

Level	Specific Learning Target
	<b>The student will be able to answer the question: How is the judicial branch set up and how does it work in our system of government?</b>
4.0	Student demonstrated knowledge, inferences and/or applications above and beyond the required learning target.
3.5	The Student demonstrated knowledge, inferences and/or applications of required learning target with first best instructional practices.
3	No major errors or gaps in the following TARGETED, COMPLEX ideas and processes; Students demonstrate knowledge of all of the following:
	The student will apply, analyze, synthesize & evaluate the decisions made by the Supreme Court of the United States.
	The student will apply, analyze, synthesize & evaluate US Supreme Court Decisions that pertain to the changing nature of American Jurisprudence and law.
	The student will understand the basic knowledge behind the Supreme Court decision in Regents of the University of California v. Bakke (1978)
	The student will understand the basic knowledge behind the Supreme Court decision in Swann v. Charlotte-Mecklenburg Board of Education (1971)
	The student will understand the basic knowledge behind the Supreme Court decision in Brown v. Board of Education (1954)
	The student will understand the basic knowledge behind the Supreme Court decision in Plessy v. Ferguson (1896)
	The student will understand the basic knowledge behind the Supreme Court decision in Dred Scott v. Sanford (1857)
	The student will understand the basic knowledge of the role of the US Supreme Court as the court of last resort in the US justice system.
	The student will understand the basic knowledge behind the qualifications to become a Supreme Court Justice of the United States.
	The student will understand the basic knowledge of the role of the Judicial branch in the law making process.
	The student will understand the basic knowledge behind the structure of the Judicial branch.
	The student will understand the basic knowledge behind the functions of Judicial branch.
2.5	The Student has demonstrated knowledge of 10 out of 12 learning targets.
2.0	The Student has demonstrated knowledge of 9 out of 12 learning targets.
1.5	The Student has demonstrated knowledge of 8 out of 12 learning targets.
1	The Student has demonstrated knowledge of less than 7 out of 12 learning targets.

Students will be able to make a standard presentation before or after school (see course description for appointments) to demonstrate that they have achieved proficiency to advance to the next level. If a student is going to demonstrate proficiency they must show that they have a deep understanding of the learning target by analyzing, synthesizing and/or evaluating the learning activities completed in the unit. If the student is able to demonstrate these higher order thinking skills to the satisfaction of the teacher they may be advanced to the next level.