**Create a Public Service Announcement about Voting Social Studies Component**

**Part 1- 10pts**

You will be persuading people on the importance of why they should register to vote/ vote. Included in this is evidence of your understanding that the US Constitution established a representative democracy.

**Part 2- 10pts**

You will be educating people step by step how to register to vote in person, by mail, and online.

**Part 3- 10pts**

You will be educating people step by step where to go to find out their voting location and how to vote as an absentee voter.

**Part 4- 20pts**

You will be teaching people about the two Cleveland mayoral candidates. Create a short biography of who they are, their accomplishments, and what they would like to achieve as mayor.

**PSA 50 pts Total**

**Math component: (50 points)**

Students will create a table that showcases the data in all of the surveys. Students will then create a graph that represents the data. They will generate an analysis of the data, what the data means and their PSA must address this analysis. For example, if a large majority of families surveyed are interested in learning how to vote absentee, then PSA must include how to do this. If the majority of the people surveyed are not interested in voting, then the PSA should include information on why voting is important. Students will administer a post-assessment to see if, after showing the PSA’s, families changed their answers on the survey.

| criteria | 4 (A)  exceeds standard | 3 (B)  meets standard | 2 (C) approaching standard | 1 (D)  below standard | 0 (F)  well below standard |
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| You will be persuading people on the importance of why they should register to vote/ vote.  (5 points) | A thorough and fully thought out explanation about why people should register to vote. Completely persuasive.  (5/5 points) | An accurate and well thought out explanation about why people should register to vote. Persuasive. (⅘ points) | A thought out explanation about why people should register to vote. May be missing some key points. Approaching persuasive.  (3.5/5) | A non well thought out explanation about why people should register to vote. Missing at least 1-2 key points. Not persuasive. (3/5) | Not attempted.  (0/5)  Attempted but totally inaccurate. (2.5/5) |
| Included in this is evidence of your understanding that the US Constitution established a representative democracy.  (5 points) | An understanding that the US Constitution established a representative democracy with thorough and fully thought out evidence.  (5/5 points) | An understanding that the US Constitution established a representative democracy with accurate and well thought out evidence.  (⅘ points) | An attempt to understand that the US Constitution established a representative democracy with missing evidence. May have some information.  (3.5/5) | Lack of understanding that the US Constitution established a representative democracy with missing evidence (3/5) | Not attempted.  0/5  Attempted but totally inaccurate. (2.5/5) |
| You will be educating people step by step how to register to vote in person, by mail, and online.  (10 points) | A thorough and fully thought out explanation on how to register to vote in person, by mail, and online. 10/10 | An accurate and well thought out explanation on how to register to vote in person, by mail, and online.  8/10 | A thought out explanation on how to register to vote in person, by mail, and online. Missing one way to register to vote.  7/10 | A non well thought out explanation on how to register to vote in person, by mail, and online. Missing two ways to register to vote.  6/10 | Not attempted.  (0/10)  Attempted but totally inaccurate. (5/10) |
| You will be educating people step by step where to go to find out their voting location and how to vote as an absentee voter.  (10 points) | A thorough and fully thought out explanation on how to find voting location and vote as an absentee voter.  (10/10) | An accurate and well thought out explanation on how to find voting location and vote as an absentee voter.  (8/10) | A thought out explanation on how to find voting location and vote as an absentee voter. Missing or incorrect information.  (7/10) | A limited explanation on how to find voting location and vote as an absentee voter. May leave some questions for the reader.  (6/10) | Not attempted.  (0/10)  Attempted but totally inaccurate (5/10) |
| You will be teaching people about the two Cleveland mayoral candidates. Create a short biography of who they are, their accomplishments, and what they would like to achieve as mayor. (20 points) | A thorough and complete explanation of both candidates. A complete and thorough biography that relates to the role of the candidate as Mayor, what accomplishments have been made, and what they would like to accomplish as mayor.  (20/20) | A solid explanation of both candidates. A solid biography that relates to the role of the candidate as Mayor, what accomplishments have been made, and what they would like to accomplish as mayor. May leave some questions for the reader.  (16/20) | An explanation about both candidates. May be missing some information on one or more areas:  what accomplishments have been made, and what they would like to accomplish as mayor. May leave some questions for the reader.  (14/20) | A limited explanation about both candidates. Missing some information on at least 2 areas:  what accomplishments have been made, and what they would like to accomplish as mayor. May leave some questions for the reader.  (12/20) | No explanation (0/20)  Explanation does not include any information related to the candidates. Information is totally inaccurate and totally incomplete.  (10/20) |
| Students will create a table that showcases the data in all of the surveys. (20 points) | A complete table that shows all data collected.  (20/20) | A complete table that shows all data collected.  (20/20) | A complete table that shows most data collected.  (14/20) | A complete table that shows some of the data.  (12/20) | No table or incorrect data. (No table 0/20) Incorrect data but as a table (10/20) |
| They will generate an analysis of the data, what the data means and their PSA must address this analysis  (50 points). | A thorough and completely accurate analysis of what the data means, including an analysis of the 4 survey questions and addresses all 4 of them thoroughly and completely in the PSA. (50/50) | An accurate analysis of what the data means, includes at least 3 of the 4 survey questions and addresses them thoroughly. May have all 4 areas addressed but may be missing some minor information for no more than 1-2 of them. (43/50) | An accurate analysis of what the data means, includes at least 2 of the 4 survey questions and addresses them thoroughly. May have all 4 areas addressed but may be missing some information for no more than 2-3 of them.  (35/20) | An analysis of what the data means, includes at least 1 of the 4 survey questions and addresses it. May have some areas addressed but may be missing some major information. May only include 1 area and addressed thoroughly.  (30/20) | No analysis (0/50)  Analysis does not match the data collected in the survey. (25/50) |
| Students will then create a graph that represents the data.  (20 points) | A complete and accurate graph that accurately and thoroughly shows all data collected.  (20/20) | A complete and accurate graph that accurately and thoroughly shows most data (may be missing 1-3 pieces of data). (16/20) | A graph that shows most data. May be missing than 5-10 pieces of data. May be missing some key components of the graph (labels, bars, etc) But mostly shows an understanding that the student knows how to make a graph from a set of data in a table. (14/20) | An attempt to create a graph, but the attempt is mostly inaccurate or is lacking substantial amounts of data from the surveys.  (12/20) | No attempt to make a graph (0/20)  Attempt to make a graph but the attempt shows no understanding of how to make a graph that shows the data in the table.  (10/20) |