

Model Assembly PBL

Grade 12

Student groups, representing a political party within a city, participate in a simulated assembly session on a variety of contemporary state and local issues.

General Problem Statement

How can we as **legislators** help our **district** understand the legislative process, so that we get legislation passed that promotes our goals?

Problem Justification

This project endeavors to create student understanding of our legislative process. Students examine current problems and possible solutions in the state of California.

The purpose of the Model Assembly is to engage students in thinking about the future of our state through the California State Standards of mathematics, social studies, science, and language arts.

Model Assembly Roles/Groups

What is a legislator?

The legislator performs one or more of the following roles:

Trustees believe that each question they face must be decided on its merits. Conscience and independent judgment are their guides. Trustees call issues as they see them, regardless of the views held by their constituents or by any of the other groups that seek to influence their decisions.

Delegates see themselves as the agents of those who elected them. They believe that they should vote the way they think “the folks back home” would want. They are willing to suppress their own views, ignore those of their party leaders, and turn a deaf ear to arguments of colleagues and of the special interests from outside their constituencies.

Partisans feel that their first allegiance is to their political party. They are duty-bound to vote in line with the party platform and the wishes of their party’s leaders. *Most studies of legislators’ voting behavior show that partisanship is the leading factor influencing their votes on most important measures.*

Politicos attempt to combine the basic elements of the trustee, delegate, and partisan roles. They try to balance these often conflicting factors: their own views of what is best for their constituents and/or the nation as a whole, the political facts of life, and the peculiar pressures of the moment.

Project Components

1. **Discovering your Constituents.** Student groups research their district (city)/interest group and present their findings to the class. *Assessment Responsibility: Social Science Teacher*
2. **Bill Selection:** Student groups/lobbyists find a bill they wish to research and amend. The task includes research, team meetings, bill discussions, a committee meeting, evidence of logical thinking and connections, and amendment of the bill. *Assessment Responsibility: Social Science Teacher*
3. **Robert's Rules of Order:** Each student will be required to learn the rules of communication in a political body in order to function during the four-day Model Assembly simulation. *Assessment Responsibility: House teacher*
4. **Research:** The basis of any project is credible and thoughtful research. Thorough research will be required in order for students to defend or oppose proposed legislation. *Assessment Responsibility: All teachers*
5. **Expert Source Analysis/Survey:** Students will learn how data can be used to create a statistic that will support a given point, and conduct a survey with their own constituents. *Assessment Responsibility: Science and Math Teachers*
6. **Speech Writing:** Students will write and present editorial-style speeches on forthcoming assembly bills. *Assessment Responsibility: Language Arts Teacher*
7. **Party Platform:** The Democratic and Republican Parties will meet in caucus to determine party support. *Assessment Responsibility: All teachers*
8. **Model Assembly Simulation:** The students become the state's elected leaders and discuss policy questions and draft legislation to address contemporary issues. Delegates learn to express their own views on the challenges currently facing our state. **On December 18th, all students must stay until 3:00 pm.** *Assessment Responsibility: All teachers*

General Learning Outcomes

Student will:

- make thematic connections between interdisciplinary areas through a variety of integrated learning activities.
- gain knowledge and appreciation of representative democracy through the study and exploration of statewide unresolved problems.
- evaluate statewide/national/global interdependence.
- analyze statistics with the intent of applying them in debate.
- apply and refine technological and research skills

Due Dates

First Week of School	Political/Ideological Survey
October 14, 15	Problem Introduction/Packet
October 22, 23	Due: Discovering your Constituents Component
November 1	Research Check 1
November 8	Committee Meeting
November 14, 15	Due: Bill Selection
November 15	Research Check 2
December 4	Party Platform
December 5, 6	Due: Speech Component
December 6	Robert Rules of Order Evaluation
December 9	Due: Survey Component
December 10	Due: Expert Source Analysis Component
December 11, 12, 16, 18	Model Assembly Simulation
December 17	Research Check 3
December 18	Research Count
December 19-20	Exit Interview/Research Assessment

EVALUATION & ASSESSMENT

Projects will be evaluated by the instructors and given a rating of Exemplary (E), Approaching Exemplary (AE), Proficient (P), Approaching Proficient (AP), Credit (CR), or No Credit (NC). The evaluation process will take the following factors into account: degree of completion, adherence to contract requirements, neatness, quality, written responses, creativity/originality, aesthetics, organization, and effort. Project assessments are a part of each interdisciplinary subject and will be assessed as follows:

Project Assessment	Model Assembly	Core
LANGUAGE ARTS	40%	60%
SOCIAL SCIENCE	40%	60%
SCIENCE	10%	90%
MATHEMATICS	10%	90%

An "NC" in any project component will result in an NC for the semester.

Discovering Your Constituents Component Contract

Group Assessment:

To: Assembly Member _____
 From: John Thomas, Republican/Democratic Party Chair

Constituents in your district have expressed their displeasure with the current budget and the direction the elected officials have taken. As a newly elected assembly member, you have an opportunity to challenge the status quo in Sacramento. Prior to taking on the status quo, I recommend you complete the following:

Must complete all specifications listed below on time to qualify for proficiency (P)

Description: Legislators research the constituents they represent.				
	Preparation Section: Must be complete for assessment	S	T	R
	<p>In this project students will simulate the California Assembly, which has a bicameral system, including the assembly and the state senate. Please review the “How a Bill Becomes a Law” video and complete the t-chart. We will watch this in class.</p> <p>http://www.youtube.com/watch?v=Kc61LJTMAbQ http://www.youtube.com/watch?v=VxT7QjlvDqM&feature=related</p>			
	Content:			
	<p>Research your district (city) and prepare a tour of the city using PowerPoint/Keynote.</p> <p>Suggested Content</p> <ul style="list-style-type: none">▪ history of city▪ demographics: http://quickfacts.census.gov▪ major employers, housing, organizations, etc▪ discuss with someone who lives or knows the city the Dqs▪ the goal is to answer the DQs, so whatever research that helps this <p>PowerPoint Guidelines</p> <ul style="list-style-type: none">▪ minimum 7 slides▪ 1/3 text, 1/3 visual, 1/3 spacing▪ use of speaker notes▪ title page, introduction, body, and conclusion <p>Presentation Grading Criteria</p> <ul style="list-style-type: none">▪ PowerPoint follows guidelines▪ minimum 5 minutes of speaking (with all group members participating)▪ presented material should answer the discussion questions with evidence (evidence includes an interview)			
	<p>Discussion Questions</p> <ul style="list-style-type: none">▪ What are the most significant features/characteristics of the city, and why?			
	Technical:			
	<ul style="list-style-type: none">▪ email PowerPoint to Purther by 8AM on the due date▪ presentation is neat, informative, and professional▪ during the title slide, reporter must introduce the group members, their roles, and their expertise▪ all presenters must be able to answer questions regarding the presentation			

Model Assembly Interview Verification Form

Group Information

Names: _____ House: _____

City: _____ Date: _____

Interviewee Information

Name of interviewee: _____

Address: _____

City/State/Zip code: _____

Employer: _____

Phone Number/Email: _____

Interview Justification

Please explain why you chose to interview this person for Model Assembly. Include significance in learning about the city.

The questions should help you answer the following discussion questions:

What is the city most proud of? What are its needs, and why?

What are the most significant features/characteristics of the city, and why?

Bill Selection Component Contract

To: Assembly Member/Lobbyist _____
 From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of _____

While reexamining the budget shortfall, the non-partisan Legislative Analyst's Office discovered an error in compiling the budget numbers by the Department of Finance. They have concluded they have an additional \$1 billion from the capital gains tax. How should we use it?

Must complete all specifications listed below on time to qualify for proficiency (P)

Description: Find a bill to revise and present during the simulation			
	S	T	R
Preparation Section: Must be complete for assessment			
Please review the site to learn how to read the bills: http://leginfo.ca.gov/bilinfo.html AB - Assembly Bill SB - Senate Bill Look for the summary of the bill instead of the actual bill.			
Content:			
Bill Search <ul style="list-style-type: none"> Research and discuss problems associated with your issue. Find two current bills that interest your committee, and complete the problem identification and analysis form. Select one and present in Committee following the poster instructions. Poster should include a catchy headline and five interpretive symbols. The presentations should include effective use of the roles Amend the bill with the intent of improving it. Complete the bill summary and all necessary revisions. Bill Summary <ol style="list-style-type: none"> City Information (Essential Information) Problem (Describe the problem you are planning to address) Solution (the bill) <ol style="list-style-type: none"> Bill number (see Purther): Title (you can change the name): Preamble (one sentence purpose) Enforcement (See Purther): Funding (See Purther): Summary of the bill Ensure text is readable Understandable for others Prediction of Possible Questions Why should your party support your bill (liberal/conservative justification)? Be specific and use examples. How will this help your constituents? Be specific and use examples Grading Criteria <ul style="list-style-type: none"> Completion of problem analysis Committee Presentation Summary of the bill 			
Discussion Questions <ul style="list-style-type: none"> What are the most important problems California faces within your committee issue? Why is your solution better than other solutions to the problem you are trying to address? 			
Technical:			
<ul style="list-style-type: none"> Keep margin-noted articles in your MA Research folder. Follow guidelines set in the summary handout. 			

Robert's Rules of Order Component Contract

To: Assembly Member/Lobbyist _____

From: John Thomas, Republican/Democratic Party Chair
Justin Allen, Director of _____

As a newly elected assembly member, you are required to learn the Robert's Rules of Order. The higher scoring assembly members will earn an opportunity to serve in leadership positions in the caucus meetings, committee meetings, and in the floor session. Even if you have no interest in leadership, the more skilled you are in the rules, the more success you will have in debate.

Must complete all specifications listed below on time to qualify for proficiency (P)

Description: Students learn the appropriate rules to maneuver the political system.				
	Preparation Section: Must be complete for assessment	S	T	Rev
	Throughout the six-week project period, students will be asked to demonstrate understanding of Robert’s Rules of Order in class and during pop quizzes.			
	Content:			
	<ul style="list-style-type: none">How to obtain the floor: Rise and wait to be recognized by the chair or send a note to the chair with proper motion by precedence indicated and information of motion describedQuorum: 50% of delegates presentMajority: 50% plus 1Plurality: Largest number of votes received but not a majorityWhat is a motion: A proposal on which the entire membership takes actionTo make a motion, say:<ul style="list-style-type: none">1. “I move that...”2. Wait for a second (if necessary)3. The chair says “it has been moved and seconded that we...”If you are the mover, you speaker first4. All comments directed to the chairWhat is a point: Personal requests some of which may interrupt the speakerVoting<ul style="list-style-type: none">1. By voice (ayes and nays)2. By roll call (each individual vote is to be recorded for the public record)3. By general consent (wait for silence)4. By decision (raise hands)5. By ballot (exact count in secret) <p>See Appendix for additional rules</p>			
	Discussion Question What is the most important rule to use to encourage or discourage the passing of a bill?			
	Technical:			
	<ul style="list-style-type: none">Specific information for Robert’s Rules is available in the <i>Appendix</i>.Proficient final evaluation determines eligibility to serve as a chairperson			

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From: John Thomas, Republican/Democratic Party Chair/ Justin Allen, Director of _____

Must complete all specifications listed below on time to qualify for proficiency (P)

Preparation Section: Must be complete for assessment							S	T	R																																										
<ul style="list-style-type: none"> Students will show evidence of the working bibliography and the printed sources at every research check. Research folder is due on December 18th at 8AM 																																																			
Content																																																			
<p>Required number of sources per student:</p> <table border="1"> <thead> <tr> <th>Dates</th> <th>Articles</th> <th>Blurbs</th> <th>Books</th> <th>Interviews</th> <th>Encyclopedia</th> <th>Audio-Visual</th> </tr> </thead> <tbody> <tr> <td>Nov. 1</td> <td>2</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> </tr> <tr> <td>Nov. 15</td> <td>2</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> </tr> <tr> <td>Dec. 17</td> <td>2</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> </tr> <tr> <td>Dec. 18</td> <td>2</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> <td>Open</td> </tr> <tr> <td colspan="7">(12 Total)**</td> </tr> </tbody> </table> <p>* In addition to sources counted during research check, additional notes for independent research of 6 articles are required. Two (2) of the articles could be substituted by audio-visual sources. Another article could be substituted with a relevant encyclopedia article.</p> <p>** Students are expected to research sources on their own in between class research checks.</p> <p>Folder (<u>not 3-ring binder</u>) should include:</p> <ul style="list-style-type: none"> Working bibliography All margin-noted research in order listed in the working bibliography Divider between the research check articles and additional articles <p>On December 19th and 20th, at I-Poly, each senior will be meeting with their committee teacher for the exit interview.</p> <p>Grading Criteria</p> <ul style="list-style-type: none"> Number/quality of sources Margin noted articles Working bibliography 							Dates	Articles	Blurbs	Books	Interviews	Encyclopedia	Audio-Visual	Nov. 1	2	Open	Open	Open	Open	Open	Nov. 15	2	Open	Open	Open	Open	Open	Dec. 17	2	Open	Open	Open	Open	Open	Dec. 18	2	Open	Open	Open	Open	Open	(12 Total)**									
Dates	Articles	Blurbs	Books	Interviews	Encyclopedia	Audio-Visual																																													
Nov. 1	2	Open	Open	Open	Open	Open																																													
Nov. 15	2	Open	Open	Open	Open	Open																																													
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Dates	Articles	Blurbs	Books	Interviews	Encyclopedia	Audio-Visual
Nov. 1	2	Open	Open	Open	Open	Open
Nov. 15	2	Open	Open	Open	Open	Open
Dec. 17	2	Open	Open	Open	Open	Open
Dec. 18	2	Open	Open	Open	Open	Open
(12 Total)**						

* In addition to sources counted during research check, additional notes for independent research of 6 articles are required. Two (2) of the articles could be substituted by audio-visual sources. Another article could be substituted with a relevant encyclopedia article.

**** Students are expected to research sources on their own in between class research checks.**

Folder (not 3-ring binder) should include:

- Working bibliography
- All margin-noted research in order listed in the working bibliography
- Divider between the research check articles and additional articles

On December 19th and 20th, at I-Poly, each senior will be meeting with their committee teacher for the exit interview.

Grading Criteria

- Number/quality of sources
- Margin noted articles
- Working bibliography

	Discussion Questions <ul style="list-style-type: none"> ▪ What is the most important source you have for your bill and why? ▪ What is the most important source you have for another bill and why? ▪ What makes an expert an expert and why? 			
	Technical			
	<ul style="list-style-type: none"> ▪ Margin note any information you read to show evidence you read it, and include it in your research ▪ Organize your folder ▪ Document research in working bibliography according to MLA specifications 			

Survey and Expert Source Analysis Component Contract

To: Assembly Member/Lobbyist _____

From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of _____

In order to sway your fellow legislators to vote as you would hope, you will need to learn how to analyze data from credible sources and survey your own constituents for their views. You will be using this information to garner the support of your party and argue your stance in structured debate.

Must complete all specifications listed below on time to qualify for proficiency (P)

Description: Students will show evidence of understanding how to analyze expert sources as well as how to conduct a survey of their constituents.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">▪ Learn mathematical tools for expert source analysis and execution of survey▪ Explore and analyze major sources of data used in statistics▪ Discuss reputable and questionable sources			
	Content:			
	<p>1. Expert Source Analysis You will research credible data sources related to your bill to help you craft a minimum of two unique statistical arguments.</p> <p>Grading Criteria:</p> <ul style="list-style-type: none">▪ Authorship▪ Accountability▪ Actuation <p>2. Survey of Constituency</p> <ul style="list-style-type: none">▪ Conduct and interpret the results of a survey as described below.▪ Working in your group, prepare a presentation describing your survey and creating an argument for your bill. <p><input type="checkbox"/> First Question: Think of a bill-related question about which you would like to gather information. Design your question so that it has a “yes” or “no” answer.</p> <p>Examples: Would you approve a 1/2 % sale tax increase to provide for the shortage of hospital beds? Should penalties for personal marijuana usage be decreased? Should students be given the option of on-line learning for college credit?</p> <p><input type="checkbox"/> Second Question: Design a ranking question that has at least three choices.</p> <p>Example: To meet the shortage of hospital beds, rank the following solutions in order of desirability: Older hospitals should be renovated (0.5% sales tax increase)____ New hospitals should be built (1.0% sales tax increase)____ Leave the situation the way it is (0.0% sales tax increase)____)</p> <p><input type="checkbox"/> Third Question: Ask, “Are you left-handed?” Why ask this question? It is a control question. Ask Mr. Ogden for more information.</p>			

	<p>❑ Additional Instructions</p> <p>(1) Randomly select a sample of people and ask them your three questions.</p> <p>(2) Use question #3 as a test question to see if people took your survey seriously. (If they didn't take it seriously, then you'll probably find some discrepancy between the number you expected and the one you received in your survey.)</p> <p>(3) Describe your sample: age, location, time, conditions relevant to your questioning, people's response to you, and any possible sources of bias. Was your method of questioning random?</p> <p>(4) For the ranking question, choose a voting method which tallies in favor of your bill. Describe that method, your results, and write a statement, based upon those results, which argues in favor of your bill.</p> <p>(5) Calculate your margin of error. Summarize the results of your survey for each question. Draw any conclusions that you think are reasonable. Explain your conclusions.</p> <p>(6) Describe the differences in the conclusions you drew, the reasoning you used, and your method of analysis for the three different questions.</p>			
	<p>Discussion Questions</p> <ul style="list-style-type: none"> ▪ What makes a data source credible? ▪ What is the best way to use statistics to your advantage in an argument? ▪ How can a person best assess the use of statistics in an argument being considered? 			
	Technical:			
	<ul style="list-style-type: none"> ▪ Organized proof of survey/research ▪ Expert source analysis worksheets (available in the <i>Appendix</i>) submitted to turnitin.com on time 			

Speech Component Contract

To: Assembly Member/Lobbyist _____

From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of _____

In order to sway your fellow legislators to vote as you would hope, you will need to argue your position clearly with acceptable use of statistical analyses and survey.

✓ **Must complete all specifications listed below on time to qualify for Proficiency (P)**

Description:			
Every student must present a speech arguing the case for passage of their bill.			
Preparation Section: Must be complete for assessment			
<ul style="list-style-type: none"> Students will read and analyze editorials on current political issues Students should also regularly scan current editorials through a site such as www.dailyoped.com 			
Content:			
<p>Prepare and present a speech on your bill to convince your fellow delegates that they should vote for it. This speech will be assessed by Ortega in a two-hour rotation. The speech (or parts of it) will be used during the actual simulation.</p> <p>Suggested Content</p> <ul style="list-style-type: none"> introduction that commands audience attention a clear position statement (thesis) two to three supporting arguments with evidence counter argument (optional) conclusion that encourages action <p>Presentation Grading Criteria</p> <ul style="list-style-type: none"> convincing and interesting content appropriate use of public speaking techniques 3 minutes of speaking 			
<p>Discussion Questions</p> <ul style="list-style-type: none"> As a public speaker, what is the best way to convince other people of your view. Why? What is the best way to respond to an opposing viewpoint in a public forum? 			
Technical:			
<p>Presentation made with</p> <ul style="list-style-type: none"> volume suitable to venue easily comprehended speaking rate clear articulation of words and appropriate emphasis for keeping attention evidence of organized thought process and attention to word choice 			

Party Platform Component Contract

To: Assembly Member _____

From: John Thomas, Republican/Democratic Party Chair

As you know, our party's main purpose is to win elections in order to control the agenda in California. In order to do this, we need to meet throughout the year to review our principles and strategies. The first meeting in this project is called the Party Platform. A party platform is a list of what the party supports and/or opposes on the current controversial topics. Prior to the platform, please review the instructions for the Party Platform Day.

Must complete all specifications listed below on time to qualify for Proficiency (P)

Description: Students will investigate party ideologies through the experiential format of a party platform.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none"> ▪ Completion of two Social Science PBL's ▪ Working knowledge of Robert's Rules 			
	Content:			
	Day's Agenda (1) <i>Vote for Party Chair & Co-Chair</i> Chair Duties: Manage the meeting and enforce the rules Co-Chair Duties: Take official notes, documenting misuse of rules (2) <i>Appoint a Recorder</i> Keeps track of the students who contribute (talk) (3) <i>Review the Rules</i> Stand/Recognize Point of Personal Privilege Point of Order Point of Information Point of Inquiry Point of Parliamentary Inquiry Motion to Consider a Bill Motion for the Previous Question (to add support of the issue to the platform) Motion to Recess Motion to Caucus Call for Questions (4) <i>Complete the Platform</i> For each problem/bill, discuss (a) The problem (b) Solution (c) Party Perspective (d) Encourage questions from party members throughout – to practice the rules and to help others understand all problems and bill solutions in your party (e) Motion to the Previous Question in order to vote to show support for the bill and put it in the Party Platform (5) <i>Preparation for completion of the Platform</i> (a) Assign someone to write the introduction, preamble, and conclusion (b) Chair and Co-Chair are responsible for completing the Party Platform (all on			

	<p>one document)</p> <p>(c) Party Platform Template</p> <ol style="list-style-type: none"> 1. Party Name 2. Party Chair 3. Party Secretaries 4. How many party members are there? 5. Date 6. Introduction <p>Description of the Party (reference the Ideology Chart)</p> <p>Goals of the Party</p> <ol style="list-style-type: none"> 7. Issue #1 (Civil) <p>General Introduction to the Problems</p> <p>What solutions do the party support and why (reference the Ideology Chart)</p> <ol style="list-style-type: none"> 8. Repeat steps for Issue #1 for Issues #2-4 9. Conclusion: most significant outcome of the experience and why? 10. Signature of every member <p>Grading Criteria</p> <ul style="list-style-type: none"> ▪ On time to meeting ▪ Participation (Speaking) ▪ Platform paperwork completed 			
	<ul style="list-style-type: none"> ▪ Discussion Questions ▪ How does use of Robert's Rules contribute to democratic debate and discussion? ▪ What are the primary beliefs that make the party you represent different from the party you oppose? 			
	Technical:			
	<ul style="list-style-type: none"> ▪ Party platform follows appropriate format ▪ All members of party speak 			

Four-Day Simulation Component Contract

To: Assembly Member/Lobbyist _____

From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of _____

Over the next four days, you will have an opportunity to help your district/interest group members and improve your standing in the party/ or your reputation as a lobbyist by participating in a legislative simulation. **On the fourth day, be prepared to stay until 3 pm. No exceptions!** I have included a summary of the four-day experience below.

Must complete all specifications listed below on time to qualify for Proficiency (P)

Description: Student will present and argue their bill through a simulated assembly process.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">▪ Understanding of Robert’s Rules▪ Research on own bill▪ One minute introductory speech			
	Content:			
	<p>Day 1: Party Committee Caucus Introductions Read Preambles Split by party into caucuses 1 minute speech Choose chair [voting method detailed by report] Read the bills Discuss the bills Choose a minimum of one bill for Day 2 Complete the Constituent Connection questions Literal For each bill, complete the following: Title: Summary: Will it help your constituents? Yes or No and why? Be specific and use an example. Will your party support it? Yes or No and why? Be specific and use an example. Interpretive What is the most significant piece of legislation to your constituents (not including your bill) and why? Applied Because of who you represent, based on what you learned today, what do you plan to do on the third and fourth day of this simulation? Be specific, and use an example. Day 2: Committee Meeting Format is Structured Debate, then General Debate Bill Introductions Bill Debates 60% to pass any bill Party Caucus on Day 3 Day 3: Full Party Caucus Party Leaders & House Leaders Selected Determine how each bill will be supported/opposed Preparation for Day 4 Structured Debate Speeches General Debate Speeches Day 4: Assembly Format is Structured Debate, then General Debate Bill Introductions Bill Debates 60% to pass any bill Grading Criteria ▪ Arrive on-time and stay entire day</p>			

	<ul style="list-style-type: none"> Write and present speeches for structured debate Participate in general debate 			
	Discussion Questions to Consider (Exit Interview Questions) Exit Interview Handout available in the <i>Appendix</i> .			
	Technical:			
	<ul style="list-style-type: none"> Professional dress Completed folder due at 8 AM on last day of simulation 			

Model Assembly Individual Assessment Sheet

Component % of Overall Assessment

(1) Discovering your Constituents	_____ / 5%
(2) Bill Selection	_____ / 5%
(3) Rules of Order	_____ / 5%
(4) Research	_____ / 30%
Check 1	/5%
Check 2	/5%
Check 3	/5%
Check 4	/5%
Exit Interview	/10%
(5) Expert Source Analysis/Survey	_____ / 10%
(6) Speech	_____ / 10%
(7) Party Platform	_____ / 5%
(8) Model Assembly Simulation	_____ / 30%

Appendix

In the subsequent pages, you'll find the following documents:

- *ESA Worksheets*
- *Exit Interview Handout*
- *Model Assembly Motions and Points by Precedence*

INTERNATIONAL POLYTECHNIC HIGH SCHOOL: Model Assembly (Expert Source Analysis)

INSTRUCTOR: MRS. PITTMAN

INTEGRATED SCIENCE IV

Worksheet 1: In Class

IDEOLOGY: (BOLD ONE) REPUBLICAN/DEMOCRAT

CITY:

HOUSE:

COMMITTEE:

Instructions: Each person in your group must create different statistics and use different data sets for each statistic.

The bill summary must be in your own words to show that you and your group members fully comprehend the bill's meaning (make sure everyone in the group agrees with the bill summary).

Bill Number:
Summary:

Name of Group Member 1:
Pro Speech Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Name of Group Member 2:
Pro Speech Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Name of Group Member 3:
Pro Speech Statistic
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Name of Group Member 4:
Pro Speech Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

INTERNATIONAL POLYTECHNIC HIGH SCHOOL: Model Assembly (Expert Source Analysis)

INSTRUCTOR: MRS. PITTMAN

INTEGRATED SCIENCE IV

Worksheet 2: Turnitin.com

IDEOLOGY: (BOLD ONE) REPUBLICAN/DEMOCRAT

CITY:

HOUSE:

COMMITTEE:

Instructions: Your first statistic will be the one submitted on the Worksheet 1. The second statistic is new and can either support a pro, con, solution, or party stance speech. Each person in your group must create different statistics and use different data sets for each statistic.

One person in your group will convert this completed document to a pdf and submit it to turnitin.com.

Bill Number:
Summary:

Name of Group Member 1:
First Worksheet - Pro Speech Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:
(<i>Bold One</i>) Pro/Con/Solution/Party Stance Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Name of Group Member 2:
First Worksheet - Pro Speech Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:
(<i>Bold One</i>) Pro/Con/Solution/Party Stance Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Name of Group Member 3:
First Worksheet - Pro Speech Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:
<i>(Bold One)</i> Pro/Con/Solution/Party Stance Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Name of Group Member 4:
First Worksheet - Pro Speech Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:
<i>(Bold One)</i> Pro/Con/Solution/Party Stance Statistic:
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Exit Interview Handout

The day after the Model Assembly simulation, your House teacher will conduct your exit interview. The exit interview will be comprised of two parts.

- The first is an ***in-class*** discussion in House based on the discussion prompts below. This will be done the morning of the Exit Interview.
- The second is an ***individual*** meeting with the Senior Team in which you will discuss the answer to question 2 below. This will be done after the in-class discussion.
 - Note that the research folder is being collected Wednesday, December 18th at 8am, and returned to you later that day so that you can bring it with you during the Exit Interview.

Discussion Prompts

Due: Your typed and printed responses are due Friday, December 19th 8AM to your Committee teacher

1. Something positive you did.
2. Answers to the following should show: evidence of L (answer), I (explanation and specific examples), A (why it was useful to the MA) in these questions:
 - How can we as legislators help our district (city) understand the legislative process, so that we get legislation passed that promotes our goals?
 - How were you voting on bills? Politico, Partisan, Trustee, or Delegate and why?
3. What worked for you (select a minimum of two components to discuss)
 - Component 1: Discovering your Constituents
 - Component 2: The Bill
 - Component 3: The Rules
 - Component 4: Research
 - Component 5: Survey/ESA
 - Component 6: Speech
 - Component 7: Party Platform
 - Component 8: Simulation
4. What didn't work for you (using the list above, select a minimum of two components to discuss)
5. Finding Value: Answers to the following questions should show evidence of LIA
 - What have you done in Model Assembly which shows that the iPoly mission is being taught?
 - What did you learn during this project that can be applied to your senior project?

The iPoly Mission

- Apply the knowledge and skills they have acquired to solve problems.
- Be lifelong learners who adapt to an ever-changing world by viewing society from multiple perspectives, and will have learned the global significance of a variety of events and disciplines.
- Have learned to mediate and reach solutions using research, knowledge, and critical thinking.
- Have learned how to communicate in a variety of ways, including formal and informal presentations, by teaching lessons, and writing papers.
- Be able to collaboratively reach individual and group-related goals, have clarified their personal values, and developed a sense of community.
- Be able to identify, explain, and apply universal concepts and will have acquired the knowledge and skills to responsibly and effectively use technology.