



3. Why are some people against climate change laws, gun control, or forcing women to sign up for the Selective Service? (Only talk about your topic.)
  
4. *Purpose of Government:* Is the government protecting Americans' rights to life, liberty, and happiness? What do both sides think?
  
5. *Federalism:*
  - What is happening at the state government level? You can just talk about one state.
  
  - What is happening at the national government level?
  
6. *3 Branches of Government:*
  - How is the legislative branch involved?
  
  - How is the executive branch involved?
  
  - How is the judicial branch involved?
  
7. *Bill of Rights:*
  - Which amendment from the Bill of Rights do you think can be used to understand this topic?
  
  - Explain the connection you made between the amendment and the topic.

Government End-of-Unit Assessment

Rubric

	4	3	2	1
Purpose of Government	Student <b>identifies</b> whether or not they believe the government is protecting natural rights. The student <b>explains</b> why the government is or isn't protecting those rights. Explanation demonstrates solid understanding of natural rights	Student identifies whether or not they believe the government is protecting natural rights. An explanation is provided, but is vague, unspecific, or demonstrates weak understanding of natural rights.	Student identifies whether or not they believe the government is protecting natural rights.	Student does not demonstrate understanding of natural rights and the purpose of government in protecting them.
Federalism	Student <b>explains</b> the role of and the relationship between the state and national governments on the topic. Explanation <b>demonstrates</b> solid understanding of federalism.	Student explains the role of the state or national government on the topic. Student may attempt to describe the relationship between the two, but it is weak or inaccurate.	Student identifies the role of the state or national government on the topic.	Student does not demonstrate understanding of federalism.
3 Branches of Gov.	Student accurately <b>describes</b> how at least two of the three branches of government play a role in the topic. The description <b>demonstrates</b> accurate understanding of the powers of the executive, legislative, and judicial branches and may include evidence of checks and balances.	Student describes how at least two of the three branches of government play a role in the topic. The description demonstrates understanding of the powers of the executive, legislative, and judicial branches. Minor errors may be evident.	Student identifies how at least two of the three branches of government play a role in the topic.	Student does not demonstrate understanding of the three branches of government.
Bill of Rights	Student <b>demonstrates</b> the ability to connect rights guaranteed in the Bill of Rights with the political issue. Student provides a solid and accurate <b>explanation</b> of how they are connected.	Student demonstrates the ability to connect rights guaranteed in the Bill of Rights with the political issue. Student provides an explanation of how they are connected, but is vague, unspecific, or demonstrates weak understanding of the Bill of Rights	Student demonstrates the ability to connect rights guaranteed in the Bill of Rights with the political issue.	Student does not demonstrate understanding of how to connect the guaranteed rights from the Bill of Rights to a topic.

Research \_\_\_\_\_/25

Reflection + \_\_\_\_\_

Total \_\_\_\_\_