



Lesson 2: Freedom of Expression

Assessment: Students will be evaluated through informal checks for understanding, teacher observation, and performing authentic tasks evaluated by rubrics.

Quality Criteria: Teacher and peer scoring guide and rubric (same sheet for both groups) for the majority, dissenting, and concurring opinions for the “Bong Hits for Jesus.” See end of Lesson.

GOAL	To revise the school dress code so it is compliant with the “Tinker Test”.
ROLE	As your first training assignment as a Supreme Court clerk you have been farmed out “pro bono” to the school district to revise the school district’s dress code.
AUDIENCE	School Board Members.
SITUATION	Due to the increased law suits over the school district’s dress code your team has been retained to analyze the current code and give your professional opinion on how to alter it.
PERFORMANCE	Lawyer teams will present their proposal to the seven members of the school board and the school board may question any changes made.
STANDARDS FOR SUCCESS	Students will be graded based on the performance rubric provided.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Writing Rubric-Standard 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

	Advanced	Proficient	Basic	Below Basic
Idea Development	Takes a strong, well defined position; uses at least four appropriate reasons with at least three supporting details for each reason	Clear position taken and defined; some reasons and some details present but not fully developed	Position is not clearly stated; development is brief; unrelated, unsupported general statements, reasons, and details; minimal facts used	No clear position taken; undeveloped reasons; no facts used
Organization	Writer demonstrates logical, subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization; a gripping introduction and a strong conclusion evident	Paragraph development present but not perfected	Logical organizations; organization of ideas not fully developed; introduction and conclusion present but not fully developed	No evidence of paragraph structure; no introduction or conclusion; illogical organization of ideas
Management of Time	Submitted on time; utilizes class time appropriately; seeks help in research and writing; evidence of homework each night; student-designed action plan	Utilizes class time; deadline met; submitted on time	Deadlines met with supervision; home preparation minimal	Consistently unprepared; late; unfinished; no evidence of homework
Mechanics and Language Usage	Error-free paper, accurate spelling and punctuation, capitalization, and usage; variety of sentence structures, rich vocabulary	Few errors present in spelling, punctuation, capitalization, and usage; some attempt at sentence variety; occasional use of rich vocabulary	Incorrect sentence structure; spelling, punctuation, capitalization, errors present; repetitious vocabulary; weak language usage	Multiple errors present in sentence structure, spelling, punctuation, and capitalization; weak vocabulary and incorrect language usage
Presentation	Neatly typed, numbered pages; assembled with care; cover sheet with name, grade, and dates; creative ideas present; good graphics	Neatly presented; cover sheet complete with attention to aesthetics	Presentation is legible but lacks visual appeal; no cover sheet with name, grade, and date	Difficult to read; not assembled with care; lacks cover sheet



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

DEBATE RUBRIC Standard 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

	Advanced	Proficient	Basic	Below Basic
Substantive				
Statement and Identification of Issues	Accurately states and identifies all the relevant issues	Accurately states and identifies some of the issues	States a relevant factual, ethical, or definitional issue as a question	Does not state any issues
Use of Foundational Knowledge	Accurately expresses relevant foundational knowledge pertaining to all issues raised during the debate	Accurately expresses relevant foundational knowledge pertaining to some issues raised during the debate	Accurately expresses relevant foundational knowledge pertaining to an issue raised by someone else	Does not express any relevant foundational knowledge
Elaboration of Statements	Pursues an issue with several elaborated statements	Pursues an issue with at least one elaborated statements	Elaborates a statement with an explanation, reasons, or evidence	Does not elaborate any issue
Argument by Analogy	Uses extensive analogy to advance the discussion	Uses some analogy to advance the discussion	Uses analogy that does not advance the discussion	Does not use analogy to advance the discussion
Procedural				
Invitation for Contributions from Others	Engages others in the debate by inviting their comments	Invites comments from others	Invites comments from a single person	Does not invite comments from others
Acknowledgment of Others' Statements	Engages others in the debate by acknowledging their contributions	Acknowledges some of the statements of others	Acknowledges one or two statements of others	Does not acknowledge the statements of others
Challenge of the Accuracy, Logic, Relevance, or Clarity of Statements	Constructively challenges the accuracy, clarity, relevance, or logic of statements made	Responds in a civil manner to a statement made by someone else by challenging its accuracy, clarity, relevance, or logic	Does not challenge the accuracy, clarity, relevance, or logic of statements	Does not challenge the accuracy, clarity, relevance, or logic of statements
Summary of Points of Agreement and Disagreement	Summarizes all points of agreement and disagreement clearly	Summarizes several points of agreement or disagreement clearly	Does not summarize points of agreement or disagreement clearly	Does not summarize points of agreement or disagreement