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1. **The Presidency (16.67%)**

Learning Targets

1.1 I can summarize the realm of executive powers and limitations within the Constitution by examining the roles of president as chief executive, chief of party, chief diplomat, and commander in chief.

Learning Target	Descriptor	Definition
4	Proficient	I can summarize the realm of executive powers and limitations within the Constitution by examining the roles of president as chief executive, chief of party, chief diplomat, and commander in chief.
3	Developing	I can explain and give contemporary examples of executive constitutional powers, and rules regarding presidential succession as described in the Constitution.
2	Basic	I can explain four executive constitutional powers, two amendments reagarding succession, and two limitations as described in the Constitution.
1	Minimal	I can list three executive constitutional powers one limitation, and one ammendment dealing with succession as described in the Constitution.
0	No Evidence	No evidence shown.

1.2 I can recall the duties of major offices and executive positions that serve as key aides and advisors to the president.

Learning Target	Descriptor	Definition
4	Proficient	I can recall the duties of major offices and executive positions that serve as key aides and advisors to the president.
3	Developing	I can identify the major offices and executive positions that serve as key aides and advisors to the president.
2	Basic	I can explain the roles of four advisors of the president and their duties.
1	Minimal	I can identify three major cabinet advisors of the president and their duties.
0	No Evidence	No evidence shown.

1.3 I can trace the evolution of the presidency from the limited office envisioned by the framers to its more powerful contemporary office by indicating key actions in presidential history in a response paper.

Learning Target	Descriptor	Definition
4	Proficient	I can trace the evolution of the presidency from the limited office envisioned by the framers to its more powerful contemporary office by indicating key actions in presidential history in a response paper.
3	Developing	I can explain how the role of the presidencies has changed by citing actions from historical presidents in sequence.
2	Basic	I can show how events in four different presidencies have changed the scope of politics.

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Learning Target	Descriptor	Definition
1	Minimal	I can describe a political event from four historical presidencies.
0	No Evidence	No evidence shown.

1.4 I can describe the constitutional process of impeachment and explain why it is so difficult to remove a discredited president before a term's end.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the constitutional process of impeachment and explain why it is so difficult to remove a discredited president before a term's end.
3	Developing	I can show the processes of impeachment in written sequence using historical cases.
2	Basic	I can explain the processes both houses of congress must accomplish in a presidential impeachment.
1	Minimal	I can define impeachment as it related to both houses of congress.
0	No Evidence	No evidence shown.

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2. **The Budget** (16.67%)

Learning Targets

2.1 I can understand the effects of budget resolution, reconciliation, authorization, appropriation, a rise of the national security state, a rise of the social services state , and uncontrollable expenditures in the budget.

Learning Target	Descriptor	Definition
4	Proficient	I can understand the effects of budget resolution, reconciliation, authorization, appropriation, a rise of the national security state, a rise of the social services state , and uncontrollable expenditures in the budget.
3	Developing	I can critique a federal budget proposal based on mandatory and discretional allocation.
2	Basic	I can explain the difference between budget deficit and national debt.
1	Minimal	I can identify the major sources of federal revenue and the major recipients of federal tax expenditure.
0	No Evidence	No evidence shown.

2.2 I can outline budget process while identifying key players in decision making taking into consideration the degree to which key tax expenditures benefit Americans at different income levels and corporations.

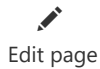| Learning Target	Descriptor	Definition
4	Proficient	I can outline budget process while identifying key players in decision making taking into consideration the degree to which key tax expenditures benefit Americans at different income levels and corporations.
3	Developing	I can outline the steps of the president and congress in the budget process while identifying key players in decision making.
2	Basic	I can explain how the president and Congress must work together to pass a budget.
1	Minimal	I can identify the roles of the president and congress in the budget-making process.
0	No Evidence	No evidence shown.

3. **The Bureaucracy** (16.67%)

Learning Targets

3.1 I can analyze the unique role of bureaucracy in government; and trace its development from the SPOLIS/patronage system to the merit system.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the unique role of bureaucracy in government; and trace its development from the SPOLIS/patronage system to the merit system.
3	Developing	I can explain how bureaucracies are sometimes autonomous entities by examining practices.
2	Basic	I can describe the role of four bureaucratic agencies.

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Learning Target	Descriptor	Definition
1	Minimal	I can define bureaucracy, patronage, merit, and SPOILS system and identify sevreal agencies.
0	No Evidence	No evidence shown.

3.2 I can distinguish among the four basic types of federal agencies: cabinet departments, regulatory agencies, government corporations, and independent executive agencies.

Learning Target	Descriptor	Definition
4	Proficient	I can distinguish among the four basic types of federal agencies: cabinet departments, regulatory agencies, government corporations, and independent executive agencies.
3	Developing	I can explain why bureaucracy is sometimes called the fourth branch of government.
2	Basic	I can provide examples of how federal agencies work with government.
1	Minimal	I can list four types of bureaucratic agencies.
0	No Evidence	No evidence shown.

3.3 I can demonstrate the role bureaucracies play within iron triangles by diagramming a theoretical political issue.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate the role bureaucracies play within iron triangles by diagramming a theoretical political issue.
3	Developing	I can explain why bereaucracies may sometimes produce gridlock and red tape within an iron triangle.
2	Basic	I can exlain why iron triangles often cause gridlock within government by citing their three components.
1	Minimal	I can identify the three participants within an iron triangle.
0	No Evidence	No evidence shown.

4. The Judicial System (16.67%)

Learning Targets

4.1 I can describe the functions and structure of state courts, federal district courts, courts of appeals, and the U.S. Supreme Court in an adversarial judicial system

Learning Target	Descriptor	Definition
4	Proficient	I can describe the functions and structure of state courts, federal district courts, courts of appeals, and the U.S. Supreme Court in an adversarial judicial system
3	Developing	I can follow a case and report on its evolution through the levels of court.

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Learning Target	Descriptor	Definition
2	Basic	I can understand the role and process of appellate courts.
1	Minimal	I can identify 3 types of courts.
0	No Evidence	No evidence shown.

4.2 I can describe the implied process of judicial review by examining the judiciary selection process and outcome of Marbury v Madison.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the implied process of judicial review by examining the judiciary selection process and outcome of Marbury v Madison.
3	Developing	I can state rationale for the decision in Marbury v. Madison.
2	Basic	I can exlain the role judicial review has upon interpreting the Constitution.
1	Minimal	I can explain how federal judges are appointed.
0	No Evidence	No evidence shown.

4.3 I can analyze how the Supreme Court has used judicial restraint and judicial activism as policymakers by examining oral arguments and opinion writings from Supreme Court cases.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how the Supreme Court has used judicial restraint and judicial activism as policymakers by examining oral arguments and opinion writings from Supreme Court cases.
3	Developing	I can provide contemporary examples of judicial restraint and judicial activism and its effect on policy by referrng to court opinion statements.
2	Basic	I can interpret a Supreme Court concurring and disending opinion.
1	Minimal	I can define judicial restraint and judicial activism and identify two current members of the Supreme Court.
0	No Evidence	No evidence shown.

5. Advanced Placement Test Preparation   (16.65%)

Learning Targets

5.1 I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

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Learning Target	Descriptor	Definition
3	Developing	I can describe different political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
2	Basic	I can compare different political principles, institutions, processes, policies, and behaviors.
1	Minimal	I can describe political principles, institutions, processes, policies, and behaviors.
0	No Evidence	No evidence shown.

5.2 I can explain how required AP Supreme Court cases apply to scenarios in context.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how required AP Supreme Court cases apply to scenarios in context.
3	Developing	I can compare the reasoning, decision, and majority opinion of a required SCOTUS case to a non-AP required SCOTUS case.
2	Basic	I can explain how a required SCOTUS case relates to a foundational document or other primary or secondary source.
1	Minimal	I can describe the facts, reasoning, decision, and majority opinion of a required SCOTUS case.
0	No Evidence	No evidence shown.

5.3 I can explain possible limitations of the visual representation of provided data.

Learning Target	Descriptor	Definition
4	Proficient	I can explain possible limitations of the visual representation of provided data.
3	Developing	I can explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
2	Basic	I can explain patterns and trends in data/illustration to draw conclusions.
1	Minimal	I can describe patterns and trends in data.
0	No Evidence	No evidence shown.

5.4 I can use refutation, concession, and rebuttal in responding to opposing alternate perspectives within argument.

Learning Target	Descriptor	Definition
4	Proficient	I can use refutation, concession, and rebuttal in responding to opposing alternate perspectives within argument.

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Learning Target	Descriptor	Definition
3	Developing	I can use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.
2	Basic	I can support an argument using relative political evidence.
1	Minimal	I can articulate a relative claim/thesis.
0	No Evidence	No evidence shown.

6. **Economic, Social, and Defense Policy** (16.67%)

Learning Targets

6.1 I can research, take a position on, and evaluate the effects of a contemporary U.S. policy by summarizing the role of major international and domestic organizations and contrasting the costs and results.

Learning Target	Descriptor	Definition
4	Proficient	I can research, take a position on, and evaluate the effects of a contemporary U.S. policy by summarizing the role of major international and domestic organizations and contrasting the costs and results.
3	Developing	I can compare and contrast different immigration policies by examining the factors that influence policy on immigration over time.
2	Basic	I can recognize obstacles and describe ways in which the government can both benefit and regulate areas of the economy such as business, labor, and agriculture.
1	Minimal	I can define three major types of taxation: progressive, regressive, and proportional, and the key role the Federal Reserve has in setting monetary policy in an attempt to moderate inflation and recession in the economy.
0	No Evidence	No evidence shown.

Submitted on 7/2/2019 by John Loy