



Lesson Title: *Our Government Today...What a System!*

Assessment:

Students will be evaluated through a rubric/scoring guide on the PowerPoint presentation.

Formal Assessment: Student understanding is assessed based on levels of Bloom’s Taxonomy on individual notes, via a scoring rubric.

Formal Assessment: Writing – Students will respond to questions posed. Responses will be evaluated using a scoring rubric.

	GRASP: Your Mission
GOAL	Your goal is to help the people of the Baffin Islands learn the components of the Constitution and fundamental principals of American Constitutional Democracy.
Role	You are ambassadors from the United States. You will travel to the Baffin Islands to help the people become educated about a democratic government.
Audience	The citizens of the Baffin Islands.
Situation	The people of the Baffin Islands in Northern Canada have just declared their independence from Canada. The citizens believe they would like to set up a government similar to that of the United States. You have been assigned to teach the components of the Constitution and principles of democracy to the people on the Baffin Islands so that they can decide if they want to emulate the US’s governmental system.
Performance	<p>You must complete the following tasks:</p> <ul style="list-style-type: none"> *PowerPoint presentation on one of the “The Principles of Democracy” *PowerPoint presentation on one of the “Components of the Constitution” * An accumulation of all concepts shown through individual Power Points will be assembled into a final PowerPoint presentation. The final product will be presented to the citizens of the Baffin Islands. *Your final task will be to write a response to an academic prompt which will require you to analyze and compare parts of the Constitution. The people of the Baffin Islands will vote and decide whether or not to create a democratic government based on your response.
Standards for Success	The design of the PowerPoint will reflect the understanding, application of research based on the standards, and use of critical thinking throughout the PowerPoint and essay. Synthesis of ideas, designs and concepts help the students to understand the big ideas of this lesson.



Your Mission:

Your team will research one of the “big ideas” based on the standards for fifth grade relating to social sciences, connecting the idea to the **fundamental principles of American constitutional democracy**.

Standard for Democracy:

5.7.3

Understand the fundamental principles of American constitutional democracy, including how the government derives its power from people and the primacy of individual liberty.

Core Ideas to Explain the Principles of Democracy

- 1.) Citizen Participation
- 2.) Equality
- 3.) Political Tolerance
- 4.) Regular, Free and Fair Elections
- 5.) Economic Freedom
- 6.) Human Rights
- 7.) Multi-Party system
- 8.) Due Process of Law
- 9.) The Rule of Law
- 10.) Federalism
- 11.) Checks and Balances
- 12.) Limited Government

You will create a **PowerPoint presentation** (8-9 slides) that will teach one of the core ideas to students. (The PowerPoint must include, but is not limited to: titles, information slides, graphics, transitions, etc. to help convey the message).

You are expected to turn in research notes explaining your core idea, along with the attached outline for each slide for a final score.

Your team will be evaluated on your success with the following rubric:



(Assessment 1 of 3) Power Point Rubric

5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from people and the primacy of individual liberty.

Criteria	Advanced	Proficient	Basic	Below Basic
Background	Background enhances text and other graphics. Choice of background is appropriate for this project.	Background enhances text and other graphics. Choice of background could have been better suited for project.	Background enhances text and other graphics. Choice of background does not fit project.	Background makes it difficult to see text or competes with other graphics on the page.
Text-Font Choice and Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a bit hard to read.	Font formatting makes it very difficult to read the material.
Content – Accuracy	All content throughout the presentation is accurate. There are 4 facts per slide with no factual errors.	There are 3 facts per slide. Most of the content is accurate.	There are 2 facts per slide. The content is generally accurate.	Content is typically confusing and is difficult to understand. Opinion is stated, no facts.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the core principal chosen. 8-9 slides	Project includes most material needed to gain a comfortable understanding of the core principal chosen. 7 slides	Project is missing more than key elements. 6 slides	Project is lacking several key elements and has inaccuracies. 5 or fewer slides
Use of Graphics	All graphics on each slide (8-9 slides) are charged (size and color) and support the theme/content of the presentation.	Of the 7 slides, 5 slides include graphics that are charged, all support the theme/content of the presentation.	All 6 slides have interesting graphics but a few do not seem to support the theme/content of the presentation.	All 5 slides are void of graphics and detract from the content of the presentation.
Spelling	Presentation has no misspelling or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Presentation	Student(s) presented the material with confidence, with clear annunciation, and inflection.	Student(s) presented material but could have been more confident, words generally annunciated, minimal inflection.	Student(s) had many difficulties presenting materials. Soft voice, words annunciated, but no inflection.	Student(s) was unable to complete the presentation before the class.



(Assessment 1.a of 3)

Power Point Rubric

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Criteria	Advanced	Proficient	Basic	Below Basic
Background	Background enhances text and other graphics. Choice of background is appropriate for this project.	Background enhances text and other graphics. Choice of background could have been better suited for project.	Background enhances text and other graphics. Choice of background does not fit project.	Background makes it difficult to see text or competes with other graphics on the page.
Text-Font Choice and Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a bit hard to read.	Font formatting makes it very difficult to read the material.
Content – Accuracy	All content throughout the presentation is accurate. There are 4 facts per slide with no factual errors.	There are 3 facts per slide. Most of the content is accurate.	There are 2 facts per slide. The content is generally accurate.	Content is typically confusing and is difficult to understand. Opinion is stated, no facts.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Effectiveness	Project includes all material needed to gain a comfortable understanding of the core principal chosen. 8-9 slides	Project includes most material needed to gain a comfortable understanding of the core principal chosen. 7 slides	Project is missing more than key elements. 6 slides	Project is lacking several key elements and has inaccuracies. 5 or fewer slides
Use of Graphics	All graphics on each slide (8-9 slides) are charged (size and color) and support the theme/content of the presentation.	On the 7 slides, 5 slides include graphics that are charged, all support the theme/content of the presentation.	All 6 slides have interesting graphics but a few do not seem to support the theme/content of the presentation.	All 5 slides are void of graphics and detract from the content of the presentation.
Spelling	Presentation has no misspelling or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Presentation	Student(s) presented the material with confidence, with clear annunciation, and inflection.	Student(s) presented material but could have been more confident, words generally annunciated, minimal inflection.	Student(s) had many difficulties presenting materials. Soft voice, words annunciated, but no inflection.	Student(s) was unable to complete the presentation before the class.



Essay Analysis Rubric

5.7 Students describe the people and events associated with the development of the U.S. constitution and analyze the Constitution’s significance as the foundation of the American republic.

5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from people and the primacy of individual liberty.

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Criteria	Advanced	Proficient	Basic	Below Basic
Components of questions	Written responses addressed all parts to both questions.	Written responses answered all but 1 part to both questions.	Written responses answered 1 part to two questions.	Written responses were incomplete.
Understanding of Civic Concepts through Higher Order Thinking Skills	Higher order thinking skills incorporated in responses to both questions: analysis, synthesis, evaluation.	Responses included: comprehension, application.	Written response included: knowledge, comprehension.	Written response includes only: Knowledge.
Writing Conventions	Vocabulary and language conventions used are grade level proficient and demonstrate civic terminology effectively.	Vocabulary and language conventions used are grade level proficient and reflect civic terminology.	Vocabulary and language conventions used are mostly at grade level proficient and reflect some civic terminology.	Vocabulary and language conventions used are far below grade level proficiency.