Task 4: Proposing an Earmark

You will work to portray a lobbyist proposing an earmark that will answer the following essential question:

 ***How does the structure of government best practice the rights and fulfill the responsibilities outlined by the Constitution?***

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| **Earmark Rubric** | **4** | **3** | **2** |
| **Content**Historical Analysis | The student digs deeper into the content by connecting the key concepts of the learning goal to previous learning or to contemporary issues. | 3A: **Evaluate** the value and importance of a bicameral legislature.3B: **Clarify** how the roles and powers of the President has expanded beyond those granted by the Constitution.3C: **Analyze** how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases **(\*SS-Gov.9-12.24)**3D: **Evaluate** and **explain** the relationships among the branches of government **(\*SS-Gov.9-12.17)**3E: **Evaluate** multiple procedures for making governmental decisions at local, state, national, and international levels (**\*SS-Gov.9-12.23**) | A level 2 earmark fails to meet the level 3 learning goal in one or more areas: -bicameral legislature -presidential powers -landmark court case -branches of govt -governmental procedures (state, national, international) |
| **Source Analysis**Written description of each source | Artifacts chosen include both primary and secondary sources.Earmark shows high levels of thoughtfulness, preparedness, and creativity—product looks polished. | Artifacts chosen include both primary and secondary sources.Product shows evidence of thoughtfulness, preparedness, and creativity, but product does not look polished. | Artifacts chosen include either primary or secondary sources.Earmark is lacking evidence of thoughtfulness or preparedness. May show creativity, but product does not look polished. |
| **Writing Arguments**Writing about significance of the Branches of Government | Writes argument that demonstrates a depth of knowledge by going above and beyond the grade level expectation. The student digs deeper into the content by connecting the writing to previous learning or to contemporary issues.  | -Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.-Organize claim(s) and evidence clearly (chronologically, thematically, etc.).-Develop claim(s) with logical reasoning, accurate data, evidence, and examples.-Provide a concluding statement. | A level 2 writing sample fails to meet the level 3 standard in one or more areas: -Introduction  -Organization -Use of evidence -Conclusion |