

Government Assessment

Passport to Citizenship

Guiding Question: **What does it mean to be a citizen of Bozeman, Montana, the United States, and the world?**

Learning Goals:

- Know the responsibilities of citizenship
- Know the structures of government (federal, state, local)
- Know the Constitution and Bill of Rights
- Know how to understand multiple points of view on an issue
- Know how to participate in the community and act of a belief
- Know about current events and their relevance

Instructions:

For this assignment you will be asked to create an ensemble of your citizenship work throughout the semester. You will be completing five assignments over the course of the semester. At the end of the semester, you will be required to **present a reflection of your work** to the class and turn it in for approval of citizenship.

This assignment, and assignments that contribute to your final passport, will be worth **40% of your semester grade**. Each assignment in your passport will be worth 100 points. In addition, your final summative reflective presentation is also worth 100 points.

Mandatory Assignments (100 points each):

1. Unit 1-Constitution Test
2. Supreme Court case analysis

Schedule:

Weeks 1-3	Constitutional Foundations and Structures of Government Constitution Test=first required assignment
Weeks 4-5	First assignment due-Constitution/Civil Rights
Weeks 6-8	Court case analysis will be completed in class=second required assign.
Weeks 9-11	Second assignment due- Understanding Multiple Perspectives
Weeks 12-15	Civic Action assignment work time
Weeks 16-17	Civic Action due and presented to class Passport to Citizenship DUE
Week 18	Research/create final reflection addressing the following question: Based on your work, learning and experiences, what does it mean to be a citizen of BHS, Bozeman, Montana, the United States, and the world?
Weeks 19	Citizenship analysis presentations

Activity Options

You must complete one assignment from each category.

Detailed instructions for each assignment category will be presented in class, this list is just to get you thinking about what you might want to do.

Constitution/Civil Rights

Political movie analysis (see list on Moodle)

Political book analysis (see list on Moodle)

Government diagram and explanation

Understanding Multiple Perspectives

Political cartoon analysis

Evaluate a political speech or debate

Current event analysis

Controversial Issue-presentation/debate?

Analysis of political candidates

Political Party comparison

Optional for any category-student proposal with teacher approval (see form)

Constitution and Civil Rights Assignment Sheet

Guiding Question: What do you understand about the Constitution?

The Constitution and Civil Rights assignment is the first component of the “Passport to Citizenship.” This assignment is important to demonstrate that you have a basic understanding of the **foundational principles** found in the Constitution and Bill of Rights. This assignment will also demonstrate that you understand how **those fundamental principles apply to real world situations.**

Foundational principles:

Separation of Powers
Federalism
Checks and balances
Limited government
Popular Sovereignty
Rule of Law
Multi-party system
Majority Rule

Citizen participation
Equality
Political tolerance
Transparency
Judicial Review
Fair elections
Bill of Rights
Minority Rights

For this assignment you will be choosing one activity from the following list:

Constitution/Civil Rights Assignment Options:

Political movie analysis (see approved list on Moodle)
Political book analysis (see approved list on Moodle)
Government diagram and explanation
Create your own citizenship test
Current events Constitutional analysis
Visual analysis (you may include some/all of the following)
Optional: Student proposal with teacher approval (see form)

Product Options:

What you turn in for this assignment will vary depending on what assignment you choose. However, regardless of what assignment you choose, you will be graded using the attached rubric. Your assignment may be but is not limited to any of the following formats:

Written paper	Visual Representation (photos/images)
Powerpoint	Multi-media product (video, music, etc.)
Chart/Graph	Verbal presentation
Newspaper/Magazine article	Game
Test/Quiz	Story
Model	Legal Brief
Poster	

This assignment is due: _____

Government Constitution and Civil Rights Rubric

Category	Advanced Proficient 10 points	Proficient 8 points	Partially Proficient 6 points	Novice 5-0 points	Student Score
Professional presentation 10 pts total Written/Visual	10-9 Product is typed and presented in a clear and professional manner. Lay out and design are aesthetically pleasing.	8-7 Product is typed and well organized, may not be of exceptional quality.	6 Product is not typed but still neat. Layout and design have few cosmetic blemishes.	5-0 Product appears sloppy and is not appealing to the eye.	
Spelling, Grammar and Mechanics 10 pts total	10-9 The writer demonstrates mastery of standard usage with fewer than 3 errors in spelling, & grammar.	8-7 The writer makes fewer than five errors in spelling, punctuation, and grammar.	6 Errors in spelling, punctuation, capitalization, usage and grammar interfere with text.	5-0 Numerous errors make reading a chore.	
Content-40 pts Understanding of Foundational Principles _____/20 pts Connection Explanation _____/20 pts	20-18 Student work demonstrates an understanding of at least 6 Constitutional principles or components with clear explanation. Student is able to clearly connect their Constitutional Connections to a real world situation.	17-16 Student work demonstrates an understanding of 4-5 Constitutional principles or components with good explanation. Constitutional Connections to a real world situation are good but may require more information for thorough understanding.	15-14 Student work demonstrates an understanding of at 3 Constitutional principles or components with vague explanation. Constitutional Connections to a real world situation are fair and may require more information for thorough understanding.	13- Below Student work demonstrates an understanding of 2 or fewer Constitutional principles or components with poor or no explanation. Constitutional Connections to a real world situation are missing or unclear.	
Synthesis/Analysis 30 pts	Student work demonstrates higher order thinking skills such as evaluation, synthesis, creativity and analysis. Student work demonstrates logical thinking about real world scenarios.	Student work includes some higher order thinking skills such as evaluation, synthesis, creativity and analysis. Student work extends knowledge and thinking about real world scenarios.	Student work requires explanation and understanding of knowledge with limited application to real world situations. Students may occasionally demonstrate higher order thinking skills.	Student works requires little to no higher order thinking skills and is primarily simple recall of knowledge.	
Creativity 10 pts total	10-9 Project is creative and authentic. It is clear the	8-7 Project is adequately creative and authentic. Project is	6-5 Presentation is marginally creative and authentic. Project	4-0 Presentation is not creative or authentic. Project dull and	

	project is original and it is presented in a creative way.	original and somewhat creative.	is a typical ppt-type presentation.	uninteresting.	
				TOTAL SCORE	/100

Understanding Multiple Perspectives Assignment Sheet

The Understanding Multiple Perspectives assignment is the second component of your of your choice for the “Passport to Citizenship.” This assignment is critical in today’s political atmosphere as it allows you to explore and understand both sides to an issue, while **evaluating sources** of information for reliability and bias. You will then form your own opinion on the issue and support your position with evidence.

For this assignment you will select one of the following activities:

- Political cartoon analysis
- Evaluate a political speech or debate
- Current event analysis
- Controversial Issue-presentation/debate
- Analysis of political candidates
- Political Party comparison
- Optional: Student proposal with teacher approval (see form).

This assignment requires a written analysis of your activity and controversial issue. You may choose to write in any of the following formats:

- Persuasive essay
- Newspaper or magazine editorial
- Letter(s)
- Legal brief
- Other student suggestion

In your writing you must provide background information explaining the details of the issue discussed. You must present both sides to the issue fairly and **equitably using factual information** and citing government connections for both sides of the issue. You must provide your personal opinion on this issue and **factual evidence supporting** your opinion.

This assignment requires an annotated works cited page in MLA format. A good place to begin your research would be the BHS Berg Library website-EBSCO and SIRS databases.

This assignment is due: _____

Understanding Multiple Perspectives Rubric

Category	Advanced Proficient	Proficient	Partially Proficient	Novice	Score
Professional presentation 10 pts total Written/Spoken	10-9 Product is typed and presented in a clear and professional manner. Layout and design are aesthetically pleasing.	8-7 Product is typed and well organized, may not be of exceptional quality.	6 Product is not typed but still neat. Layout and design have few cosmetic blemishes.	5-0 Product appears sloppy and is not appealing to the eye.	
Spelling, Grammar and Mechanics 10 pts total	10-9 The writer demonstrates mastery of standard usage with fewer than three errors in spelling, punctuation, and grammar.	8-7 The writer makes fewer than five errors in spelling, punctuation, and grammar.	6 Errors in spelling, punctuation, capitalization, usage and grammar interfere with text.	5-0 Numerous errors make reading a chore.	
Content 60 pts total *Issue is presented clearly- ___/15 pts *Position 1 is presented clearly- ___/15 pts *Opposing View is presented clearly- ___/15 pts may be in form of concession *Take a stand- ___/15 pts	15-13 I-Background information is provided explaining the nature of the issue in detail. P1-Student presents one side of the issue in a fair and balanced way. OV-The student demonstrates an understanding of the opposite viewpoint and perspectives. Factual evidence is supplied and explained for both sides of the issue. TS-The student is able to articulate a position. The student has used factual support to back up their opinion.	12-11 I-The student provides an overview of the issue with some detail. P1-The student presents one side of the issue in a fair and balanced way. OV-The student demonstrates a general understanding of the opposite viewpoint. Factual evidence is adequately supplied for both issues. TS-The student is somewhat able to articulate a position on the issue and support that position with facts.	10-9 I-The student provides brief overview of the issue P1-The student presents one side of the issue more strongly than the other OV-The student demonstrates a basic understanding of the opposing view Factual evidence is inadequate or unbalanced. TS-The student is able to reiterate a position on the issue, but does not form their own opinion or there is little to no factual evidence to support their position.	8-0 I-The student does not really provide any background details, merely introducing the issue. P1-The student presents only one, opinion based perspective. OV-The student does not demonstrate an understanding of opposing viewpoints and multiple perspectives. Factual evidence is lacking for one or both sides of the issue. TS-The student does not take a stand on the issue. There is no factual support.	
Sources 20 pts total	20-17 The student has a minimum of 5 sources. Sources are cited in MLA format. Sources are	16-14 The students has 4 sources. Sources are cited in MLA format. Sources are	13-11 The student has used sources that are biased or not balanced with the other side of the issue.	10-0 The student's sources are biased and/or unbalanced. Sources are not cited in MLA	

	thoroughly annotated and are balanced and/or unbiased.	adequately annotated and are balanced.	There are errors in MLA or missing annotations.	format and/or not annotated.	
				TOTAL SCORE	/100

Landmark Supreme Court Cases PowerPoint Project

This assignment is the second mandatory assignment for your Passport to Citizenship and is worth 100 points. From the establishment of judicial review in *Marbury v. Madison*, the United States Supreme Court has issued many significant and monumental decisions that have altered the general course of life in the United States. The Court's decisions have played a huge role in defining our system of government and ultimately our way of life. You and a partner are charged with researching a landmark Supreme Court case and presenting your information to the class in the form of a PowerPoint or other type of presentation.

Presentation Details: Your presentation must consist of:

- at least 7 slides and no more than 12.
- a mixture of images and text.
- One slide needs to be a list of references in the correct MLA format
- The following information:
 - Who was the plaintiff in the case?
 - Who was the defendant in the case?
 - What historical background information exists regarding the circumstances of the case?
 - What was the issue?
 - Trace the course of the case. How did it make it to the Supreme Court? (specifically how did other courts decide this case and why?)
 - What was the decision of the court? Provide a detailed summary of the majority opinion. Were there supporting opinions? Provide a detailed summary of any opposing/dissenting opinions.
 - What Constitutional Issue was involved/decided by the Court's decision in this case? What was the legal question?
 - Was precedent established with this decision? Or did the Court use precedence in their decision?
 - What was the lasting impact of this decision? How does it impact us today?
 - How have other countries dealt with this issue? Check at least 2 other countries.
 - Develop 2-4 Questions for Discussion and engage the class in a discussion of these issues. Be sure to provide the class with your own answer to the questions as well.

Project Work Time: We will be in the library on Wednesday, March 27 through Friday, March 29. Any additional work must be completed at home on your own time.

Project Due Date: Presentations will take place beginning Monday, April 1 and continuing through Tuesday, April 2, and Wednesday, April 3. Everyone should be prepared to present beginning on Monday, presenters will be chosen randomly.

If you are absent the date of your presentation without a medical excuse and prior communication, you will receive a zero for this assignment.

Landmark Supreme Court Cases:

Choose one of the following cases to use for your project. You can sign up for your case in class on Wednesday, March 25. Sign ups will be on a first come, first serve basis and repeats will not be allowed. I suggest researching a few options this evening and come with a list of your top three.

McCulloch v. Maryland, 1819	Watchtower Bible and Tract Society of N.Y., Inc. v. Village of Stratton, 2002
Gibbons v. Ogden, 1824	Flast v. Cohen, 1968
Dred Scott v. Sandford, 1857	Heart of Atlanta Motel, Inc. v. United States, 1964
The Civil Rights Cases, 1883	Watkins v. United States, 1957
Plessy v. Ferguson, 1896	Nixon v. Fitzgerald, 1982
Schenck v. United States, 1919	Rostker v. Goldberg, 1981
Powell v. Alabama, 1932	Korematsu v. United States, 1944
Brown v. Board of Education of Topeka, 1954	Tinker v. Des Moines School District, 1969
Mapp v. Ohio, 1961	Illinois v. Wardlow, 2000
Engel v. Vitale, 1962	Regents of the University of California v. Bakke, 1978
Miranda v. Arizona, 1966	Shelley v. Kraemer, 1948
New York Times Co. v. United States, 1971	Baker v. Carr, 1962
Roe v. Wade, 1973	Muller v. Oregon, 1908
New Jersey v. T.L.O., 1985	Gideon v. Wainwright, 1963
Cruzan v. Director, Missouri Department of Health, 1990	Planned Parenthood of SE Pennsylvania et al. v. Casey, 1992
United States v. American Library Association, 2003	Loving v. Virginia, 1967
United States v. Eichman, 1990	Cleveland Bd. of Ed. v. LaFleur, 1974
U.S. Term Limits, Inc. v. Thornton, 1993	Romer v. Evans, 1996
Printz v. United States, 1997	Grutter v. Bollinger, 2003
Republican Party of Minnesota v. White, 2002	Elk Grove Unified School District v. Newdow, 2004
Oregon v. Mitchell, 1970	Citizens United vs. FEC, 2010
Nixon v. Shrink Missouri Government PAC, 2000	

Resources for Your Research:

1. Moodle Page-In the Judicial Branch section there is a document called "Case Summaries." This document has a one page summary of each case to help you choose which one sounds most interesting and to help you start your research.
2. Moodle Page-In the Constitution section there are links to Findlaw.com and Oyez.com which provide background information about all court cases in the United States.
3. Berg Library website-Ebsco and SIRS will also have information regarding most major cases.

Supreme Court PPT-Passport to Citizenship Rubric

Names:

Topic:

Assessment Area	Points Possible	Points Earned
<p>Completion: All aspects of assignment are complete: 7-12 slides, images, professional looking. Comments:</p>	20	
<p>Ideas and Content: Presentation fully answers the assigned criteria. Case background and other decisions, historical info, legal question and Constitutional connection, decision and explanation, precedents and lasting impact, other countries' views, etc. Comments:</p>	50	
<p>Conventions: Presentation is free of grammatical errors, spelling errors, etc. Comments:</p>	10	
<p>Presentation/Effort: Presenters demonstrate knowledge gained by not simply reading slides. Shared responsibility is present. Comments:</p>	10	
<p>Works Cited: One slide is dedicated to works cited in research. Format is correct MLA format. Comments:</p>	10	
<p>TOTAL SCORE:</p>	100	

Civic Action Project

300 pts.

This project will take place (combine) of your Participatory and Advocacy Assignments. For your final you will be presenting your project and what you have done over the course of the rest of the semester to the class. This project will help show you avenues to how to be active in the community, stand up for a cause, and making a difference. My hope for this experience, is that you will learn a lot about others as well as yourself. You will feel empowered to help others, change what you see wrong, and feel confident that you do have the ability to change the environment around you. This is a project topic of your choice, however there will be required steps to complete. You may work by yourself, with a partner, or with a group of no more than three people.

Here are some ideas:

cross walk at a particular place	equal pay for women	Organizing a graduation speaker	Same-sex marriage for or against
191- Semis	Soup kitchens	Organize your own PAC, for an issue	Keystone XL Pipeline
Park Clean up	Rehabilitative programs	Famine	Fracking in Montana
Building a play set, rock climbing wall, or other structure at a specific park.	Programs for the homeless	Adoption	Tuition Costs
School policies (what do you not like about BHS and what would you change?)	Government funding clean energy- windmills, solar panels.	Helping raise money for a specific cause and creating an event	Ridding of a certain regulation that hinders business
Taxes on unhealthy foods	Programs for disadvantaged youth	Famine	Opening up trails or trail development
Replacing/ repairing a specific street	Helping military families	Tutors for young children	Proposal to have incentives to bring manufacturing back to the U.S.
Smoke-free zones	Organizing a neighborhood clean-up	Bullying	Raise money for a Non-profit organization
Helmets (required?)	Organizing a large garage sale and proceeds benefit something..	Raising money for something at school	Road clean-up crew
Welfare reform	Form a club for making blankets for cancer patients.	Drinking water	Bozeman Creek
Health Care reform	In-home elderly care	Violence against women (locally, state, nationally, or internationally)	Bogart Pool
Abortion Notification	Push for tax incentives for clean energy	Vaccinations	Rialto Theater

Wolf hunting	restrictions on river access	Natural disaster victims.	Plan to attract new businesses in empty buildings
Hunting parameters (corner crossing)	Immigration	Hunting and processing meat classes	Financial aid
Gun Control	Guns in schools/campus	Disease or disability	Death penalty
Health insurance cost	Drug dogs in schools	Organize a march for a cause	Bison roaming
Drug testing in schools-athletes, extracurricular	Grants for computers in schools	Farm subsidies	Access in Yellowstone
texting or talking while driving	Marijuana laws- for or against	Age of consent	School curriculum- adding or taking away required classes
D.A.R.E. program	Creationism taught in schools	vocational school	Building more refineries
Sexual education	Adding a school sport- Rodeo, Hockey	Changing any other laws	animal cruelty punishments

Current Montana Laws
http://data.opi.mt.gov/bills/mca_toc/index.htm

Checklist

1. Step 1 Sheet _____
2. Gathering Information Sheets (@ least 4 sources) _____
3. Action Plan and Dates _____
4. Interview Sheet _____
5. Attend a meeting on the topic (All members) Completion sheets _____
- This can also be your own meeting for organizing the logistics of action
6. Public service announcement made and proof that they are advertised in the appropriate places.
(Picture of posters around town. Video-May be shown at organized meeting) _____
7. Contact sheet(s) _____
8. Performance or presentation at location (Completion Sheet as Well) _____
9. Final presentation to class is ready _____

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Step 1: Identifying a Problem and Brain Storming

1. Who is your group leader? _____

2. What is the problem? _____

3. What is your goal?

4. Why is it important?

5. What policy level is most appropriate for this problem (school, city, county, state, national, etc.) ____

6. What branch of government is most closely connected to this topic?

7. What are some aspects that need to be researched?

8. Who will research each topic?

Group

Leader: _____

Group Member A.

Group Member B.

Citizenship Reflection Rubric

Category	Advanced Proficient	Proficient	Partially Proficient	Novice	Student Score
Professional presentation Written/Visual 5 pts total	5 Product is typed and presented in a clear and professional manner. Lay out and design are aesthetically pleasing.	4 Product is typed and well organized, may not be of exceptional quality.	3 Product is not typed but still neat. Layout and design have few cosmetic blemishes.	2-0 Product appears sloppy and is not appealing to the eye.	
Professional Presentation Verbal 10 pts total	10-9 Presentation is clear and well organized with good eye contact, no verbal static	8-7 Presentation is good, some verbal static or pauses	6 Presentation is distracted and hard to follow, student does not make eye contact	5-0 Presentation needs work and practice.	
Spelling, Grammar and Mechanics 10 pts total	10-9 The writer demonstrates mastery of standard usage with fewer than three errors in spelling, punctuation, and grammar.	8-7 The writer makes fewer than five errors in spelling, punctuation, and grammar.	6 Errors in spelling, punctuation, capitalization, usage and grammar interfere with text.	5-0 Numerous errors make reading a chore.	
Content-30 pts Focus Question	30-27 Student work demonstrates a clear understanding of citizenship with clear explanation and reasoning.	26-24 Student work demonstrates an understanding of citizenship with good explanation.	23-21 Student work demonstrates an understanding of citizenship with vague explanation.	20-0 Student work has poor or no explanation of citizenship. Or student is unclear about the relevance of citizenship	
Synthesis/Analysis 30 pts	Student work demonstrates higher order thinking skills Reflection on all Passport activities is apparent and other assignments are referenced in presentation.	Student work includes some higher order thinking skills such as evaluation, synthesis, creativity and analysis. Student work demonstrates an ability to extend knowledge beyond the 6 Passport assignments	Student work requires explanation and understanding of knowledge with limited application of Passport assignments. Students may occasionally demonstrate higher order thinking skills.	Student works requires little to no higher order thinking skills and is primarily simple recall of knowledge or review of assignments..	
Creativity 15 pts total	15-14 Presentation is creative and	13-12 Presentation is creative and	11-9 Presentation is creative and	8-0 Presentation is not creative or	

	authentic. It is clear the reflection is original and it is presented in a creative way.	authentic. Reflection is original and the presentation is somewhat creative.	authentic. Reflection is original and presentation is a typical ppt-type presentation.	authentic. Presentation follows standard lecture format.	
				TOTAL SCORE	/100