

## Task 4

### **Standards**

- Content: Defines vocabulary specific to government functions  
Explains structure and functions of the United States government
- Process: Writes in an organized manner  
Demonstrates appropriate use of mechanics  
Applies sufficient effort  
Demonstrates organization skills  
Accurately assesses own work

### *Three Branches Pamphlet*

**Task:** This is a Social Studies technology assignment. In the lab, you will design a pamphlet to explain the three branches of the United States government. Be sure to use vocabulary from the Constitution list. One side will contain a title page, using a graphic to depict the balance between the three branches of government, a page answering the question “Why a representative democracy with three branches?” and a written explanation of how each branch balances the other two. The other side will describe each branch, in outline form, including all the facts you will need to know in order to make an informed choice as a citizen of the United States and the state of Illinois.

Because this assignment will be included in the portfolio, you may revise and resubmit it. You will submit the first of your self-evaluation sheets for this assignment. Remember to use conventions you learned in Language Arts.

Rubric for *Three Branches* pamphlet

<i>Criteria</i>	Level 3	Level 2	Level 1	Points Achieved
<b>Knowledge/Understanding</b>				
Images 6 Points	*Image exceptionally and accurately depicted *Reflects designated issue	*Image is accurate *Reflects designated issue	*Image is accurate *Designated issue is unclear or absent	
Outline 18 Points (6 points for each branch)	*Outline is accurate and complete *Outline is easy to understand and organized	*Outline lacks one of two components in Level 3	*Outline is confusing, missing components	
Explanation 10 Points	*Succinct and accurate description of the relationship between each topic	*Wordy or inaccurate description of the relationship between each topic	*Explanation demonstrates a lack of understanding of the topic	
Vocabulary words 12 Points (2 for each section of the task)	*Vocabulary words used in each section of the task	*Vocabulary words used in some of the sections of the task	*Vocabulary used in fewer than two of the sections of the task	
<b>Thinking/Inquiry</b>				
Inquiry Question 21 Points -thoughtful essay	*Essay addresses issues posed in the question with strong support for the position	*Support for the writer's position was weak or unclear	*Essay did not address the issue or drew incorrect conclusions	
Communication 3 Points -written work	Used complete sentences, correct spelling, proper punctuation		Incomplete sentences, spelling errors, punctuation errors	

Points earned \_\_\_\_\_  
Points possible 50

Teacher comments:

### Self-Evaluation Sheet-Type 1

Title of the Assignment \_\_\_\_\_

Take time to think about the following request. Answer them in one to two sentences.

Which part of the assignment was the most difficult for you?

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List two reasons it was difficult.

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Describe one strategy you might use to help make this kind of assignment easier.

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#### Self Evaluation Rubric

<i>Criteria</i>	Exemplary	Satisfactory	Unsatisfactory
Student demonstrated response in proportion with effort exhibited			
Reasons connected to quality of work presented			
Strategy accurately described strategies to remedy flawed areas			

Teacher comment: