

US GOVERNMENT AND CITIZENSHIP

Concept Understanding: Demonstration of understanding of concepts and processes in political science and US government.

0	No evidence of student learning.
1	The student can identify political concepts and processes.
2	The student can define and describe political concepts and processes.
3	The student can explain and analyze political concepts and processes.
4	The student can apply and evaluate political concepts and processes.

SCOTUS Application: Interpretation and analysis of decisions of the US Supreme Court.

0	No evidence of student learning.
1	The student can describe the facts, reasoning, decision, and majority opinion of Supreme Court cases.
2	The student can explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.
3	The student can compare the reasoning, decision, and majority opinion of different Supreme Court cases.
4	The student can explain how required Supreme Court cases apply to scenarios in a specified context.

Data Analysis: Analysis of quantitative information and data in political science and US government.

0	No evidence of student learning.
1	The student can identify and describe information as presented in maps, charts, tables, and graphs.
2	The student can explain patterns and trends presented in maps, charts, tables, and graphs.
3	The student can interpret the meaning of information presented in maps, charts, tables, and graphs.
4	The student can draw conclusions using data from maps, charts, tables, and graph; apply/connect data to political principles.

Source Analysis: Analysis of qualitative information and sources in political science and US government.

0	No evidence of student learning.
1	The student can identify and describe an author's claim, perspective, evidence, and reasoning.
2	The student can explain how an author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
3	The student can explain how the implications of an author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.
4	The student can explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.

Communication: Demonstrate effective communication through speaking, writing, listening, and discussing.

0	No evidence of student learning.
1	The student attempts with limited success to communicate their with appropriate use of academic vocabulary.
2	The student can communicate ideas with some appropriate use of academic vocabulary.
3	The student demonstrates the ability to communicate ideas with appropriate use of academic vocabulary.
4	The student consistently demonstrates the ability to communicate ideas with appropriate use of academic vocabulary.