**Name:**

**Pd:**

**AP Gov Unit 4 Portfolio:**

***Judiciary, Civil Liberties, & Civil Rights***

***Use the following rubric to self-rate your portfolio submissions:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Z*** | ***1*** | ***2*** | ***2.7*** | ***3.4*** | ***4*** |
| Item is not present in portfolio submission. | Item is present but incomplete and lacking attention to details. | Item is mostly complete but without attention to detail. Many responses or notes are brief; lacking evidence. | All parts are complete but some parts lack specific attention to detail. Some responses or notes are brief; lacking evidence. | Item is complete with attention to specific details and evidence called for in questions and readings. | Item demonstrates consistent exemplary work. Thoroughly and thoughtfully completed on time. |

***Portfolio Items (must be in order): Self-rating:***

|  |  |
| --- | --- |
| **1. Unit 4 Do Now, Objectives, Participation, and Debrief Log** |  |
| **2. Chapter 16 Reading Notes, part 1** |  |
| **3. *Tensions of Judicial Appointment* Annotated Reading and Questions** |  |
| **4. Chapter 16 Reading Notes, part 2** |  |
| **5. “West Wing: The Supremes” Viewing Guide** |  |
| **6. Chapter 4 Reading Notes, part 1** |  |
| **7. “Shouting Fire” Viewing Guide** |  |
| **8. Chapter 4 Reading Notes, part 2** |  |
| **9. “One Man Changes the Constitution” *Gideon v. Wainwright* Viewing Guide** |  |
| **10. *Selective Incorporation* Annotated Reading and Questions** |  |
| **11. Chapter 5 Reading Notes, part 1** |  |
| **12. Chapter 5 Reading Notes, part 2** |  |
| **13. PBS “The Supreme Court” documentary notes** |  |
| **14. SCOTUS Graphic Organizer** |  |
| **15. Mock SCOTUS Preparation and Notes** |  |
| **16. Unit 4 Study Guide:** Hippocampus, Mastery Questions, and FRQs |  |

***OVERALL UNIT 4 PORTFOLIO SCORE: \_\_\_\_\_\_\_\_ Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Pinnacle Standards Assessed in Unit 4:***

***Read through the standards and place a ✓next to each one you feel you have mastered.***

***For those standards you are confused and need to ask for help on, place a ?***

1. **Institutions of Government**
2. The judicial branch judges the constitutionality of legislation.
   * 1. The student is able to evaluate the effect of the ideological makeup of the Supreme Court in various periods.
     2. The student is able to analyze the influence of public opinion on Supreme Court decisions.
     3. The student is able to understand the debate regarding judicial activism and judicial restraint.
     4. The student is able to articulate the significance of the selection and confirmation process of Supreme Court justices and federal judges.
     5. The student is able to analyze the structure of the lower federal courts.

**VI. Civil Rights and Civil Liberties**

A. The Bill of Rights includes substantive liberties that protect residents of the USA.

1. The student is able to analyze the freedoms as included in the First Amendment.

2. The student is able to analyze the right to bear arms as included in the Second

Amendment.

3. The student is able to interpret the rights of defendants as included in the Fourth, Fifth,

Sixth, and Eighth Amendments.

4. The student is able to explain the implied right to privacy as included in the Bill of

Rights and interpreted by the judicial branch.

* 1. The understanding and definition of civil rights continues to develop based on judicial interpretation of the Constitution.
     1. The student is able to explain the significance of and reasons for legally protected classes through the examination of judicial action.
     2. The student is able to evaluate the merits of the arguments both for and against affirmative action.
  2. The Fourteenth Amendment had a significant impact on the constitutional development of rights and liberties.
     1. The student is able to explain how interpretation of the due process clause has affected civil liberties.
     2. The student is able to explain how interpretation of the equal protection clause has had an impact on civil rights.
     3. The student is able to evaluate the significance of selective incorporation and its implications.