*12th US Government and Econ* Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_

*Ms. Demirel and Mr. Bartlett*

**12th Grade Constitutional CBA Prep Packet**

**Part 1: Brainstorming**

**Step 1:** *Read through the list of Political Ideals and Principles. Highlight or mark which ones seem interesting to you (5-10 of them)*

**Step 2:** *Look through your Constitution notes and reading. Find constitutional amendments that connect to these ideals and principles.*

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| **Ideal/Principle** | **Constitution connections** |
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**Step 3:** *Do some research on the principle/constitutional connection that interests you the most. Based on your ability to find credibly evidence and information through research and connections to the constitution and court cases, answer the following question.*

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| **What basic American principle and constitutional connection will be the foundation of your classroom based assessment (CBA)?** |

**Step 4:** *Keep track of words, court cases, people, ideas, etc. that will be helpful to search for when researching your topic. You want to come up with at least 10 (the more the better- it helps you!)*

**Term Box: Terms to search for with your issue/topic**

**Part 2: What’s Your Issue?**

**Step 1:** *Answer the following questions*

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| **Define the issue/constitutional connection under consideration in your CBA? (briefly)** |

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| **How is this issue relevant today?** |

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| **What is your position on this issue? Meaning- what will you be arguing?** |

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| **Discuss history surrounding this topic** |

**Part 3: Evidential Support of Your Argument**

**US Policies & Supreme Court Decisions**

**Step 1: Research** *US policies and/or court case that directly impacts your issue? (This must appear in your paper.)*

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**Step 3:** *Choose which US policy and/or court case you will focus on specifically in your paper*

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**Step 3:** *Define how the above directly relates to your issue. What was (or is) the potential impact of the above decision or policy on your issue?*

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**Step 3:** *What is the counter argument given for this policy or court case?*

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**Part 4: Essay Outline**

Use this format when writing the CBA for Constitutional Issues. Please clearly outline your essay with the headings/Paragraph number of each section on a separate sheet of paper. **YOU WILL TURN IN AN OUTLINE WITH YOUR FINAL PAPER!!**

**You will be answering the question:** “For the Constitutional issue of your choice, what is the balance between my personal rights and the common good?”.

Paragraphs 2-5 should start with topic sentences! Remember- it is okay to break down your sections into multiple paragraphs- I am referring to them as paragraphs here for simplicity. *If you need assistance writing your topic sentences, please be sure to ask.*

**Paragraph 1:** Introduction paragraph

* Topic on which you are writing
* Hook – include the democratic (constitutional) ideal that attaches to your topic
* Thesis statement where you discuss the balance between rights and common good and you take a stand

**Paragraph 2:** History of the topic

* Brief history of your topic
* You need to give the reader a context in which to understand your arguments

**Paragraph 3:** Opposition Argument

* Basic arguments of your opposition
* Laws and court cases that support opposition or that give context
* Constitutional argument of opposition

**Paragraph 4:** Your Argument

* Your basic argument – needs to reflect your thesis
* Laws and court cases that support or give context to your argument
* Suggest a solution or ‘balance’ to the issue

**Paragraph 5:** Conclude your paper

* Summarize main points briefly
* Leave the reader with something to think about relative to your argument and the Constitution

**Requirements for your paper**

* Proper heading and title
* 4-7 pages in length
* Size 12 Times New Roman (typed)
* 1-inch margins, double spaced
* At least 5 sources used (1 must be a printed text)
* MLA Citations IN text
* Works Cited page
* An outline (part 4)
* A completed CBA prep packet (all 4 parts)

**Timeline of CBA work**

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday December 10th** | **Tuesday December 11th** | **Wednesday/Thursday December 12th/13th** | **Friday December 14th** |
| Begin CBA prep in class | Intro in the library with Ms. Gallaher  CBA prep in class | CBA prep in class | *Seminar #11: No CBA work time*  If you are not done with the **CBA prep packet** by today, you need to complete it over the weekend as **homework due MONDAY** |
| **Monday December 17th** | **Tuesday December 18th** | **Wednesday/Thursday December 19th/20th** | **Friday December 21st** |
| Begin writing CBA | Write CBA in class | Write CBA in class | *Seminar #12: No CBA work time*  **CBA’s are due by 3pm** |

**Helpful Hints:**

* Please do not use ‘I’ or ‘we’ statements in your essay.
* Do not say “In my opinion”- it is your paper, we are aware it is your opinion.
* Follow the Concrete Detail, Commentary, Commentary format: sometimes you will deviate from that exact format but overall, you should format your paragraphs with Topic Sentence, CD, CM, CM, CD, CM, CM and so forth.
* Type up your outline and then fill in your evidence and commentary throughout… do not just start writing
* AVOID the “Also” sprinkling

Other ways to say “Also”

\*\*make sure your sentence still makes sense with each term… don’t just throw it in willy nilly!\*\*

In addition to

Additionally

Furthermore

It doesn’t stop there

Overall

Further

Moreover

Along with

On top of

As well as

Simultaneously

Likewise

**In-Text Citation Guidelines**  
Quoted from the MLA Handbook for Writers of Research Papers:  
  
“If you wish to cite an entire work–whether a print source; a non-print source, such as a film, television broadcast, or performance; or a Web publication that has no pagination or other type of reference markers -- **it is often preferable to include in the text, rather than in a parenthetical reference**, the name of the person (e.g., author, editor, director, performer) that begins the corresponding entry in the works-cited list.  
   
In Renouard’s Building Highways, he states that “safe infrastructure is necessary to transport goods to new developing areas”.  
In Renouard’s Building Highways, he states that “safe infrastructure is necessary to transport goods to new developing areas” (34).  
   
Otherwise, in this order it’s by website, book with page number and title of webpage, article or book [no author].  
  
Progress is essential to a productive economy and a “safe infrastructure is necessary to transport goods to new developing areas” (Renouard).  
Progress is essential to a productive economy and a “safe infrastructure is necessary to transport goods to new developing areas” (Renouard 34).  
Progress is essential to a productive economy and a “safe infrastructure is necessary to transport goods to new developing areas” (“Building”).

Given that, students might use the first two examples in Renouard’s *Building Highways*. **So, it might look like with a real court case -** In *Plessy v. Ferguson,* the doctrine “separate but equal” was the cornerstone of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT TO KNOW**

The successful completion of this CBA is a Seattle Public Schools and Nathan Hale High School graduation requirement. You jeopardize a passing grade in your government class as well as your graduation by not completing this task. Please confer with your government teacher about any problems or concerns.