

## Bill Drafting

### GRADE LEVEL:

7 or 8

### Understanding by Design Overview

#### **STAGE 1: Begin with the end in mind by identifying what students should know and be able to do through**

- \* Enduring understandings
- \* Overarching
- \* Topical
- \* Essential questions
- \* Overarching
- \* Topical
- \* Enabling knowledge and skills

#### **STAGE 2: Establish evidence of student understanding through**

- \* Primary performance task
- \* Other assessment evidence
- \* Rubric to assess understanding through the primary performance

#### **STAGE 3: Create learning experiences and instruction that promote student understanding through the WHERE process.**

- \* **Where**
- \* **Hook**
- \* **Explore – Enable -- Equip**
- \* **Rethink -- Reflect**
- \* **Exhibit -- Evaluate**

### **SUMMARY OF THE UNIT**

Students will be able to analyze primary and secondary sources by selecting an issue and support their position.

### **SUGGESTED RESOURCES**

Constitution of the United States

We the People

<http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/home.html>

[www.wlma.org](http://www.wlma.org)

Newsweek

Time

United States Archives

<http://www.leg.wa.gov/legislature>

Legislature Scholar CD-Rom

<http://www.leg.wa.gov/CodeReviser/Bill+Drafting/>

<http://www.leg.wa.gov/documents/legislature/backtoschool/howtoread.pdf>

## **MATERIALS NEEDED**

Paper

Pen

Computer

Printer

ISP

STAGE 1 – Identify desired results

**Content Standards**

From EALR’s or District Guides such as Grade Level Expectations

Civics EALR 1.1.2b Civics EALR 4.1.2a Civics EALR 1.2.2a Social Studies Inquiry and Information Skills 3.1.3a
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**Enduring understandings**

“Students will understand that...”

<b>Overarching enduring understandings for this unit:</b> Students will make an informed decision on a public issue after researching and discussing different perspectives on this issue.
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<b>Topical enduring understandings for this unit:</b> <i>Citizens in a democracy have the right and responsibility to make informed decisions.</i>
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**Essential Questions**

“How...” “Why...” “To what extent...”

<b>Overarching essential questions for this unit:</b> <i>How is a bill written?</i> <i>What issue is important to young students/adults that would impact on a state level?</i>
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<b>Topical essential questions for this unit:</b> How does the issue of _____ relate to the balance of the individual rights and the common good?
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**Enabling Knowledge**

“What skills and conceptual knowledge must students possess in order to demonstrate understanding – especially on performance tasks?”

Reading skills Writing skills Analytical skills Knowledge of how a bill becomes a law Vocabulary Key terms and definitions Computer skills Research skills
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STAGE 2 – Determine acceptable evidence

**Overview of assessment evidence**

Briefly describe the types of assessment activities you will use throughout this unit to ensure students are gaining the enabling conceptual knowledge and skills they need so that ultimately they can demonstrate understanding through the major performance task.

TYPE OF EVIDENCE	DESCRIPTION OF THE ASSESSMENT ACTIVITY	WHICH FACET OF UNDERSTANDING IS EMPHASIZED?

Primary performance task	Students write a bill promoting their issue. Bring the REP/SEN to class to explain process/pathway of bills.	Citizens in a democracy have the right and responsibility to make informed decisions.
Written prompts/journals	Steps of writing a bill; giving specific examples	Writing skills and style
Small projects/skill demonstrations/supporting performances	Small committees will mimic actual state committees discussing the bill. Mock committee meetings Open floor debate	Points of view, debate, advocating
Student self-assessments	Daily checklist for participation and involvement	Accountability, self assessment
Observing /conferencing	Informal assessment about students working together towards the writing process	Accountability for other committee members
Quizzes/ tests	Assessment of the final bill and the sending of the bill to state legislature	End product and final drafting
Other	Tracking of the bill in actual state government	Curiosity and involvement in state government

## GRASPS details for the primary performance task

### Goal – Role – Audience – Situation – Product – Standards & Criteria

Use the GRASP format to provide more detailed information about the primary performance task through which you will assess students' growing understanding.

GRASPS	Use of GRASPS in this Unit
<p><b>Goal</b> Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.</p>	<p>The goal is to write a standard bill to be introduced into Washington State Legislature</p>
<p><b>Role</b> Define the role of the students in the task. State the job of the students for the task.</p>	<p>Students will perform bill writers, committee members, lobbyists, advocates and other positions in the bill writing process. All students will participate in the process and will create their own bill.</p>
<p><b>Audience</b> Identify the target audience within the context of the scenario. Example audiences might include a client or a committee.</p>	<p>Teacher Peers Social Studies teachers in both 7<sup>th</sup> and 8<sup>th</sup> grade Principal Superintendent LYAC Washington State Legislature</p>
<p><b>Situation</b> Set the context of the scenario. Explain the situation.</p>	<p>Classes will be divided into small committees to discuss the bill writing process and the procedure of how a bill becomes a law. In the process students will draft bills regarding a situation for their assigned committee. During the drafting students will research data to support their bill and will also research the opposite point of view.</p>
<p><b>Product</b> Clarify what the students will create and why they will create it.</p>	<p>Students will create bills for other students in the classroom to discuss and be presented to the appropriate committee for passing or tabling of the bill.</p>
<p><b>Standards and Criteria</b> Provide students with a clear picture of success. Identify specific standards for success. Issue rubrics to the students.</p>	<p>Civics EALR 1.1.2b Civics EALR 4.1.2a Civics EALR 1.2.2a Social Studies Inquiry and Information Skills 3.1.3a  Rubric included</p>

### Rubric for primary performance task

**Below is a generic rubric template. Modify it as you wish.**

Remember: your rubric must help determine *understanding* – not just slick performance! You may wish to substitute a rubric of your own creation.

<b>Level of understanding</b>	<b>Criteria/indicators,” look for’s”, et al.</b> (Boxes will expand)
<b>LEVEL 4</b> Highest level of performance.	Must include all major components of a bill. Must include proper language of a bill. Must include at least 9 sponsors of the bill.
<b>LEVEL 3</b> On the way to the highest.	Must include 4 of the 6 major components of a bill. Must be clearly written. Must include at least 6 sponsors of the bill.
<b>LEVEL 2</b> Emerging.	Must include 3 of the 6 major components of a bill. Must be written. Must include at least a prime sponsor.
<b>LEVEL 1</b> Lowest Level of performance.	Must demonstrate in writing the basic concept of bill writing process. Must include writer of the bill’s name.