



REPRESENT THE PEOPLE (9-12)

OBJECTIVES: Students will understand the role of elected officials as representing their constituents. Students will evaluate project ideas submitted by the site.

STANDARDS:

- **HS.SP2.1** Analyze how contexts shaped and continue to shape people's perspectives.
- **HS.SP3.2** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.
- **HS.C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.

CIVICS EXAM QUESTION:

- Who does a U.S. Senator represent? A: All people in the Senator's state

TIMELINE: This lesson best fits after idea collection and the steering committee is looking to refine into 5-7 project proposals.

APPROXIMATE LESSON LENGTH: 90 minutes

SUPPORTING MATERIALS:

- [Classified Ad](#)
- [Participatory Budgeting Project Proposal Evaluation Rubric](#)

VOCABULARY: Constituent, Representative, Senator

INSTRUCTIONS:

1. Engage

- Teacher will present the unknown job posting (Classified Ad) for students to analyze
 - Students will use context clues to determine what job is being presented (US Senator)
 - What is the primary job of the Senator?
- Debate: Should Senators prioritize their own judgment about what is best for their

constituents, or should they prioritize the expressed desires and preferences of their constituents?

- Discuss the difference in these questions.
- Discuss the role of the SPB Steering committee- Who do they represent? What should be prioritized?

2. Explore

- Using the proposed projects, have students evaluate those projects. Do they prioritize their own judgment about what is best for the student populations, or does it prioritize the expressed desires and preferences of the student populations?
- Have students use the *Participatory Budgeting Project Proposal Evaluation Rubric* to evaluate each project.

3. Explain

- Around the Room: have students present their findings to the class.
- Discuss with the group if each project should move forward or be improved (e.g. more student input, cost-effectiveness, etc.).

FORMATIVE ASSESSMENT OR ARTIFACT:

- **Artifact:** Students will fill out the rubric for many different proposed ideas and move some forward to the next stage- this will show their thinking and learning.
- **Assessment:** Students will be able to answer the question on the responsibilities of a US Senator on the Arizona civics exam.

EXTENSION ACTIVITIES:

- Investigate a real-life example where a representative demonstrated a strong sense of responsibility towards their constituents.
- Analyze the impact of a lack of representative responsibility on the trust of the public in government institutions.

Classified Ad

JOB TITLE: ??????

LOCATION: Washington, D.C. (primary), statewide (constituent services and outreach)

JOB TYPE: Full-time, Elected Position

TERM: 6 years (with opportunities for re-election)

SALARY: \$174,000 per annum (plus benefits and allowances)

JOB OVERVIEW: Seeking a dedicated and dynamic individual to serve as ???????. This prestigious role requires a strong commitment to public service, legislative excellence, and the ability to represent and advocate for the interests of your state at the national level.

KEY RESPONSIBILITIES:

- Develop, propose, and vote on federal legislation.
- Serve on committees and subcommittees.
- Advocate for state and national interests through policymaking.
- Engage with constituents to address their concerns and needs.
- Participate in hearings, debates, and discussions on key issues.
- Oversight of federal agencies and programs.
- Secure federal funding and resources for state projects.
- Maintain an active presence in your home state through town halls, public forums, and media engagement.

QUALIFICATIONS:

- U.S. citizenship.
- At least 30 years old.
- Resident of the state you wish to represent.
- A minimum of 9 years of U.S. residency.

PREFERRED SKILLS:

- Strong understanding of legislative processes and government operations.
- Excellent communication and public speaking abilities.
- Proven leadership and decision-making skills.
- Ability to work collaboratively and build bipartisan relationships.
- Effective problem-solving and negotiation skills.
- Experience in law, public administration, or related fields (preferred but not required).

BENEFITS:

- Comprehensive health insurance.
- Retirement and pension plans.
- Travel and housing allowances.
- Staff support and office budget.

APPLICATION PROCESS: Interested candidates must file for candidacy through the appropriate state election office and participate in primary and general elections as dictated by state and federal election laws. Strong community ties and a robust campaign strategy are essential.

DEADLINE: Varies by state primary and general election dates.

Join the esteemed ????? and make a lasting impact on the nation's future. Represent your state with integrity, passion, and dedication. Apply today!

SPB Project Proposal Evaluation Rubric

Project Name: _____

CRITERIA	DESCRIPTION	SCORE RANGE 1-5 (1 = Low impact, 5 = High impact)
Relevance and Impact	Does the project address a significant need or issue within the school community? Will it have a positive impact on students, staff, or both?	
Feasibility	Is the project realistic and achievable within the given time frame and budget? Are the resources and logistics well planned?	
Innovation and Creativity	Does the project bring new and creative ideas to the school? Does it offer a unique solution to a problem or an innovative approach?	
Inclusivity and Equity	Does the project promote inclusivity and benefit a diverse group of students? Does it address equity issues within the school community?	
Support for Underrepresented Groups	Does the project specifically address the needs of underrepresented groups within the school (e.g., low-income students, students with disabilities)?	
Sustainability	Will the project have a lasting impact? Is it sustainable beyond the initial implementation phase?	
Student Involvement	Are students actively involved in the planning and implementation of the project? Does it encourage student leadership and participation?	
Cost-Effectiveness	Does the project provide good value for money? Are the costs reasonable and justified?	
TOTAL		