, staying informed on public issues, civil disobedience).</td>
</tr>
<tr>
<td>Agrees on the best course of action for the issue selected.</td>
</tr>
</tbody>
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*Indicates performance indicators not used

Outcomes:

1. Given an issue regarding the rights and responsibilities of a citizen, student:
   - Outlines the pros and cons of the issue
   - Uses evidence to support claims

2. Given an issue regarding the rights and responsibilities of a citizen, student:
   - Collaborates with fellow students to assess issue at hand
   - Agrees upon and designs the best course of action regarding the issue
   - Summarizes reasoning into a single statement

*The student is to take an issue, outline the pros and cons, evaluate the pros and cons. By doing so the student is presenting the pros and cons of an issue. The student is to provide evidence supporting their claims of the pros and cons so to give the claims credibility.
* In order to agree on the best course of action for a given issue the student must work and collaborate with a group of students. As a group there needs to be a consensus of the best course of action to take, requiring the course of action to be designed. In order to ensure validity to their reasoning, they must summarize why they chose the course of action.

* This standard coincides well with Standard 9. In Standard 8 the students presents the pros and cons of an issue. However, before they can design a course of action regarding the issue they will have needed to take a stance regarding the issue. By compiling evidence and building their stance of the evidence, their stance will be an educated one. After they have mastered the PI's in Standard 9 they will come back to this standard to agree upon and design a plan of action.
Apply tools and methods drawn from political science to develop and support a position on political issues.

Outcomes:
Student shows evidence of data collection:
- Compiles data
- Outlines procedure used to collect given data

1. Using data, student
   - Interprets the meaning of the data using text support and examples
   - Analyzes key points found in data
   - Combines findings of data to develop position regarding a political issue

* The only way to show evidence of data collection is by actually collecting and compiling the data. By outlining the procedure used to collect data student is providing evidence that they were the ones to collect the data.

*In order to make an informed decision regarding a political issue the student must interpret the data, analyze the data, and decide their own feelings towards the data.

*As said above, this standard falls in with Standard 8. After establishing the pros and cons of an issue (PI 1) the student will then gather data and make an informed decision regarding their stance on the issue. They can then use this information to go back to Standard 8 and design a plan of action.
**Concept Attainment:**
Since this concept will be largely unknown to most of the students we will need to spend a large amount of time defining the concept and helping the students to attain it. I will discuss the critical attributes such as objectivity, accuracy, and authenticity. I will define what the meaning of each: role, right and responsibility. I will be sure to point out that these roles, rights and responsibilities were laid out in the Constitution, which is the base document we turn to when defining these three words.

**Fine Tune:**
Give examples and non-examples that might be a little fuzzy. There are several attributes associated with roles, rights and responsibilities that students will be unaware of. We will spend some time discussing each of these.

**Closure:**
Students divide up into groups of three or four. Each group will come up with a role, right and responsibility that we did not discuss in class. After developing these three attributes they will go and list it on the board under the categories drawn up for the pre-assessment.

**Assessment:**
Students will write a one-page journal entry regarding their feelings towards the roles, rights and responsibilities they enjoy as citizens of America.

* In order for students to start working with issues regarding their roles, rights and responsibilities, they must first have a knowledge of what they are.

**Lesson 3**
I will spend this day lecturing in further detail the roles, rights and responsibilities of citizens. I will give a historical background of how these three areas were defined and how it affects our lives today. We will have a class discussion of different ways students have (or observed others) exercising their roles, rights and responsibilities.

*I feel there is a need to spend an additional day for students to gain a fuller understanding of their roles, rights, and responsibilities as citizens. This lesson will take things a step farther by having the students conceptualize the concepts and ideas into their daily lives.

**Lesson 4**
**Title:** Issues in Society Today (Discussion Activity)

**Outcome:** Students analyze different issue regarding citizen’s rights and responsibilities.
Set:
Pass out article of a relevant issue and what one citizen has done to take action regarding that issue

PreAssess:
Each student will draw a picture of an issue they think is relevant to their lives. They will then form a group of three and discuss their pictures.

Introduction:
Review the fact we’ve been discussing the roles, rights and responsibilities of citizens. There are several issues regarding our rights and responsibilities today that play an active role in our lives. We will be dividing into groups and at each table you will have a discussion regarding one of these issues. I will go over the kind of behavior I expect from the students. I want the discussion to be engaging, yet because we are discussing controversial topics it is important that the students remain respectful of each other. Review how exactly the discussion is going to work.

Discussion:
There will be six tables with about four students at each table. In the center of the table will be three-four pieces of butcher paper, each paper will have an issue listed on it. The group will select one of the sheets and have a round-the-table discussion regarding it. If the discussion dies out concerning that issue, they can select another one. After 10 minutes half of the group will move to the left and the other half to the right.

Recording:
I will assign a recorder in each group; their responsibility will be to record the main points brought up throughout the discussion. They will list these points on the butcher paper. At the end of the lesson, each paper should be a collection of thoughts from the different groups. We will post the butcher paper on the board. Each time the group switches, I will assign a new recorder so the same person isn’t stuck doing all the work.

Summary:
As a class we will review the main points on the board and come up with a general conclusion as to the varying opinions regarding various subjects I will guide this portion by being sure that each person’s opinion is given credit and pointed out to be worthy of thought.

Debrief/Closure:
We will discuss the various issues discussed throughout class and what issues students felt were most important/relevant to them today.

Assessment: Students will write a reflection entry in their journals as to how the felt throughout the discussion. The will analyze things they felt regarding each of the issues discussed in class.
This lesson will get the students thinking and reflecting on their personal opinions regarding issues dealing with their rights and responsibilities as citizens. This lesson will aid in their selection of the issue they want to work with throughout the unit.

**Lesson 5**
This day will be the “kick-off” to the start of our portfolios. We have discussed rights, responsibilities, and roles as well as issues regarding these topics. The students will now be able to begin working on their portfolios. I will have the librarian come in and review the ins and outs of the library, what’s available to the students, and the procedures the students must follow to access certain information. After the librarian leaves I will review the kind of behavior I expect from the students while going to and from the library as well as during their time in the library. The last 20 minutes of the class period will be spent dividing the students up into their groups and passing around a list of issues affecting the students on the federal, state, or local level. The students can select the issue they want to work with from this list.

* Most students will already be familiar with the library. However, for the sake of the new students as well as a refresher for the old, having the librarian come in for 15 minutes will help familiarize the students with the library, aiding them in their research.

**Week 2**
**Lesson 1**
The students will sit in their groups and I will hand out their packets to them. They will spend the day reading through the packets and discussing their issue. I will be walking from group to group to ensure the students are staying on task. I will also ask them some questions about what they are thinking regarding the topic. This will also give them the chance to ask any questions they have. In addition I will be passing around a few sample “voter’s guides” for the students to look at.

*This lesson will allow the students to become familiar with their topic. Being able to discuss it with their group will help them better understand some ideas and concepts that might be confusing to them.

**Lesson 2**
We will spend the period in the library. This will be the students chance to find their two sources and draw the key ideas from them. These same two sources will be used for their second activity as well.

**Lesson 3**
Students will have the day to work on their assignment as outline in Activity #1. They will do their rough drafts on a normal sheet of paper. I will have materials available for them to select and take home for their final draft. After the students have finished their rough drafts they will trade with other students to get feedback. They will also bring their pamphlet up to me to ensure the information and pictures they are including are appropriate to the classroom. This assignment will be due on Friday.
*During these three days the students will be working towards fulfilling the Standard 8.1.1.

Lesson 4
Properly citing a source as well as creating a bibliography can be very confusing. We will spend the majority of the class period learning how to construct a bibliography page. I will hand out a pamphlet detailing how to cite different sources and we will go over the most common as well as the more confusing and complicated ones. The last ten minutes of class will be spent clarifying what needs to be done for Activity #2. I will have a few sample timelines to show students.

Lesson 5
The first 20 minutes of class will be reviewing evaluating sources. This is all information they learned last year. Since today is the first Friday of the week the students have actively been working on their portfolios, we will be spending a half-hour rather than only 15 minutes on portfolios. We will be going over exact procedures for storage as well as retrieving and putting portfolios back in their proper position. The first day of this unit was already spent discussing portfolios but this will be a more in-depth discussion of all the mechanics involved. The students will put in their first two entries in their portfolios: Current Event Journal #1 and their Voter’s Guide as well as their accompanying reflections.

*Standard 3.1.5 for 8th Grade Social Studies requires that students achieve the skill of evaluating the validity of a source. Since the students have already acquired this skill, this lesson will be a quick review.

Week 3
Lesson 1
The students will spend the day in the library collecting their three additional sources in order to complete their timelines. They already have two from their previous activity. It will also be during this time they compile their bibliography sheet. For homework that night the students will start looking through their sources, gathering key points.

Lesson 2
Students will compile the key points from their resources and decide on 10-15 events they feel are most significant to their issues. They will sketch out a rough draft of their timelines and create illustrations for each of the events. The students will show me their rough draft to ensure that illustrations are classroom appropriate. They will have until Friday to complete the final drafts of their timelines as well as the outline to go into their portfolios (done at home).

*These two lessons spent working on Activity #2 allow the students to acquire research skills, which is one way of data collecting. This work towards mastering the skills laid out in Standard 9.1.1.
Lesson 3
This lesson will focus on different forms of data collection. The students will already be familiar with the traditional practice of research used to collect information and facts. I will discuss with them other alternatives for collecting data such as: surveys, questionnaires, interviews, etc. We will discuss the pros and cons of each of these methods of data collection. We will also discuss the different situations in which each method would be most appropriate.

*The students’ upcoming activity will deal with data collection. In order for them to effectively construct and administer a survey they need to know what a survey is, when it’s used, as well as the pros and cons of it. They will also gain a knowledge of alternative forms of data collection.

Lesson 4
Title: Good Survey/Bad Survey

Outcome: Students design an appropriate and effective survey.

Set:
On a transparency I will display the results of a survey that are supposed to have significant and valuable meaning. However, the survey (regarding an issue the all know well) has results that seem completely inaccurate of what most would think. I will then show the questions used on the survey (confusing, unclear questions) as well as the sample group to whom the survey was administered (all the same gender, ethnicity, age, occupation etc.) This will demonstrate to the students the need for effective surveys.

Pre-Assessment:
Have students go around the room and list attributes necessary to an appropriate and effective survey.

Advanced Organizer:
Have a giant clock posted on the board. Each of the tasks we have to do for the day will be listed according to the time we will be working on it. (I.e. set: 11:00; pre-assessment 11:05) the face of the clock will have the outcome.

Instruction:
I will define what a representative sample group is and how to properly administer a survey to an appropriate sample group depending on the information you are trying to collect. I will also demonstrate to them the need to have clear, unbiased, well-worded questions and go over some examples of that.

Role Assignment:
Assign each student within a group a role in order to help the class run more smoothly and keep students on task.
**Project:**
Students will be divided into groups of five. Each group will be given three surveys to work with. The students will draw up a t-chart and list the strengths and weakness of each of the surveys. They will select 5 weaknesses and state how they can be fixed.

**Presentation:**
Each group will present their t-charts and explain how they would fix the 5 weaknesses they selected. This will give the students a wide array of ideas in which a survey can be improved.

**Closure:**
Tie together all the information that has been presented. Focus on the vital requirements of a good survey as well as ways a survey can be improved.

**Assessment:**
Students will demonstrate the mastery of this skill when they fulfill the requirements in Activity #3

*This lesson will allow the students to analyze different surveys and determine what it is they need to do to make their surveys accurate and effective.

**Lesson 5**
Students will meet with their groups and develop their 15 survey questions. In addition they will discuss how they are going to go about getting a representative sample. Since it is Friday the last 10-15 minutes will be spent working on portfolios. Students will be turning in Current Events Journal #2 and Activity #2 as well as their accompanying reflections.

*By doing this lesson on a Friday the students will have the weekend to complete their questions as well as begin to administer the survey. Each student only needs to get 10 surveys completed, totaling up to 40 in the group. In completing Activity #3 the students will be learning to collect data by administering a survey, a skill laid out in standard 9.1.1.

**Week 4**
**Lesson 1**
This class time will be spent discussing what effect citizens can have on government. We have already discussed the roles and responsibilities of the three branches of government, and the system of checks and balances. We have also discussed how a bill becomes a law. With this information the students already know that bills start in the legislature. We will briefly review these concepts then go into the lesson. I will lecture as well as discuss with the class the various way citizens can have their voices heard among the legislature.

*This lesson will accomplish two things. First, it will help them get ideas of how to implement their plan of actions for the unit project. It will also help them learn the role of lobbyist, which we will be discussing later on.
Lesson 2
Students will meet with their groups and compile the results of their surveys. They have now had Friday, Saturday, Sunday and Monday to complete the surveys as well as administer them. After they have compiled their results they will sketch out the visual aid they will use to illustrate the results of their survey. I will be walking from group to group to observe how they have collected important data through their surveys and how they plan to represent it.

*By waiting until Tuesday to do this lesson the students will have had enough time to design and administer their surveys. Since they are designing their visual aids in class I will be able to ensure that they are appropriate for the classroom as well as an accurate reflection of the results. The visual aid as well as the individual captions will both be due on Friday. The visual aids will be posted on the wall and the outlines in their portfolios.

Lesson 3
We will have a lesson on what a lobbyist is. I will discuss with the class the role of a lobbyist and their purpose of interacting with the legislator. The details of a lobbyist, how they work and the way the tactics they use to persuade a member of legislator will be discussed. We will touch on specific interest groups that are often represented by lobbyists in the legislator. A lobbyist is, in a sense, citizen’s way into governments.

*By learning about lobbyists, the students will learn one route they can take to have their voices heard in the legislator. It will also begin to introduce students to different techniques used for persuasion as well as how one takes a position on a political issue.

Lesson 4
I will spend the first 15-20 minutes of class informing students of different persuasion techniques one can use when trying to convince someone of the importance of an issue, vote in their favor etc. After that the students will break up for a group activity regarding various persuasion techniques and how they would use the various ones. They will role-play some of the techniques.

*In order to complete both Activity #4 as well as the Unit Project, students need to be able to persuade people. In addition, learning to persuade will cause the students to be able to take a firm position on an issue as well as defend that position.

Lesson 5
As a class we will discuss what it means to take a position on an issue. I will spend some time lecturing on how one goes about taking a position on an issue, stating that position, and defending it. Since it is Friday, the last 15 minutes will be spent working on portfolios. The students will be inputting Current Event Journal #3 and the captions for their visual aids as well as their accompanying reflections. This is also the day their visual aids are due and will be hung on the wall.
*By the end of this lesson the students will be prepared to complete Activity #4. In order to complete this activity they will have to take a firm position on their issue (Standard 9.1.2) as well as be able to persuade someone that their position has validity and a purpose. They will have a week to work on their Information Sheet at home, it will be due the following Friday.

**Week 5**

**Lesson 1**
I will do a presentation on what a “plan of action” is and the purpose they serve. There will be a 15-20 minute lecture regarding how things in our society have been affected because citizens have developed and implemented a plan of action when they saw a need for one. As a class we will brainstorm different “plans of action” we have recently seen implemented in our community.

*This lesson will be an introduction to the Unit Project. Students will gain an understanding of the concept “plan of action” thus allowing them to develop and agree upon one.

**Lesson 2**
There will be a group activity regarding specific “plans of action”. The students will be divided into groups and each group will be given information regarding an action plan that has left a significant mark on our society. The students will discuss the plan, point out what made it affective and outline what the creators of the plan did in order to implement the plan. At the end each group will give a 3-minute presentation of the plan they discussed.

*This lesson will allow the students to conceptualize the steps taken to develop and implement an action plan. They will see the steps taken to create an effective action plan. All of this will help them to create their own plan.

**Lesson 3**
This lesson will be spent discussing compromise and the importance it plays in achieving ultimate goals. I will bring up instances such as the Constitutional Convention in which there had to be give and take on both sides in order to reach a conclusion that will benefit both sides. There will be a discussion on the importance of taken the strengths of each party’s position and incorporating them into a comprehensive idea/plan in which everyone can agree on. I will point out that no one’s thoughts should be completely thrown out. Everyone’s thoughts have credibility and deserve careful discussion. As class we will develop ideas as to how a group can bring their ideas together, compromise, and agree on a final product that reflects the efforts of all that are involved.

*This lesson will help the students achieve Standard 8.1.2 in which they have to be able to come to an agreement with a group of people regarding an action plan. It, of course, then leads to them being able to complete the unit project.
Lesson 4 (2 days)
Students will use these two days to begin developing their plan of action. In order to do this they will need to come to an agreement on what needs to be done regarding their issue. After that they can start developing and designing their actual plan. As always, the last 15 minutes of Friday will be spend working on portfolios. Students will add Current Event Journal #4 and Activity #4 as well as the accompanying reflections.

Week 6
Lesson 1 (4 days)
Students will continue work on their unit projects. They will complete their plan of actions and begin to develop their presentations. During this time the students will need to turn into me a brief outline of what their presentation will involve in order to ensure it is classroom appropriate.

*Although 6 days is a lot of time to spend on a project, this is a lengthy project with several parts. It requires a lot of time and effort. By working on the project in class, the students will be guaranteed time that their whole group can work together. In addition, I will be able to observe what is going on and give guidance where appropriate.

Lesson 2
Review what it is I want in the paper. We will discuss topics such as mechanics of an essay, how to have flow in an essay etc. This will also be a q/a period to answer any final questions the students have regarding their presentation, paper, or portfolios as a whole. The last 15 minutes will be dedicated to portfolios. Students will add C.E Journal #5 with the accompanying reflection.

*Every teacher has different expectations for essay writing. Since I am asking for a 4-5-page paper, it is important for me to outline what it is that I expect out of an essay and the format I want. Also, we are nearing the end of the unit and students need to start putting the final touches on their portfolios. The q/a session will allow them to get the final information they need to complete the project.

Week 7
Lesson 1 (2 days)
There will be three groups a day doing their presentations. This will take the entirety of the class period.

Lesson 2 (2 days)
Since portfolios can't leave the classroom, these two days will be spent compiling all the components of the portfolio. They will put in all the requirements from the unit project, C.E. Journal #6 and any final reflections that need to be put in. They will order all their entries as outlined and create a title page, table of contents and introduction. The final products will be due on Friday. This will allow for two nights for the student to create the final components to add to the portfolio.
Lesson 3

Portfolio presentation day! We will invite the parents in for a little “show-and-tell”. This day will allow the students to demonstrate to their parents what they’ve been doing over the past several weeks and what new skills they have acquired. They will show their portfolios as well as their displays on the wall.
KEEP THIS INFORMATION, DO NOT LOOSE IT, GUARD IT WITH YOUR LIFE!!!(Or at least with the amount of effort you would in order to pass the class 😏) ✓

What is a portfolio?
A portfolio is a collection of your work you've done throughout the unit. It shows your efforts, progress and achievements. Portfolios also include student reflection regarding your feelings about what is being learned, progress you are making etc. Basically it shows someone what you have learned throughout the unit and what you are now capable of. For this particular assignment we will be building assessment portfolios. Assessment portfolios focus on what you have learned, they focus on particular curriculum objectives. So in this case the portfolios will reflect your work regarding "citizenship in action". In this portfolio will be a showcase of all your work you've completed throughout the semester demonstrating your ability to take an active part in society by defending an issue or problem relevant to our society, whether it be national, state, or within our own community.

What is a portfolio for?
The primary purpose of this portfolio is for you to demonstrate to me that you have mastered the skills outlined in the standard and are ready to move onto the next level. It is taking place of a long, boring, paper-pencil test that you are normally stuck with. Instead you will be showing me your progression and ability through a variety of activities all showcased in your portfolio. Remember, this is an assessment portfolio reflecting and demonstrating your own work. That means parents, brothers, sisters, friends, and dogs don't do your work for you. You want to be proud of what is in your portfolio and this is only going to happen if it portrays your personal work.

Who is going to see this?
For one, you'll get to see it. You'll have an entire unit of your hard work nicely laid out before you with your reflection included so you can look back on what you liked and didn't like. I am a second person that will see this portfolio, and again I will use it for the purpose of deciding if you have mastered the skills laid out in the standards. Lastly your parents will see it. That's right, finally when your parents ask you, “what did you learn in school?” you'll actually have something to show them. At the end of the unit we will invite your parents to the class and you will have the opportunity to strut your stuff.

When is it due?
Included in this packet is a timeline as to when each entry to be included in the portfolio is due. The final product, a completed portfolio with all the parts compiled all nice and pretty, will be due the final day of school before Spring break (which so happens to be the final day of the unit). This is the day that you will be showcasing your portfolio to your classmates and parents so no being late or asking for extensions. You will have the last 10-15 minutes of class each Friday to work on your portfolios. During this time
you should be adding to, organizing, and updating your portfolios. At the same time I will be going around checking to see that you are staying up-to-date with everything.

**How will it be graded?**

Also included in this packet is a rubric for every entry that will go into this portfolio. These rubrics outline exactly what I expect out of each assignment and how I will grade the assignment. There is also a rubric regarding how I will grade the portfolio as a whole. Most of your assignments will be graded before the final presentation of the portfolio. On the week an assignment is due, you will put that assignment into your portfolio during the time allotted on Friday’s for updating portfolios. Throughout the next week I will go through the portfolios and grade the assignment. This way, when you update your portfolio on the following Friday you will know the grade you received. If you feel you are struggling with anything, feel free to come and see me.

**Who will grade/evaluate it?**

The first of these is of course obvious. I will do the majority of the grading. However, you will also get the chance to evaluate your own work and contribute to your grade. Your fellow classmates will also have a minor part in evaluating your work on individual components of the portfolios. These components are the group projects you will be doing.

**Where am I going to keep all this stuff?**

Go ahead and let out a sigh of relief. You will not be responsible for transporting your portfolios to and from home, making sure that nothing gets left behind. The portfolios will remain in class and are to never leave class until the unit is completed. Have you ever noticed those filing cabinets in the back of the class that seem to serve no purpose. Well, now you know the purpose. Each drawer of the cabinet will be designated and labeled for each class period. Your individual portfolio will be stored in a hanging file inside the cabinet, these files will be kept in alphabetical order. Keep in mind that these files are personal property and you don’t have the right to touch or dig around in anyone else’s folders. Included in this packet is a statement which you must sign and return. In this statement you commit that your work is solely your own work. This means, no going through other students’ portfolios either to help yourself or hurt them. If you are caught digging through another student’s portfolio a loss of points on your portfolio will follow.

**What exactly am I supposed to put in this?**

Now this is the part you really have to pay attention to. It doesn’t matter how I’m going to grade it or when it’s due if you don’t know what to do. Each of the items below MUST be included in order for you to receive credit for the portfolio. For the assignments that need additional explanation I have included handouts fully detailing what exactly needs to be done.
Part 1: Current Event Journals (6 total)

The purpose of this entry in your portfolio is to keep you updated on the latest and greatest regarding your issue. Each week you will be searching through newspapers for an article related to your issue, these newspapers can be from a local, national or world level. These articles have to have been produced within the past two weeks of the given week it is due. Be sure that this article clearly relates to your issue, which requires some thought. This means no waiting until the night and pulling from the first newspaper you find. If you really put some thought into these “current event” activities you will find valuable information that will help you with all your other activities. Each of your current event journals must include:

- The bibliographic information for the article. As you know from previous assignments done in this class, this means:
  - Author
  - Title
  - Source
  - Date

- A summary of what the article was about. This summary must prove to me that you really read it. General guideline for a summary should be about 1/3-1/4 the length of the article.

- Tell me how it relates to your issue and why you thought it was important to write about. This should be about one paragraph (4-6 sentences) long.

- Tell me how this article has affected your view on your issue. What new outlooks have you gained? What did you agree with? What do you disagree with?

- Each entry should be neatly written or typed with the article attached. As with all entries in your portfolio the date needs to be clearly labeled in the upper right hand corner.

*Keep in mind that each current event entry should have its own reflection page, not one reflection regarding all the current events you have completed.

Part II: Unit Activities

Throughout the unit you will be working by yourself as well as with your group do complete four unit activities:
- Voter’s guide
- Timeline
- Active Investigation
- Lobbying to the Legislator

Each of these activities will constitute and entry in your portfolio. Obviously this means that you will have four reflections in this part. Since there will be a lot more work put into each of these activities then your current event issues, I expect the reflections to have a little more depth. There is an attached handout detailing exactly what I want for each activity.
Part III: Final Presentation

There are two parts to your presentation, a paper and an oral presentation. You will include the actual paper. We will be recording the presentations onto a DVD; these will also be stored in your portfolios.

Part IV: Reflections

For each entry into your portfolio (current event journals, activities, projects EVERYTHING!!!) you will be required to write a brief reflection regarding the assignment. This is your chance to spill your guts about your feelings towards the assignment. If you liked it, great! Tell me why. If you thought it was the worst assignment ever and you never want to do it again that’s okay too. I will be looking to see that the following questions are answered in your reflections:

Required:

- What do you like most about your work? Why?
- What was the most difficult part about producing this particular piece of work? Why?
- If you were to do this project again what would you do differently? Why?
- What were your feelings towards the assignment itself? Why?

Select one or two to answer:

- Describe a situation in which you got stuck and were frustrated with the project. What helped you get going again?
- What helps you be creative?
- What are three words that describe you as a student? Explain how those three words best describe you.
- If you were to revise this project one more time, how would you change it and why?

These reflections don’t need to be lengthy novels spilling your innermost guts to me. Rather, all I need is a brief description (2-3 paragraphs) reflecting on the assignment itself, your work on the assignment, and you as a student. These reflections will help you express where you think you stand, your strengths and weakness and how you can improve.

*Coincides with Language Arts Standard 5.3.1 (See Appendix 1)

TAADAAH! You did it!!!

This is all that is required of you for the portfolio. Some of it sounds a little overwhelming and you probably have several questions. Remember each activity as well as your final project has a handout with detailed information as to what I expect. In addition, there is a rubric attached for each assignment, activity, project informing you as to exactly how I will be grading. If you have any questions look to the handouts and rubrics. If you still have question feel free to ask me or any of your classmates. Good Luck and Have Fun!!!
Organization of Portfolio

Title Page- This should include a creative title for your portfolio, your name and the period you are in. You can make this as creative and fun as you want just make sure it is easy to find the required information. Keep in mind you won’t have everything in your portfolio until the very end so you may want to do this towards the end.

Table of Contents- I want everything found within the portfolio clearly labeled and outlined on this page. Again, since you won’t have all the content until the end this should be done towards the end.

Introduction- It is on this page that you introduce your observer to what they will find within your portfolio. What is included in your portfolio, what was the purpose of it? Compare different pieces of work with each other. What piece is your favorite and what could you do without. Briefly describe your whole experience while compiling this portfolio. What things did you learn, what did you enjoy, how has your outlook on life changed? Basically, this is just like your reflections you’ll be doing for the individual assignments but it’s a reflection on the portfolio as a whole. The introduction will be graded on the same rubric as the other reflections.

Entries- Look at the “what exactly needs to be put in this thing” question. The answer includes all the entries I expect to find in the portfolio. The current events should be the first thing following the introduction, each with the date clearly labeled, put in order by the date in the top right hand corner. Following the current event journals will be all the other assignments and activities. Each of these assignments and activities should be clearly labeled with the date and put in order according to the date.

Reflections- Immediately behind each of your entries I should be able to find your reflection regarding that particular entry. It should go: entry, reflection, entry, reflection etc. Each of these will be clearly dated in the top right hand corner of course.
**Timeline of Due Dates**

Remember, each of your entries needs to be included in your portfolio on the Friday of the week it is due.

**Week 1:**
- Introduction week, nothing is due. Enjoy!

**Week 2:**
- Current Event Journal #1, Activity #1, reflections for each.

**Week 3:**
- Current Event Journal #2, Activity #2, reflections for each

**Week 4:**
- Current Event Journal #3, Activity #3, reflections for each

**Week 5:**
- Current Event Journal #4, Activity #4, reflections for each

**Week 6:**
- Current Event Journal #5, Activity #5, reflections for each.

**Week 7:**
- Current Event Journal #6, Unit Project, reflections for each, finished Portfolio
Authenticity Form
To be signed by student AND parent

I, the undersigned, certify that everything included in this portfolio is a reflection of my own personal work. This means my work, ideas, thoughts and time. The work within this portfolio was completed by me on my own not by a family member, friend or anyone else. In addition, I have taken every precaution to avoid plagiarism.

_____________________________       _________________________
Student Signature               Date

I, the undersigned, realize that over the next few weeks my student will be working on various assessment activities at home. These activities are assessment activities and therefore should be completed by my student on their own. Every piece of work put in their portfolio is to be a reflection of their own personal achievements not someone else’s. I understand that I can answer questions and provide opportunities to allow my student to succeed on these assignments but the work is to be done by the student himself or herself.

_____________________________       _________________________
Parent Signature                Date
Activity #1
A Voter's Guide

Task: You will be presenting to the public the pros and cons of your issue in the form of a voter's guide. A voter's guide is designed to be objective. So, regardless of your personal opinion, be sure to include both sides of the story regarding the issue. You will prepare the guide for the general public, which will provide the background information on your issue, the pros of the issue and the cons of the issue. In order to ensure that your readers can trust what it is that they are reading, be sure to provide some evidence for the statements you are making regarding the pros and cons. Your guide may also include proposed solutions to problem.

Purpose: The purpose of the voter's guide is to give the public objective information regarding a candidate, issue, proposition etc. that will help them decide how to vote. In addition, by presenting the pros and cons of the issue you will be demonstrating your ability to meet Standard 8.1.1.

Procedure:
1. I will hand out packets of information to each group regarding their chosen topics. These packets will include basic information regarding your issue. It is then your responsibility to go to the library and find three more sources regarding your issue. These sources can be books, articles, internet sites, pretty much anything just as long as you are sure they are valid. (Remember last year in your history class when you were taught how to evaluate a source for its validity?)

2. You are to read through the packet I hand out as well as draw a few key points out of the sources you select from the library. Remember, the only part of this assignment that involves the group as a whole is sharing the packet of information. You are responsible for finding your own sources and creating your own Voter's Guide.

3. As you read through the information, create a list of the pros and cons surrounding the issue.

4. Decide what information it is you want to include in your guide. What information would the uniformed reader need to know in order to make an informed decision?

5. Sketch out a rough idea of what you want your guide to look like. Exchange your guide with other members of your group for feedback.

6. Produce a final draft of your voter's guide containing: background information, the pros and cons regarding the issue, evidence that the statements you are making is valid, and any other information you might want to include.
You will be given one class period to read through the information and compile your list of information you want to include. A second-class period will be spent in the library. The next class period is yours to design your guide and get feedback from other students. After those three class periods, you are responsible for completing the rest of the work at home.

*Confused about what exactly a voter's guide is supposed to look like? Don’t worry or stress. I have some examples that I will show to the class when we reach that point. Those guides will be available for you to look at any time you need during the time allotted to work on the assignment or on your own time. Just remember, these guides are examples not things to copy. If I see a pamphlet that looks like a carbon copy of one of the examples, I’m going to have a hard time believing it was your own work.

*This Assessment also meets Language Arts Standard 2.4.2 (See Appendix 2) 6.4.1 (Appendix 3)
Activity #2
Timeline

Task: Design an illustrated timeline portraying the important dates and events that have occurred related to your issue. You will be doing research in the library to complete this task. You are to use a total of five sources (two of them can be the same sources you used for Activity #1). You will have three class periods to work on this: One collecting your sources, one outlining the key events/dates, and one to work on your rough draft. All other work is to be done on your own time. If you stay on task, the only at-home work you should have to do is the final draft.

Purpose: This timeline will give both you and your audience an idea of what has happened regarding your issue and why the issue is of significance today. It is also the first step to completing Standard 9.1.1.

Procedure:
1. Spend a day in the library collecting your sources. The requirements are the same for Activity #1: any source you want as long as it is reliable. Use the skills you learned last year on evaluating sources. Also as with Activity #1, I want the bibliographic information for all your sources. Since we are getting up there in the number of sources, I want a separate bibliography sheet with the proper bibliographic information for each source.

2. Create a list of key points, dates and events. Include any information you think will be useful to creating an effective timeline.

3. Use the list to make a rough draft of your timeline regarding the history of your issue. Since some issues have been around for several years while others are fairly recent, some timelines will go by years while others by months. However, I want at least 10 different events/dates listed on your timeline.

4. Decide how you will illustrate each item on your timeline. Draw sketches of the illustrations. Also, make sure you have an appropriate title at the top of your timeline.

5. Show me your rough draft to ensure that all information and illustrations are classroom appropriate.

6. Use your rough draft to complete a final draft for display in the classroom.

7. For the entry in your portfolio you should include an outline of the 10 events/dates you put on your timeline. Attached to this outline will be your bibliography page. There will be a reference in your portfolio as to where your viewer can find the timeline on display.

*This assessment also fits Language Arts Standard 1.3.1, 1.3.2 (Appendix 4)
Activity #3
Active Investigation

Task: This is your chance to get your nose out of the books and out into the community, actively finding out what people's feeling are regarding your issue. You will work with your group to create a survey to administer to various community members. You will then be creating some sort of visual aid to display the results of your survey.

Purpose: As said before, this activity will provide you with yet another way to collect data. Since the issues we are covering are very relevant to citizens today, there is much to be learned about feelings towards the issues that you couldn't find in books. By conducting these surveys you will know the various opinions regarding the issue. This is also the second half of meeting Standard 9.1.1.

Procedure:
1. With your group, create a survey consisting of 15 questions relating to your issue. Take care that your questions are phrased in a neutral manner in order to ensure you get a true reflection of people's feelings. Make sure that your questions are clearly worded and your respondents will be able to understand the poll's questions.

2. Administer the survey to at least 40 people, which means about 10 per group member. Be sure that you are getting a representative sample of community members. This means even amount of males and females, even distribution of age groups and ethnic groups. For instance, don't have all your respondents to be 35 year-old, middle class, Caucasian males. Get women and men, young and old (and in between), upper-class down to working class, Hispanics, African-Americans, Caucasians, conservative, liberals. This might be done more effectively if you discuss as a group who each of you are going to survey.

3. Take careful notes during your polling and as a group compile your results.

4. Use your notes to draw a rough draft of your visual aid. This visual aid can be in the form of a bar graph, pie graph, collage, anything you want as long as it is visual aid it accurately reflects your findings. Make sure your visual aid is titled appropriately.

5. Show me the rough draft of your visual aid to ensure that it appropriately fits the issue and reflects the findings.

6. As individuals, write a caption that would appropriately coincide with your visual aid. This should be about three paragraphs long and include information about formulating the survey questions, administering the survey, and what the results of your survey were. Finally, include how your visual aid reflects your findings in the survey. Basically, this caption should explain to a viewer what it is they are
looking at and where the information came from. This sheet will be put in your portfolio for your viewer to read. There will be a reference in your portfolio as to where your viewer can find the visual aid on display.

7. As a group, use your rough draft to produce a final draft of your visual aid for display in the classroom.

*This assessment also fits Language Arts Standard 6.2.1 (Appendix 3), 9.2.1 (Appendix 5)
Activity #4
Lobbying to the Legislator

Task: When lawmakers are working on making decisions regarding an issue, they are bombarded with lobbyist attempting to sway them to vote their way regarding the issue. Your job is to act as a lobbyist defending your position regarding the issue you have been studying. You will write up a one-two page information sheet intended persuade a legislator to vote in your favor regarding the issue.

Purpose: You have been spending the past couple weeks gathering information regarding your issue. You are now an expert regarding this issue and ready to make an informed decision regarding where you stand on the issue. Also, by defending you position concerning the issue you will be meeting Standard 9.1.2.

Procedure:
1. Review all of your data you have compiled over the past few weeks. Analyze the key points of the data concerning your issue and make a decision as to where you stand regarding your issue.

2. Write up a one-two-page information sheet detailing your position on the issue and why the lobbyist should vote in your favor. Be sure the sheet includes:
   - What issue you are discussing
   - A brief summary of what the issue involves and what has been going on regarding it
   - A “needs statement”. What do you feel needs to happen regarding this issue
   - Your reasons for taking the stance you did regarding the issue
   - A request for their support and why they should support you.

3. Remember, in addition for pointing out facts, your goal is to be persuasive. Take a firm stance and don’t waiver. Make your information sheet visually stimulating. For instance, use larger print for points you want to draw attention to, maybe use color.

4. Also, remember this sheet is intended for a professional and should therefore look professional. It should appear neat, organized, and have proper grammar and spelling.

*Assessment also coincides with Language Arts Standard 5.4.1 (Appendix 1) and 8.2.1 (Appendix 6)
Unit Project
Plan of Action

Task: You and your group will work together, compile all the information you’ve gathered throughout the unit and develop a plan of action. The idea is for you to take the knowledge you have gained and create a plan you think would be the best course of action to deal with your issue. I don’t expect you to be able to come up with a perfect plan that will completely resolve the issue. That would be very difficult if not impossible; politicians have been working with these issues for ages and still haven’t figured them out. All I want is for you to create something that will help reduce the stress or make an impact on the issue. There are two parts to this project: an outline regarding your plan of action and a 15-minute presentation.

Purpose: As citizens of this country we have the right and responsibility to take an active part in government and politics. There is no point in gathering all this information and saying what we think should be done unless we put our thoughts to action. This project will allow for you to culminate all of your work over the past weeks and become an active participant in society. In addition, not only will you be dealing with all the standards hit in the unit activities, we will be adding one more, Standard 8.1.2.

Procedure:
1. Meet with your group and compile all of the information each person has collected regarding the issue.

2. Examine the information and discuss with your group the different aspects of the issue and where each person stands.

3. Agree upon a plan of action reflecting how your group as a whole feels this issue could be best dealt with. Obviously there is not going to be an undisputed agreement amongst all of you. You guys will need to compromise and design a plan that best demonstrates your group’s position.

4. Write out a detailed plan as to how your group is going to deal with the issue. You are going to want to include:
   - A background profile of your issue. Why is it an issue, what affect has it had on society (whether local, state or national), what has been done so far to deal with the issue?
   - How is the plan going to be organized?
     - Who will be involved
     - How is it going to be implemented?
     - What are the costs and benefits of the plan?
     - Will the plan require the help of volunteers?
     - Determine if society is ready to accept the plan? If not, what needs to be done to persuade members of the community your plan will work?
   - Sketch out the ins and outs of your plan
5. Now that your plan put together you are ready to do the two parts. You will be working with your group to do all the research and put your presentation together, however each individual is expected to turn in a written paper. Each person must have a part in the presentation. Take note that your group will have a say in your grade so be sure to do your fair share in the presentation so your group will have no reason to dock you points.

Part I: Paper

1. You have worked with your group to do the research, compile the information and design the plan. This section of the project is for you to complete on your own and demonstrate your knowledge of all the skills you have acquired over the past weeks.

2. You will write a 4-5-page paper outlining your issue as a whole, and more specifically the plan of action your group has developed.

3. For the first section, refer to your current events, voter’s guide, timeline, and active investigation activities. Give me the background information regarding your issue. List the pros and cons of the issue. Tell me about significant dates and events concerning your issue. Inform me as to what people’s feelings are regarding the issue and what has occurred lately with the issue.

4. For the second section, you will look to you information sheet. What is your personal stance on the issue and why have you taken that stance.

5. The third and last section will be the biggest part of your paper. You will outline to me the plan of action your group has developed regarding your issue. Obviously for this part you will want to use the information you wrote up as a group detailing the plan. For this section I want all that I listed in step 4 of the procedure section for the project as a whole.

6. Your paper should be in full sentences and paragraphs. No outlines or bullets or anything like that. There should be flow to your paper, taking the reader from the background information, through the pros and cons, to your stance, down to what your plan of action is.

*Assessment coincides with Language Arts Standard 5.2.1 (appendix 1) and 8.1.3 (appendix 6)
**Part II: Presentation**

1. Your group presentation will be 15 minutes long. You will be describing to the class what your plan is and how you would implement it. You must cover your issue, your plan, how it would work, who it would affect, etc.

2. I don’t want you standing up in front of the class, reading your notes, and boring us all to tears. Be animated and persuasive. Really convince us that your issue needs attention and your plan of action is the best way to deal with the issue.

3. There must be a visual to go along with your presentation. This could be a power point, posters, or flier. You can include a movie, skit, song anything you feel will help get your message across. Use your imagination but your visual must be cleared with me beforehand!!!

*Assessment coincides with Fine Arts Standard 6.3.1 (Appendix 7)*

This all sounds like a lot of work, but you will be given time in class to work on it and I will be available to you for questions and help in any form that is appropriate. Again, I have detailed rubrics describing everything I want and how I will grade. Any questions look there first and then ask me.
# Current Events Journal Rubric

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<tr>
<th>CATEGORY</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<tr>
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<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Bibliographic Information</strong></td>
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<td></td>
</tr>
<tr>
<td>Contains all four pieces of vital information (Author, Title, Publisher, Place)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Slight mistakes in citing format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pieces of vital information missing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mistakes in citing format</td>
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<td></td>
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</tr>
<tr>
<td>Correctly cited in proper format</td>
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<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
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</tr>
<tr>
<td>All information as outlined in assignment fulfilled</td>
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<td>Missing minor elements of the assignment</td>
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<tr>
<td><strong>Mechanics</strong></td>
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<tr>
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<td>A few grammatical, spelling, or punctuation errors.</td>
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<tr>
<td>Many grammatical, spelling, or punctuation errors.</td>
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Total Points (out of 12) _________
## Voter’s Guide

### Rubric

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<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
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<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives thorough explanation of issue</td>
<td>Gives general idea of issue</td>
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<td></td>
</tr>
<tr>
<td>5+ points</td>
<td>3 points</td>
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<td></td>
</tr>
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<tr>
<td><strong>Pros and Cons</strong></td>
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<td>8+ pros</td>
<td>7 pros</td>
<td>6 pros</td>
<td></td>
</tr>
<tr>
<td>8+ cons</td>
<td>7 cons</td>
<td>6 cons</td>
<td></td>
</tr>
<tr>
<td>Evidence of where information was found</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visually Stimulating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide easy to read</td>
<td>Sheet easy to read</td>
<td>Little flow or structure to sheet</td>
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</tr>
<tr>
<td>Key points are set apart from the rest of text</td>
<td>but points tend to blend together</td>
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<td></td>
</tr>
<tr>
<td><strong>Depth of Thought</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Evidence of deep thought and creativity</td>
<td>Completed, shows some thought and creativity</td>
<td>It’s done but there’s not much effort put into it.</td>
<td></td>
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<tr>
<td>Reader receives a thorough idea of what all the issue involves, able to make a sound, educated decision.</td>
<td>Reader can make an informed decision</td>
<td></td>
<td></td>
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</tbody>
</table>

*Note that the Timeline and Outline are worth triple the points, this shows importance of this skill*

Additional Comments: __________________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Total Points (out of 30) ________
## Timeline Rubric

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<th>Score Point 1</th>
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<td>Slight mistakes in citing format</td>
<td>Pieces of vital information missing</td>
</tr>
<tr>
<td></td>
<td>Correctly cited in proper format</td>
<td></td>
<td>Mistakes in citing format</td>
</tr>
<tr>
<td>Timeline x3</td>
<td>10+ events listed</td>
<td>9 events listed</td>
<td>8 or less events listed</td>
</tr>
<tr>
<td></td>
<td>Each event has an illustration</td>
<td>Missing 1-2 illustrations</td>
<td>Missing 3+ illustrations</td>
</tr>
<tr>
<td></td>
<td>Title at top</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neatly presented, organized and easy to read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline x3</td>
<td>10 events listed</td>
<td>9 events listed</td>
<td>8 or less events listed</td>
</tr>
<tr>
<td></td>
<td>Shows evidence of where you found each event</td>
<td>1-2 events not cited</td>
<td>3 or more events not cited</td>
</tr>
<tr>
<td></td>
<td>Reference where you can view timeline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note that the Timeline and Outline are worth triple the points, this shows importance of this skill*

Additional Comments: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total Points (out of 30) __________
## Active Investigation Rubric

<table>
<thead>
<tr>
<th>Part I: Survey</th>
<th>Excellent (3)</th>
<th>Competent (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Questions</strong></td>
<td>Questions are neutral and clearly worded</td>
<td>Questions tend to lead in favor of one stance or another Contains fuzzy words</td>
<td>Questions show favoritism towards a certain stance. Unclear what the question is asking.</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>15+ questions 40+ surveys completed</td>
<td>12-14 questions 30-39 surveys</td>
<td>11 or less questions 20-29 surveys</td>
</tr>
</tbody>
</table>

| Part II: Visual Aid | | | |
|-------------------|-------------------|---|
| **Depth of Thought** | Could see that a lot of thought and time was put into the visual aid. | Completed, showed some thought. | It's done but there's no much effort put into it |
| **Participation** | Took important part in designing the visual aid and portraying the results | N/A | Left work up to other group members to complete |
| **Results x2** | Clear reflection of results of the survey. One could look at the visual aid and explain what the results were | Representation of the results of the survey. One could look at the visual aid and get a general idea of the results | Reflects the results but difficult to explain what the results were. |

| Part III: Caption | | | |
|-------------------|-------------------|---|
| **Content x2** | All information outlined in assignment fulfilled | Missing minor elements of assignment | Large portions of the assignment missing |
| **Length** | 25-30 sentences | 20-24 sentences | 15-19 sentences |
| **Organization** | Information is very organized with well constructed paragraphs | Information is organized, but paragraphs aren't well constructed/ don't flow | The information is disorganized with little structure to paragraphs |
| **Neatness** | No grammatical errors. Neatly presented and organized | Has a few spelling errors. Work is somewhat sloppy in places | Has many spelling errors. Work appears to be quickly thrown together. |
| **Reference** | Gives reader reference to where they can see visual aid | N/A | N/A |

**Total Points (out of 36) _________**
## Lobbying to the Legislature

### Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent 3</th>
<th>Competent 2</th>
<th>Developing 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of Issue</strong></td>
<td>Provides 5 points regarding issue</td>
<td>Provides 4 points</td>
<td>Provides 3 or less points</td>
</tr>
<tr>
<td><strong>Support for Points</strong></td>
<td>Richly supports with relevant facts, examples, or details</td>
<td>Includes relevant facts, examples, or details, but may not fully support statement</td>
<td>Uses little or no accurate or relevant facts, details, or examples</td>
</tr>
<tr>
<td><strong>Position/Needs Statement</strong></td>
<td>The position statement provides a clear, strong statement of the author's position.</td>
<td>The position statement provides a clear statement of the author's position</td>
<td>A position statement is present, but does not make the author's position clear.</td>
</tr>
<tr>
<td><strong>Support for statement</strong></td>
<td>Richly supports with relevant facts, examples, or details</td>
<td>Includes relevant facts, examples, or details, but may not fully support statement</td>
<td>Uses little or no accurate or relevant facts, details, or examples</td>
</tr>
<tr>
<td><strong>Depth of Thought</strong></td>
<td>Lots of thought and creativity. Convincingly persuades the legislator to vote in author's favor</td>
<td>Completed, showed some thought. Attempts to persuade the legislator to vote in author's favor</td>
<td>It's done but there's no much effort put into it.</td>
</tr>
<tr>
<td><strong>Visually Stimulating</strong></td>
<td>Sheet easy to read. Key points are set apart from the rest of text</td>
<td>Sheet easy to read, but points tend to blend together</td>
<td>Little flow or structure to sheet</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td>Has no spelling errors. Neatly presented and organized.</td>
<td>Has a few spelling errors. Work is somewhat sloppy in places</td>
<td>Has many spelling errors. Work appears to be quickly thrown together</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>1-2 pages</td>
<td>Exactly 1 page</td>
<td>Less than 1 page</td>
</tr>
</tbody>
</table>

**Additional Comments:**


**Total Points (out of 24)** ________
## Unit Project: Paper Rubric

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Awesome! 5 pts</th>
<th>Right On! 3 pts</th>
<th>Oops! 1 pt</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content x2</strong></td>
<td>All information outlined in assignment fulfilled. 4-5 pages in length</td>
<td>Missing minor elements of assignment. 3 pages</td>
<td>Large portions of the assignment 2 pages</td>
<td></td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>Has no spelling errors. Neatly presented and organized</td>
<td>Has a few spelling errors. Work is somewhat sloppy in places</td>
<td>Has many spelling errors. Work appears to be quickly thrown together</td>
<td></td>
</tr>
<tr>
<td><strong>Plan of Action x2</strong></td>
<td>Could realistically be implemented in society. Demonstrates thorough thought and creativity. 5+ details as to how plan would be implemented into society</td>
<td>Might work, but questionable. Demonstrates some thought and creativity. 4 details as to how plan would be implemented</td>
<td>Really stretching it. Demonstrates very little thought or creativity. 3 or less details as to how it would be implemented in society</td>
<td></td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>Essay well written, using clear evidence to support statements and claims.</td>
<td>Essay contains some evidence to support statements and claims.</td>
<td>Very little evidence used to support statements and claims.</td>
<td></td>
</tr>
</tbody>
</table>

*Note some elements are worth double the points*

Additional Comments:

__________________________________________________________

Total Points (out of 30) __________
# Unit Project: Presentation

## Rubric

<table>
<thead>
<tr>
<th>CONTENT x2</th>
<th>Excellent 3</th>
<th>Competent 2</th>
<th>Developing 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td>□ Gives thorough explanation of issue</td>
<td>□ Explains the issue</td>
<td>□ Gives general idea of issue</td>
</tr>
<tr>
<td></td>
<td>□ 5+ points</td>
<td>□ 4 points</td>
<td>□ 3 points</td>
</tr>
<tr>
<td><strong>Organization of Plan</strong></td>
<td>□ Information well organized</td>
<td>□ Missing minor parts of plan as outlined in assignment</td>
<td>□ Two or more topics not addressed</td>
</tr>
<tr>
<td></td>
<td>□ Details all information outlined in assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Realistic</strong></td>
<td>□ Could realistically be implemented in society</td>
<td>□ Might work, but questionable</td>
<td>□ Stretching it</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>□ 5+ details of how plan would be implemented</td>
<td>□ 4+ details of how plan would be implemented</td>
<td>□ 3+ details of how plan would be implemented</td>
</tr>
<tr>
<td><strong>Strength</strong></td>
<td>□ Convincingly persuades audience in favor of stance</td>
<td>□ Gets people thinking about the issue</td>
<td>□ No clear stance one way or the other</td>
</tr>
<tr>
<td><strong>Depth of Thought</strong></td>
<td>□ Deep thought and creativity went into producing a detailed plan</td>
<td>□ Plan could use more detail</td>
<td>□ Significantly lacking detail and thought</td>
</tr>
<tr>
<td><strong>PERFORMANCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Each group member had important performance parts in conveying the message</td>
<td>Each group member participated, but some tended to dominate</td>
<td>One or two group members did minimal participation</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>Students and content classroom appropriate</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Lively and engaging. No dead time when no one was talking</td>
<td>Kept things going but lacked enthusiasm and creativity.</td>
<td>Conveyed information but saw a few students nodding off.</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>14-16 min</td>
<td>10-13 min</td>
<td>9 min or less</td>
</tr>
</tbody>
</table>

*Since the content is the important part of this project, each point in this section is worth twice the amount of points.*
<table>
<thead>
<tr>
<th>Group Evaluation x2</th>
<th>4</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual took equal part in presentation and preparation efforts by attending group meetings and performing their share of workload</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points (out of 56) _________
Reflection
Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers questions as outlined in assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows thought and truly evaluates work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates progress made as a student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 paragraphs in length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points (out of 12) 46
## Overall Portfolio Rubric

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Awesome! 10 pts</th>
<th>Right On! 8 pts</th>
<th>Oops! 5 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed all requirements for portfolio</td>
<td>All requirements completed</td>
<td>Missing 1-2 requirements</td>
<td>More than two requirements missing</td>
</tr>
<tr>
<td>Contents in order according to table of contents</td>
<td>All in order</td>
<td>1-2 items out of order</td>
<td>More than two items out of order</td>
</tr>
<tr>
<td>Each entry is clearly dated in upper right hand corner</td>
<td>All items dated</td>
<td>1-2 items missing date</td>
<td>2 or more items missing date</td>
</tr>
<tr>
<td>Neatness</td>
<td>Portfolio presented in a neat and organized manner</td>
<td>Portfolio has been compiled but looks a little messy</td>
<td>Everything is there but thrown together</td>
</tr>
<tr>
<td>Work was turned in on time</td>
<td>Turned in on due date</td>
<td>One day late</td>
<td>Two days late</td>
</tr>
</tbody>
</table>

Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Total Points (out of 50) __________
**Individual Evaluation Rubric**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did all individual work on my own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put thought and effort into my portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I continuously evaluated my work and tried to improve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work in this portfolio is a reflection of my best effort</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points (out of 12) _____**
**Appendix**

**Appendix 1**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
</table>

**Standard 5: WRITING: RANGE—Write using various forms to communicate for a variety of purposes and audiences.**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews).</td>
</tr>
<tr>
<td>Writes to obtain and communicate information in letters and correspondence, in I-search or traditional research papers, in interviews, or in speeches.</td>
</tr>
<tr>
<td>Write a variety of responses to reflect on learning.</td>
</tr>
<tr>
<td>Uses writing for learning and reflection in logs such as writer's notebooks, reader response logs, or journals with tools such as graphic organizers, notes and annotations, or exit passes.</td>
</tr>
<tr>
<td>Write for problem solving and application.</td>
</tr>
<tr>
<td>Writes to solve problems and to take care of personal and civic responsibilities (e.g., giving instructions, writing a letter of complaint).</td>
</tr>
</tbody>
</table>

**Appendix 2**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
</table>

**Standard 2: READING AND LITERATURE: COMPREHENSION PROCESSES—Use strategies within the reading processes to construct meaning.**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate questions, identify issues or problems, and investigate answers or solutions using general and specialized information sources.</td>
</tr>
<tr>
<td>Generates and identifies significant and critical questions for investigation.</td>
</tr>
<tr>
<td>Uses general and specialized sources (e.g. references on historical events or periods, biographies of authors, books about particular settings) to find answers.</td>
</tr>
</tbody>
</table>
### Appendix 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
</table>

**Standard 6: WRITING: COMPOSING PROCESSES**—Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and synthesize information from research and integrate information with own ideas in text.</td>
<td>Incorporates information from research into own writing.</td>
</tr>
<tr>
<td>Craft writing to appeal to and convince readers.</td>
<td>Selects ideas appropriate to the background and knowledge of reader(s).</td>
</tr>
</tbody>
</table>

### Appendix 4

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
</table>

**Standard 1: READING AND LITERATURE: RANGE**—Read a range of literary and informative texts for a variety of purposes.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read to research an issue, theme, or thesis using technological and traditional informational resources.</td>
<td>Uses traditional and technological resources (e.g., historical documents, public documents, reference materials, websites, CD ROMs) when doing research to acquire information, to understand an issue, or to support an idea or thesis.</td>
</tr>
<tr>
<td>Read to solve problems and perform citizenship and work-related tasks (e.g., tax form, voter registration, job application, technical manual).</td>
<td>Reads to perform functional and citizenship tasks (e.g., school rules and procedures, instructions, map directions).</td>
</tr>
</tbody>
</table>
### Appendix 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
</table>

**Standard 9: ORAL COMMUNICATION: RANGE**—Communicate orally using various forms—interpersonal, group, and public—for a variety of purposes and situations.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in informal and formal groups (e.g., forum, symposium, parliamentary procedure) for a variety of purposes.</td>
<td>Participates productively in groups for a variety of purposes (e.g., exchange ideas, analyze information, solve a problem, complete a task or project).</td>
</tr>
</tbody>
</table>

### Appendix 6

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9</td>
<td>None</td>
</tr>
</tbody>
</table>

**Standard 8: WRITING: RHETORIC**—Use rhetorical devices to craft writing appropriate to audience and purpose.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reveal insights about people, events, knowledge, and experiences.</td>
<td>Makes a point, answers a well-defined key question, or develops a strong argument with a clear and consistent focus throughout the writing.</td>
</tr>
<tr>
<td></td>
<td>Have an organizing structure that gives the writing coherence (e.g., weaves the threads of meaning into a whole).</td>
</tr>
</tbody>
</table>

### Appendix 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Level or Class (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>9</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

**Standard 5: Make connections between visual arts and the performing arts as well as other subject areas. (V6)**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an interdisciplinary project which includes the visual arts and other disciplines.</td>
<td>Develops an interdisciplinary project that involves the visual arts and other subject areas.</td>
</tr>
</tbody>
</table>