| learning outcome | **4** | **3** | **2** | **1** |
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| through active discussions - students will **learn** **to state** their own opinions, ideas, and suggestions while **acknowledging and respecting** their classmate’s diverse opinions and perspectives. \*We agree that the method of presentation of this learning outcome is up to the student and that students' should not be judged or graded by their ability to speak fluently, present without showing nervousness, or otherwise present verbally. All grading should be based on the content of the knowledge being shared and that student's learning of that knowledge.  | this learner evidences understanding of this learning outcome by using formal-academic language and by not using adjectives to describe/relay information. They also use citations to legitmate, reliable sources and critcally analyze issues by presenting diverse view points and listening to others.  | this learner evidences understaning of the learning outcome but fails to provide evidence because they did not use formal-academic language or used adjectives that were off-topic, conclusory, or unnecessarily subjective. They may have used unreliable sources or made unsupported observations or provided commentary or speculation. They were unlikely to have referenced multiple viewpoints.  | this learner evidences a basic undestanding of the goal of the learning outcome but is not fully able to demonstrate their ability because they did not use formal-academic language but instead used local vernacular or internet txt or | this learner needs to revise their work to receive a grade because they have failed to state an opinion as such, idea or concept, or suggestions on a constitutional issue and use personal language as evidence such as "good law" or "greedy politicians".  |
| students will **learn** important Supreme Court cases and how these **affect** their life.  | this learner evidences their understanding of this learning outcome by referencing more than one Supreme Court case and explains how this constitutional issue affects them.  | this learner evidences their understanding by referencing multiple Supreme Court cases but they do not clearly explain how these cases affect their own point of view.  | this learner evidences the ability to locate a secondary but unreliable source regarding Supreme Court cases and is unclear in their communication of their learning  | this learner needs to revise their work to provide documentation that they read a Supreme Court case, brainstormed and outlined a response, and present their learning in a way that could be discerned and graded.  |
| students will **gain a better understanding** of the Supreme Court and related social-political interpretations of their decisions and decision making process.  | this learner evidences understanding of this learning outcome by explaining the literal function of the Court as well as how the case decisions affect other people.  | this learner evidences understanding that the Supreme Court has a routine function and can explain why Supreme Court cases affect different demographics of the global population differently.  | this learner evidences a basic understanding of the court system and phrases their communication in a way that implies social-political structures affect lives.  | this learner needs to revise their work to provide evidence they understand how the literal routine funtion of the court affects citizen behavior and choices.  |
| students will **work in a group** to **share understanding** of each of the 27 amendments to the Constitution.  | this learner evidences understanding of this learning outcome by being agreeable and proactive to solve problems, plan ahead, and ensure all members of the group are comfortable and learning with each other.  | this learner evidences an understanding that the learning outcome requires collaboration but does not offer pro-active solutions or who puts their needs over the group's ultimate success for all.  | this learner evidences a clear desire to present their individual findings without respecting or acknowledging other student knowledge or learning.  | this learner needs to revise their work to determine why their group expectations were not the same as their group members' or the instructors' and whether they were able to research one of the amendments sufficiently.  |
| students will **learn how to engage** with civic issues like registering to vote, among others.  | this learner evidences understanding of this learning outcome by offering to share resources about how to become civically engaged, or offers critical reflection and judgment on civic engagement as an abstract concept, or learns how to engage civically and can evidence that learning with a practical civic tool or resource, or provides new understanding of the phrase civic engagement.  | this learner evidences civic engagement by communicating a civic activity they were alreadly involved in or ready to try but failed to explain how that interaction and reflection was civic learning and demcoratic engagemnet.  | this learner evidences an understanding that civic engagment is a practical activity but has not demonstrated the use of this knowledge personally.  | this learner needs to revise their work to provide documentation they researched a civic activity, comprehended and understood the reading materials and course interactions, and were able to access governmental or non-governmental resources online or in-person. A basic assumption of this learning outcome is informed motivation and reflective self judgment.  |
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