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1. **Philosophical and Historical Foundations of the U.S. Political System (11.00%)**

Learning Targets

1.1 **I can analyze the importance and impact that various historical precedents had on the founding fathers when forming our government.**

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the importance and impact that various historical precedents had on the founding fathers when forming our government.
3	Developing	I can differentiate between the various historical precedents the founding fathers consulted when forming our government and determine their importance.
2	Basic	I can describe the historical references the founding fathers consulted when forming our government.
1	Minimal	I can identify the historical documents and ideas the founding fathers consulted when forming our government.
0	No Evidence	No evidence shown.

1.2 **I can prove the impact that "Common Sense", the Declaration of Independence, and the Articles of Confederation had upon the colonists and the founding fathers when our nation was created.**

Learning Target	Descriptor	Definition
4	Proficient	I can prove the impact that "Common Sense", the Declaration of Independence, and the Articles of Confederation had upon the colonists and the founding fathers when our nation was created.
3	Developing	I can examine the components of "Common Sense", the Declaration of Independence, and the Articles of Confederation and deduce their importance to our newly formed nation.
2	Basic	I can describe "Common Sense", the Declaration of Independence, and the Articles of Confederation.
1	Minimal	I can list the steps the founding fathers took while creating the United States government.
0	No Evidence	No evidence shown.

2. **Creating and Maintaining the Constitution (15.00%)**

Learning Targets

2.1 **I can defend the purpose of the Constitution to modern day America.**

Learning Target	Descriptor	Definition
4	Proficient	I can defend the purpose of the Constitution to modern day America.
3	Developing	I can explain the path to ratification and determine why the Constitution was written as it was.
2	Basic	I can explain the various parts of the the Constitution.

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Learning Target	Descriptor	Definition
1	Minimal	I can identify the components of the Constitution.
0	No Evidence	No evidence shown.

2.2 I can apply my knowledge of the powers of the branches of government to analyze real world examples of government affairs.

Learning Target	Descriptor	Definition
4	Proficient	I can apply my knowledge of the powers of the branches of government to analyze real world examples of government affairs.
3	Developing	I can examine the powers of the branches of government and recognize how each branch is unique in its own right.
2	Basic	I can give examples of the powers of the three branches of government.
1	Minimal	I can list the branches of government in relation to the articles in the Constitution.
0	No Evidence	No evidence shown.

2.3 I can defend how each of the six limits placed on government prevent tyranny from occurring in the United States.

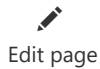| Learning Target	Descriptor	Definition
4	Proficient	I can defend how each of the six limits placed on government prevent tyranny from occurring in the United States.
3	Developing	I can provide examples of the six limits placed on the government.
2	Basic	I can explain the six limits placed on the government.
1	Minimal	I can list the six limits placed on the government.
0	No Evidence	No evidence shown.

2.4 I can create a fictitious amendment and defend why that amendment should be added to the Constitution.

Learning Target	Descriptor	Definition
4	Proficient	I can create a fictitious amendment and defend why that amendment should be added to the Constitution.
3	Developing	I can deduce how amendments to the Constitution have changed the function of government.
2	Basic	I can chart the way in which an amendment is proposed and ratified.
1	Minimal	I can define the term amendment.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3. **The Bill of Rights (14.00%)**

Learning Targets

3.1 **I can justify how the Bill of Rights was considered a compromise between the Federalists and the Anti-Federalists.**

Learning Target	Descriptor	Definition
4	Proficient	I can justify how the Bill of Rights was considered a compromise between the Federalists and the Anti-Federalists.
3	Developing	I can differentiate between the beliefs of Federalists and Anti-Federalists in regards to adding a Bill of Rights to the U.S. Constitution.
2	Basic	I can explain why the Bill of Rights was created.
1	Minimal	I can describe what the Bill of Rights is.
0	No Evidence	No evidence shown.

3.2 **I can defend the importance of the rights guaranteed under the ten amendments of the Bill of Rights to American citizens.**

Learning Target	Descriptor	Definition
4	Proficient	I can defend the importance of the rights guaranteed under the ten amendments of the Bill of Rights to American citizens.
3	Developing	I can apply the rights guaranteed in each of the ten amendments in the Bill of Rights to a hypothetical situation.
2	Basic	I can explain the rights guaranteed in each of the ten amendments in the Bill of Rights.
1	Minimal	I can identify the ten amendments in the Bill of Rights.
0	No Evidence	No evidence shown.

3.3 **I can evaluate the controversy in the 2nd and 8th Amendments, and argue for possible changes to those amendments.**

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the controversy in the 2nd and 8th Amendments, and argue for possible changes to those amendments.
3	Developing	I can examine controversy surrounding the 2nd and 8th Amendments and draw conclusions about the severity of that controversy.
2	Basic	I can explain the controversy surrounding the 2nd and 8th Amendments.

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Learning Target	Descriptor	Definition
1	Minimal	I can describe the 2nd and 8th Amendments.
0	No Evidence	No evidence shown.

3.4 I can argue how the Supreme Court should rule from the perspective of a Supreme Court Justice in various court cases based on precedence and the interpretation of the amendments.

Learning Target	Descriptor	Definition
4	Proficient	I can argue how the Supreme Court should rule from the perspective of a Supreme Court Justice in various court cases based on precedence and the interpretation of the amendments.
3	Developing	I can point out the strengths and weaknesses of each argument based on precedence and the interpretation of the amendments.
2	Basic	I can summarize the arguments for each side in court cases relating to the first ten amendments.
1	Minimal	I can state the issue being discussed in various court cases relating to the amendments in the Bill of Rights.
0	No Evidence	No evidence shown.

4. **Political Parties and Elections (15.00%)**

Learning Targets

4.1 I can defend the role of political parties in American politics and evaluate the extent to which political parties represent American citizens.

Learning Target	Descriptor	Definition
4	Proficient	I can defend the role of political parties in American politics and evaluate the extent to which political parties represent American citizens.
3	Developing	I can differentiate between the major and minor political parties and infer why certain groups of people would identify with those parties.
2	Basic	I can give examples of ideology from the major and minor political parties in the United States.
1	Minimal	I can list the major and minor political parties in the United States.
0	No Evidence	No evidence shown.

4.2 I can analyze the current electoral system and propose two changes to improve the American electoral process.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the current electoral system and propose two changes to improve the American electoral process.

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Learning Target	Descriptor	Definition
3	Developing	I can evaluate the role of campaigns and elections in the American electoral process.
2	Basic	I can explain each step of the American electoral process.
1	Minimal	I can list the steps by which public officials get elected to office.
0	No Evidence	No evidence shown.

4.3 I can defend how significant the role of citizens is in shaping public policy with two pieces of evidence.

Learning Target	Descriptor	Definition
4	Proficient	I can defend how significant the role of citizens is in shaping public policy with two pieces of evidence.
3	Developing	I can justify why citizens should participate in the political process.
2	Basic	I can rank which methods of participation have the most impact on public policy.
1	Minimal	I can state the ways in which citizens can effectively participate in the political process.
0	No Evidence	No evidence shown.

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5. **Wisconsin Government** (7.00%)

Learning Targets

5.1 **I can critique a problem at the state or local level and model a way in which citizens can voice their concern.**

Learning Target	Descriptor	Definition
4	Proficient	I can critique a problem at the state or local level and model a way in which citizens can voice their concern.
3	Developing	I can diagram the ways in which citizens can hold members of government responsible for their actions.
2	Basic	I can describe the roles of members of government at the state and local levels.
1	Minimal	I can match jobs to different levels of government.
0	No Evidence	No evidence shown.

5.2 **I can predict how our state government interacts with the federal government, and defend the role of the state in regards to the 10th Amendment.**

Learning Target	Descriptor	Definition
4	Proficient	I can predict how our state government interacts with the federal government, and defend the role of the state in regards to the 10th Amendment.
3	Developing	I can diagram the jobs of the state and federal governments and explain which powers are concurrent powers.
2	Basic	I can explain the purpose of the 10th Amendment, and identify which jobs fall under the jurisdiction of the state or federal government.
1	Minimal	I can describe the 10th Amendment.
0	No Evidence	No evidence shown.

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6. **Cumulative Final (10.00%)**

Learning Targets

6.1 **I can demonstrate proficient cumulative content knowledge and proficient analysis of content connectivity.**

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proficient cumulative content knowledge and proficient analysis of content connectivity.
3	Developing	I can demonstrate proficient cumulative content knowledge and developing analysis of content connectivity.
2	Basic	I can show basic knowledge of cumulative content and analysis.
1	Minimal	I can show minimal knowledge of cumulative content.
0	No Evidence	No evidence shown.

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7. **Research, Analyzing, and Writing (RAW) in the Social Studies Discipline (15.00%)**

Learning Targets

7.1 **I can find, cite, and use credible sources within my work to support opinions and conclusions.**

Learning Target	Descriptor	Definition
4	Proficient	I can find, cite, and use credible sources within my work to support opinions and conclusions.
3	Developing	I can find, cite, and use credible sources within my own work correctly.
2	Basic	I can find and correctly cite credible sources.
1	Minimal	I can find credible source(s).
0	No Evidence	No evidence shown.

7.2 **I can structure and produce an argument using several pieces of evidence from primary and secondary sources.**

Learning Target	Descriptor	Definition
4	Proficient	I can structure and produce an argument using several pieces of evidence from primary and secondary sources.
3	Developing	I can use primary and secondary sources to support an argument.
2	Basic	I can logically connect primary and secondary sources to an argument in an outline format.
1	Minimal	I can interpret primary and secondary sources and answer questions regarding those sources.
0	No Evidence	No evidence shown.

7.3 **I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3	Developing	I can develop and organize a response to a prompt with no errors in mechanics and conventions.
2	Basic	I can respond to a prompt with few errors in mechanics and conventions.
1	Minimal	I can respond to a prompt with multiple errors in mechanics and conventions.
0	No Evidence	No evidence shown.

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8. **Visual Representation (5.00%)**

Learning Targets

8.1 I can logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of analysis.

Learning Target	Descriptor	Definition
4	Proficient	I can logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of analysis.
3	Developing	I can adequately express an idea through the creation of a visual representation.
2	Basic	I can create a basic representation of a social studies topic with no missing elements of the genre.
1	Minimal	I can create a basic representation of a social studies topic but am missing some of the elements of the genre.
0	No Evidence	No evidence shown.

9. **Socratic Engagement (5.00%)**

Learning Targets

9.1 I can demonstrate thoughtful and active participation throughout the seminar contributing new insightful and logical ideas, and use others' ideas to expand my point of view.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate thoughtful and active participation throughout the seminar contributing new insightful and logical ideas, and use others' ideas to expand my point of view.
3	Developing	I can demonstrate active participation throughout seminar and supports a view point already expressed in the discussion.
2	Basic	I can demonstrate active participation throughout most of the seminar and respond to a prompt.
1	Minimal	I can participate in the seminar but may be off task or disengaged.
0	No Evidence	No evidence shown.

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10.   **Contemporary Applications (3.00%)**

Learning Targets

10.1 I can examine a current event by investigating the origins of the event, connecting it to events in the past, and offer my opinion on how this event may impact myself and others.

Learning Target	Descriptor	Definition
4	Proficient	I can examine a current event by investigating the origins of the event, connecting it to events in the past, and offer my opinion on how this event may impact myself and others.
3	Developing	I can describe a current event, connect it to events in the past, and offer my opinion on it.
2	Basic	I can outline an event that is currently in the news and connect it to something that happened in the past.
1	Minimal	I can state an event that is currently in the news.
0	No Evidence	No evidence shown.

Submitted on 10/31/2021 by