

Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 10-12

COURSE: Legislative Seminar

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A1) Unit A: Legislative Committees</p> <ul style="list-style-type: none"> Recognize aspects of the Missouri Constitution that influence and organize the General Assembly Organize the steps of a bill becoming a law Make observations about the importance of legislative committees in the law making process Critique the importance and effectiveness of committee work process in the law making process <p>Performance: 1.1, 2.3 Knowledge: (SS) 6 SSCLE: RIGIT.6.M,N NETS: 3,4 DOK: 1-4</p>	<p><u>Missouri Constitution Questions:</u> The material is discussed in class and the teacher uses informal evaluations to monitor understanding</p> <p><u>Legislative Basics/Committee Quiz:</u> Teacher created scoring guide</p> <p><u>Committee Paper:</u> Using information from:</p> <ul style="list-style-type: none"> readings Constitutional study committee observations legislator interview <p>students will demonstrate an understanding and analyze the committee process. This will be evaluated using a teacher created scoring guide</p>	<p>Students will:</p> <ul style="list-style-type: none"> answer a series of questions using the Missouri Constitution, such as: <ul style="list-style-type: none"> legislative districts and elections terms of office term limits qualifications for office lengths and types of legislative sessions read and discuss the process of a bill becoming a law in the State of Missouri and then take a quiz individually contact legislators' offices by phone or in person and set up times to interview the legislators develop a series of questions to ask legislators concerning the: <ul style="list-style-type: none"> importance of committees in the legislative process importance of witness testimony in those committees formation of committees within the House and Senate role of leadership on the committees role of the chairs on the committee workings of the committees <p>(Continued to A2)</p>

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(A2)		<p>(Continued from A1)</p> <ul style="list-style-type: none"> • interview legislators (3) about the above topics • attend public hearings and executive sessions (at least 3) of House and Senate Committees. They will keep a record of: <ul style="list-style-type: none"> • bills discussed • sponsor statements • witnesses for and against the bill • questions asked by committee members • overall tone of the meetings

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<p>(B1) Unit B: Lobbying & Special Interest Groups</p> <ul style="list-style-type: none"> Analyze the role of campaign finance and the Missouri Ethics Commission in the election and lobbying processes Compare lobbying and campaign finance issues in Missouri to those in the Federal Government Analyze the power and importance of lobbying and special interest groups in the law making process in Missouri <p>Performance: 3.6, 4.4 Knowledge: (SS) 6 SSCLE: RIGIT.6.M,N NETS: 3,4 DOK: 1-4</p>	<p><u>Missouri Ethics Commission Analysis:</u> Informal teacher evaluation</p> <p><u>Lobbying Readings:</u></p> <ul style="list-style-type: none"> Teacher created scoring guide Informal teacher evaluation <p><u>Lobbying Quiz:</u> Teacher created scoring guide</p> <p><u>Lobbying Paper:</u> Using information from:</p> <ul style="list-style-type: none"> readings class discussion interviews <p>students will demonstrate an understanding and analyze lobbying and special interest groups in Missouri. This will be evaluated using a teacher created scoring guide</p>	<ul style="list-style-type: none"> Using the Missouri Ethics Commission website, students will research (the): amounts of money spent on lobbying money spent to fund campaigns sources of the money how the money is used in lobbying Students will: read several articles (10) on: <ul style="list-style-type: none"> lobbying techniques and practices campaign finance political action committees special interest group influences in Missouri and in the United States. They will answer a series of questions and these questions are discussed throughout the Lobbying unit individually contact legislators and lobbyists' offices by phone or in person and set up times to interview them <p>(Continued to B2)</p>

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(B2)		<p>(Continued from B1)</p> <ul style="list-style-type: none"> • develop a series of questions to ask lobbyists and legislators concerning the importance of: <ul style="list-style-type: none"> • special interest groups and lobbying in the legislative process • the role of PACs in the campaign process • the beneficial traits of a good lobbyist • successful techniques of lobbying • the role of money spent in the lobbying process • an evaluation of the history of lobbying • interview legislators (2) and lobbyists (2) about the above topics • develop a mock lobbying campaign by: <ul style="list-style-type: none"> • selecting a bill currently in the Missouri General Assembly • writing a statement of personal opinion • choosing three special interest groups they would want on their side <p>(Continued to B3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(B3)		<p>(Continued from B2)</p> <ul style="list-style-type: none"> • selecting three lobbyists they would use to work for their cause • highlighting three specific legislators they would want the support of • discussing the techniques they would use to push their issue • selecting a bill currently in the Missouri General Assembly • writing a statement of personal opinion, • choosing three special interest groups they would want on their side • selecting three lobbyists they would use to work for their cause • highlighting three specific legislators they would want the support of • discussing the techniques they would use to push their issue

Objectives	Assessment/Evaluation	Instructional Activities
<p>(C1) Unit C: Legislative Floor Work and Executive Involvement</p> <ul style="list-style-type: none"> Investigate the role of the Governor in the law making process Differentiate between the legislative process in Missouri and in other states Synthesize all the steps that a bill must take to become a law Compare the differences between the Missouri House and Senate <p>Performance: 3.4, 4.2 Knowledge: (SS) 6 SSCLE: RIGIT.6.M,N NETS: 3,4 DOK: 1-4</p>	<p><u>General Legislative Questions:</u> Teacher created scoring guide</p> <p><u>State Analysis Activity:</u> Informal teacher evaluation</p> <p><u>Overview Quiz:</u> Teacher created scoring guide</p> <p><u>Final Paper:</u> Using information from:</p> <ul style="list-style-type: none"> readings floor work observations legislator interview <p>students will demonstrate an understanding and analyze the entire legislative process. This will be evaluated using a teacher created scoring guide</p>	<p>Students will:</p> <ul style="list-style-type: none"> complete a series of questions using: <ul style="list-style-type: none"> their experiences government texts the Missouri Constitution as resources Use the Internet to investigate the legislative make-up and processes of 5 states other than Missouri individually contact legislators' offices by phone or in person and set up times to interview them develop a series of questions to ask legislators about the following topics: <ul style="list-style-type: none"> term limits differences between the house and senate house and senate rules the role of the governor in the legislative process procedures and personal evaluations of the process interview legislators (2) about the above topics <p>(Continued to C2)</p>

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(C2)		<p>(Continued from C1)</p> <ul style="list-style-type: none"> • watch the floor work of the house and senate on at least 5 different days. They will keep a record of: <ul style="list-style-type: none"> • bills discussed • the nature of the discussion • the rules seen • the political work (majority/minority) • the overall tone of the meetings