



TEKS	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p><b>Government</b></p> <p>2(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.</p> <p>9(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;</p> <p>9(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;</p> <p>9(G) explain the major responsibilities of the federal government for domestic and foreign policy;</p>	<p>Project does not meet proficient criteria:</p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer to "How has the assigned President changed the Presidency?" was insufficient, incomplete, or vague.</li> <li><input type="checkbox"/> Outline of President's term(s) in office was missing or lacking moderate to major sections of information.</li> <li><input type="checkbox"/> President's decisions or events were missing one or more of the following or information was incomplete/vague:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Who was involved</li> <li><input type="checkbox"/> What happened</li> <li><input type="checkbox"/> Why was the event significant, controversial or important</li> </ul> </li> <li><input type="checkbox"/> Comparison of the role of the President with actual events/decisions of group's assigned President was insufficient, incomplete, or vague.</li> </ul>	<p><b>Students will research a former president. The investigation includes three phases. Students will examine, compare, and discuss their assigned president in the following ways:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Constitutional Role of the President</b></li> <li><input type="checkbox"/> <b>Historical and Modern Political Philosophy</b></li> </ul> <p><b>Phase 1:</b></p> <p>Answer the following question clearly, completely and with supporting evidence: <b>How has the assigned President influenced the Presidency?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline of President's term(s) in office covers major events and decisions in concise, clear language</li> <li><input type="checkbox"/> Detailed description of 2-3 major events or decisions during the President's term(s) explains               <ul style="list-style-type: none"> <li><input type="checkbox"/> Who was involved?</li> <li><input type="checkbox"/> What happened?</li> <li><input type="checkbox"/> Why was the event significant, controversial or important?</li> <li><input type="checkbox"/> What affect the event had on the president and his time in office?</li> </ul> </li> <li><input type="checkbox"/> Compare the Constitutional role of the President with actual events/decisions of the assigned President.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Explains and provides evidence of whether the President stayed within the boundaries of the Constitution or pushed its limits?</li> </ul> </li> </ul>	<p>In addition to meeting the PROFICIENT criteria ...</p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer to question is thorough and thoughtful.</li> <li><input type="checkbox"/> Description of major events/decisions is insightful.</li> <li><input type="checkbox"/> Comparison is provides clear explanation and reasoned analysis of the evidence.</li> </ul>
<p><b>Government Content Written Communication</b></p>	<p>0- - - -10- - - -15- - - -20- - - -23 0- - -10- - -20- - -30- - -34</p>	<p>24- - - -25- - -26- - -27- - -28- - -29 35- - -38- - -40- - -42- - -44</p>	<p>30- - -31- - -32- - -33 45- - -47- - -48- - -50</p>



<p><b>Government</b></p> <p>1(A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory;</p> <p>2(A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu;</p> <p>2(B) analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government;</p> <p>2(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.</p>	<p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer to "What was the assigned President's political philosophy? Did the President enact policies consistent with his philosophy?" was insufficient, incomplete, or vague.</li> <li><input type="checkbox"/> Statement of assigned President's political philosophy was missing, incomplete, incorrect, or vague.</li> <li><input type="checkbox"/> Comparison of the President's philosophy with the actual events/decisions of the assigned President was missing, incomplete, incorrect, or vague.</li> </ul>	<p><b>Phase 2:</b></p> <p>Answer the following question clearly, completely, and with supporting evidence: <b>What was the assigned President's political philosophy? Did the President enact policies consistent with his philosophy?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Craft a statement of the assigned President's political philosophy.</li> <li><input type="checkbox"/> Compare the President's philosophy with the actual events/decisions of the assigned President.</li> <li><input type="checkbox"/> Statement demonstrates understanding of the political philosophy, the President's philosophy and events/decisions of the president term.</li> </ul>	<p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Statement explaining the President's philosophy is clear, thorough and thoughtful.</li> <li><input type="checkbox"/> Comparison is supported with logic and evidence.</li> </ul>
<p><b>Government Content</b> <b>Written Communication</b></p>	<p>0- - - -10- - - -15- - - -20- - - -23 0- - -10- - -20- - -30- - -34</p>	<p>24- - - -25- - - -26- - - -27- - - -28- - - -29 35- - -38- - -40- - -42- - -44</p>	<p>30- - - -31- - - -32- - - -33 45- - -47- - -48- - -50</p>
<p><b>Government</b> (all previously notes standards)</p>	<p><b>Phase 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student did not contribute appropriate, sufficient, or substantial information to the discussion of assigned President with a new group of students representing different Presidents.</li> <li><input type="checkbox"/> Comparison and contrast of Phase 1 and 2 answers to other groups' information was missing, incomplete, incorrect, inappropriate, or vague.</li> <li><input type="checkbox"/> Student(s) did not contribute to academic conversation appropriately, sufficiently, or substantially.</li> </ul> <p>Student contributed to academic conversation but used fewer than 5 conversational elements or elements used were insufficient or unsupported.</p>	<p><b>Phase 3: Final Product</b></p> <p><b>Academic Conversation:</b> Discuss the assigned President with a new group of students representing different Presidents.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage group members in appropriate dialogue responding to open-ended questions using information and evidence collected in Phase 1 and 2</li> <li><input type="checkbox"/> During the conversation students demonstrates ability to use 5 of following conversational features: <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiating a worthwhile topic</li> <li><input type="checkbox"/> Elaborating</li> <li><input type="checkbox"/> Clarifying</li> <li><input type="checkbox"/> Supporting</li> <li><input type="checkbox"/> Build on or challenge</li> <li><input type="checkbox"/> Apply/Connect</li> <li><input type="checkbox"/> Paraphrase and Summarize</li> </ul> </li> <li><input type="checkbox"/> Reflection</li> </ul>	<p><b>Phase 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students use logic and reason in response to open-ended question</li> <li><input type="checkbox"/> Students uses detailed examples and evidence to support their response</li> <li><input type="checkbox"/> Student uses conversation features to deepen his/her understanding of his/her own President and the President assigned to other group members.</li> </ul>
<p><b>Government Content</b></p>	<p>0- - - -10- - - -15- - - -20- - - -23</p>	<p>24- - - -25- - - -26- - - -27- - - -28- - - -30</p>	<p>31- - - -32- - - -33- - - -34</p>



<p><b>TEKS</b> (8) Reading/Comprehension of Informational Text/Culture and History.</p> <p>Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p>	<p><b>Phase 3 (Continued): On-going Academic Conversations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student did not contribute to academic conversation appropriately, sufficiently, or substantially.</li> <li><input type="checkbox"/> Student contributed to academic conversation but used fewer than 5 conversational features or elements used were insufficient or unsupported.</li> <li><input type="checkbox"/> Student did not provide written evidence from "The Farewell" and/or group discussions to support responses to discussion questions OR written evidence was insufficient, incomplete, or vague.</li> </ul>	<p><b>Phase 3 (Continued): On-going Academic Conversations</b></p> <p><b>Major and Daily Group Discussions:</b> Based on reading "The Farewell", students discuss possible responses to open-ended questions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During the conversation students must use 5 of following conversational features: <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiating a worthwhile topic</li> <li><input type="checkbox"/> Elaborating</li> <li><input type="checkbox"/> Clarifying</li> <li><input type="checkbox"/> Supporting</li> <li><input type="checkbox"/> Build on or challenge</li> <li><input type="checkbox"/> Apply/Connect</li> <li><input type="checkbox"/> Paraphrase and Summarize</li> <li><input type="checkbox"/> Reflection</li> </ul> </li> <li><input type="checkbox"/> Students provide written evidence from "The Farewell" and group discussions to support responses to all questions.</li> </ul>	<p>Student shows evidence that s/he has determined some significance of a referenced primary source, located, read, comprehended, and drawn conclusions about the reasoning behind Ellis' inclusion of this source in "The Farewell".</p>
<p><b>English Content</b></p>	<p>0----10----20----30----40----50----60----69</p>	<p>70- - - - 75- - - - 80 - - - - -85 - - - - - 89</p>	<p>90 - - - - -95 - - - - -100</p>

