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1. **Public Opinion and Linkage Institutions (20.00%)**

   Learning Targets

   1.1 I can evaluate the components essential to obtain accuracy in public opinion polling and interpret the reliability of various methods of sampling as they apply to politics.

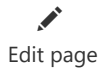 | Learning Target | Descriptor | Definition |
   | --- | --- | --- |
   | 4 | Proficient | I can evaluate the components essential to obtain accuracy in public opinion polling and interpret the reliability of various methods of sampling as they apply to politics. |
   | 3 | Developing | I can explain the components that are essential to obtain accuracy in public opinion polling and interpret the reliability of various methods of sampling wthin politics. |
   | 2 | Basic | I can explain the components that are essential to obtain accuracy in public opinion polling and how it may be used by politicians. |
   | 1 | Minimal | I can state the purpose of an opinion poll and recognize a simple trend. |
   | 0 | No Evidence | No evidence shown. |

   1.2 I can analyze public opinion polls, censuses, and other demographic data of minorities, ethnic groups, the aging, and other segments of the American population in to identify and predict trends.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze public opinion polls, censuses, and other demographic data of minorities, ethnic groups, the aging, and other segments of the American population in to identify and predict trends.
3	Developing	I can use the results of public opinion polls, censuses, and other demographic data to draw conclusions about public sentiment.
2	Basic	I can interpret the results of public opinion polls, censuses, and other demographic data.
1	Minimal	I can list several methods used in politics to gage public feeling.
0	No Evidence	No evidence shown.

   1.3 I can connect means and activities that demonstrate political participation (linkage institutions) and political ideology to diverse groups of Americans.

Learning Target	Descriptor	Definition
4	Proficient	I can connect means and activities that demonstrate political participation (linkage institutions) and political ideology to diverse groups of Americans.
3	Developing	I can connect means and activities that demonstrate political participation and political ideology using examples of linkage institutions.
2	Basic	I can list activities that demonstrate political socialization and political ideology.

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Learning Target	Descriptor	Definition
1	Minimal	I can define political socialization, linkage institution, and political ideology.
0	No Evidence	No evidence shown.

1.4 I can present three theories on political participation (Pluralism, Hyperpluralism, Elitism) using examples of linkage institutions and interest groups.

Learning Target	Descriptor	Definition
4	Proficient	I can present three theories on political participation (Pluralism, Hyperpluralism, Elitism) using examples of linkage institutions and interest groups.
3	Developing	I can connect means and activities that demonstrate political participation through pluralism, hyperpluralism, and elitism
2	Basic	I can list activities that demonstratepluralism, hyperpluralism, and elitism.
1	Minimal	I can define pluralism, hyperpluralism, and elitism.
0	No Evidence	No evidence shown.

1.5 I can explain what political scientists mean when they conclude that Americans are ideological conservatives but operational liberals.

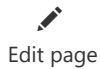| Learning Target	Descriptor	Definition
4	Proficient	I can explain what political scientists mean when they conclude that Americans are ideological conservatives but operational liberals.
3	Developing	I can give examples of liberal and conservative ideas and show how American may often display characteristics of both.
2	Basic	I can explain what is meant .by the terms liberal and conservative.
1	Minimal	I can define the terms liberal and conservative.
0	No Evidence	No evidence shown.

2. **The Media in Politics (20.00%)**

Learning Targets

2.1 I can trace the development of mass media in U.S. history, and describe how technology may be changing the way Americans get their information, but is not corresponding to a rise in an "informed society".

Learning Target	Descriptor	Definition
4	Proficient	I can trace the development of mass media in U.S. history, and describe how technology may be changing the way Americans get their information, but is not corresponding to a rise in an "informed society".

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Learning Target	Descriptor	Definition
3	Developing	I can analyze how changes in the ways Americans get their political information have affected political strategy.
2	Basic	I can compare ways Americans have obtained media from past to present.
1	Minimal	I can list ways Americans get their information.
0	No Evidence	No evidence shown.

2.2 I can determine how journalists define what is newsworthy, where they get their information, and the role that profit motive plays by examining various news stories for bias.

Learning Target	Descriptor	Definition
4	Proficient	I can determine how journalists define what is newsworthy, where they get their information, and the role that profit motive plays by examining various news stories for bias.
3	Developing	I can explain possible reasons for bias, and recognize bias in a variety of media examples.
2	Basic	I can identify bias in the media and give examples.
1	Minimal	I can define what bias means.
0	No Evidence	No evidence shown.

2.3 I can summarize how news and its presentation are important influences in shaping public opinion on political issues by examining methods used by political activists to get their ideas placed high on the government agenda.

Learning Target	Descriptor	Definition
4	Proficient	I can summarize how news and its presentation are important influences in shaping public opinion on political issues by examining methods used by political activists to get their ideas placed high on the government agenda.
3	Developing	I can recommend several strategies for political activists to get their ideas on a political agenda based on their target audience.
2	Basic	I can give examples of political activists, and connect these groups to actions on a political agenda.
1	Minimal	I can identify the terms political activist and political agenda.
0	No Evidence	No evidence shown.

3. **Political Parties (20.00%)**

Learning Targets

3.1 **I can apply the roles of the party in the electorate, the party as an organization, and the party in government to current political events.**

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Learning Target	Descriptor	Definition
4	Proficient	I can apply the roles of the party in the electorate, the party as an organization, and the party in government to current political events.
3	Developing	I can understand the roles of the party in the electorate, the party as an organization, and the party in government by giving specific examples of each.
2	Basic	I can explain what is meant by linkage institutions, and the roles of the party in the electorate, the party as an organization, and the party in government.
1	Minimal	I can define what is meant by linkage institutions and the roles of the party in the electorate, the party as an organization, and the party in government.
0	No Evidence	No evidence shown.

3.2 I can describe Anthony Downs' rational choice theory as a working model of the relationship among citizens, parties, and policy using a contemporary example.

Learning Target	Descriptor	Definition
4	Proficient	I can describe Anthony Downs' rational choice theory as a working model of the relationship among citizens, parties, and policy using a contemporary example.
3	Developing	I can describe Anthony Downs' rational choice theory as a working model of the relationship among citizens, parties, and policy using an election study data report.
2	Basic	I can explain how parties choose positions on issues based on the rational choice theory.
1	Minimal	I can identify the terms liberal, moderate, and conservative as they relate to voter behavior.
0	No Evidence	No evidence shown.

3.3 I can evaluate how party eras, critical elections, and party realignment have affected American politics and continue to shape political thought in a research paper.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate how party eras, critical elections, and party realignment have affected American politics and continue to shape political thought in a research paper.
3	Developing	I can explain how party eras, critical elections, and party realignment have affected American politics in a research paper.
2	Basic	I can identify two historical party eras, their leaders, and historical events for democrats and Republicans.
1	Minimal	I can identify two historical party eras, their leaders, and historical events .
0	No Evidence	No evidence shown.

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4 I can differentiate and personally evaluate between the party ideology and philosophy of current Democratic and Republican parties.

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Learning Target	Descriptor	Definition
4	Proficient	I can differentiate and personally evaluate between the party ideology and philosophy of current Democratic and Republican parties.
3	Developing	I can differentiate between the party ideology and the party philosophy of the Democratic and Republican parties.
2	Basic	I can state four major differences between the platforms of the Democratic and Republican Party.
1	Minimal	I can state two major differences in party ideology between Republicans and Democrats.
0	No Evidence	No evidence shown.

3.5 I can evaluate the consequences and effects of the two-party system as contrasted with a multiparty system.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the consequences and effects of the two-party system as contrasted with a multiparty system.
3	Developing	I can give two specific examples on how third parties serve to link the public with policy and influence elections.
2	Basic	I can explain how a third party might influence election results.
1	Minimal	I can recall how a third party has affected an American election.
0	No Evidence	No evidence shown.

4. Elections (20.00%)

Learning Targets

4.1 I can describe and evaluate the caucus and primary methods of delegate selection and their impact upon national conventions.

Learning Target	Descriptor	Definition
4	Proficient	I can describe and evaluate the caucus and primary methods of delegate selection and their impact upon national conventions.
3	Developing	I can describe how political strategy might be used by candidates in both a caucus and primary.
2	Basic	I can state the advantages of a caucus and a primary.
1	Minimal	I can define a caucus, open primary, and closed primary.
0	No Evidence	No evidence shown.

4.2 I can examine and research the role PACs and increasing money have upon the media and electorate to evaluate whether the American style of campaigning leads to a more democratic or less democratic system of government.

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Learning Target	Descriptor	Definition
4	Proficient	I can examine and research the role PACs and increasing money have upon the media and electorate to evaluate whether the American style of campaigning leads to a more democratic or less democratic system of government.
3	Developing	I can research the role of a major PAC and explain its outcome on a political issue.
2	Basic	I can explain how PACs and lobbyists influence politics and elections.
1	Minimal	I can identify what a PAC is and give two examples.
0	No Evidence	No evidence shown.

4.3 I can outline the procedures of the Electoral College and compare the present system with contemporary ideas for electing a president.

Learning Target	Descriptor	Definition
4	Proficient	I can outline the procedures of the Electoral College and compare the present system with contemporary ideas for electing a president.
3	Developing	I can use the electoral college structure to explain the outcome of several different presidential election outcomes.
2	Basic	I can use the electoral college structure to explain the outcome of a presidential election.
1	Minimal	I can state the purpose and identify the workings of the electoral college.
0	No Evidence	No evidence shown.

5. Congress (20.00%)

Learning Targets

5.1 I can compare and contrast the bicameral roles, procedures, and organizational styles of the House of Representatives with the Senate.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the bicameral roles, procedures, and organizational styles of the House of Representatives with the Senate.
3	Developing	I can list four specific powers, offices and current office holders of the House of Representative and the Senate.
2	Basic	I can list three specific powers and offices given to the House of Representative and the Senate.
1	Minimal	I can list two specific powers given to the House of Representative and the Senate.
0	No Evidence	No evidence shown.

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5.2 I can identify congressional leadership positions and four types of committees; and explain how they control congressional agenda and guide legislation.

Learning Target	Descriptor	Definition
4	Proficient	I can identify congressional leadership positions and four types of committees; and explain how they control congressional agenda and guide legislation.
3	Developing	I can explain how the processes and functions of congressional committees may set a political agenda.
2	Basic	I can explain the processes and functions of congressional committees.
1	Minimal	I can identify my current local and state representatives.
0	No Evidence	No evidence shown.

5.3 I can apply the concepts legislative procedures like reapportionment, gerrymandering, filibuster, and oversight to current political events.

Learning Target	Descriptor	Definition
4	Proficient	I can apply the concepts legislative procedures like reapportionment, gerrymandering, filibuster, and oversight to current political events.
3	Developing	I can determine the significance of legislative procedures like reapportionment, gerrymandering, filibuster, and oversight.
2	Basic	I can give examples of procedures like reapportionment, gerrymandering, filibuster, and oversight.
1	Minimal	I can define legislative procedures like reapportionment, gerrymandering, filibuster, and oversight.
0	No Evidence	No evidence shown.

5.4 I can map the process by which a bill moves through the legislative process on its way to becoming a law within a Mock Congress, as well as by following a contemporary legislative action.

Learning Target	Descriptor	Definition
4	Proficient	I can map the process by which a bill moves through the legislative process on its way to becoming a law within a Mock Congress, as well as by following a contemporary legislative action.
3	Developing	I can explain the various means by which a bill moves through the legislative process on its way to becoming a law within a Mock Congress.
2	Basic	I can explain the steps of a bill becoming law.
1	Minimal	I can list the steps to a bill becoming a law.
0	No Evidence	No evidence shown.

5.5 I can appraise the influence lobbyists and interest groups have on the legislative process and the scope of government using current political events.

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Learning Target	Descriptor	Definition
4	Proficient	I can appraise the influence lobbyists and interest groups have on the legislative process and the scope of government using current political events.
3	Developing	I can explain the influence lobbyists and interest groups have on the legislative process and the scope of government.
2	Basic	I can explain the terms lobbyist, interest groups, and scope of government as they apply to government
1	Minimal	I can define the terms lobbyist, interest groups, and scope of government as they apply to government.
0	No Evidence	No evidence shown.

5.6 I can evaluate a current politician regarding three theories of the role of a legislator: trustee, instructed delegate, and politico using contemporary issues.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate a current politician regarding three theories of the role of a legislator: trustee, instructed delegate, and politico using contemporary issues.
3	Developing	I can contrast three theories of the role of a legislator: trustee, instructed delegate, and politico using contemporary issues.
2	Basic	I can explain and give examples of the three theories of the role of a legislator: trustee, instructed delegate, and politico.
1	Minimal	I can define the three theories of the role of a legislator: trustee, instructed delegate, and politico.
0	No Evidence	No evidence shown.

Submitted on 11/1/2021 by John Loy