



Lesson Plan: Where's The Crisis – The Constitution Settles the Question

	GRASPS
Goal	Student will be able to interpret and apply the US Constitution to their assigned policy proposal. Using the articles found within the Constitution, students will convince the US President of the constitutionality of implementing their proposed policy.
Role	You are a policy specialist and your task is to present a report regarding a current policy issue which you would like to see included in the US President's policy plan for the upcoming fiscal year.
Audience	President of the United States and his executive members who prepare the budget proposal for each new year.
Situation	You are seeking Presidential approval to move your policy into the implementation stage. You will focus on the fact that the US President has a number of other proposals to consider. You must be prepared to convince him/her of the necessity of adopting your proposal for the common good of the American people.
Performance	Policy specialists will testify in an open hearing in the presence of the President and advisors to convince the executive office to implement such programs into the upcoming budget proposal that the US President will submit at the beginning of each year for consideration.
Standards for Success	<p>Policy specialists will be assessed on their prepared presentation</p> <ol style="list-style-type: none"> Constitutionality of the issue Policy report as to needs assessment Overall presentation of importance of funding Presentation as panel member



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Quality Criteria:

Presentation Rubric

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge <ul style="list-style-type: none"> • Constitutionality • Needs assessment 	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	



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<p>Mechanics</p>	<p>Student's presentation has four or more spelling errors and/or grammatical errors.</p>	<p>Presentation has three misspellings and/or grammatical errors.</p>	<p>Presentation has no more than two misspellings and/or grammatical errors.</p>	<p>Presentation has no misspellings or grammatical errors.</p>	
<p>Eye Contact</p>	<p>Student reads all of report with no eye contact.</p>	<p>Student occasionally uses eye contact, but still reads most of report.</p>	<p>Student maintains eye contact most of the time but frequently returns to notes.</p>	<p>Student maintains eye contact with audience, seldom returning to notes.</p>	
<p>Elocution Persuasive – need for funding</p>	<p>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</p>	<p>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</p>	<p>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</p>	<p>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</p>	
				<p>Total Points:</p>	

Source: <http://www.ncsu.edu/midlink/rub.pres.html>