

# Huntsville City Schools

## Pacing Guide 2017 - 2018

### Course Government Grade 12th

#### First Nine Weeks

#### Grades 9-12<sup>th</sup> Technology Course of Study Standards

- #3- Demonstrate advanced technology skills, including compressing, converting, importing, exporting, and backing up files.
- #5- Utilize advanced features of spreadsheet software, including creating charts and graphs, sorting and filtering data, creating formulas, and applying functions.
- #6- Utilize advanced features of multimedia software, including image, video, and audio editing.
- #8- Practice safe uses of social networking and electronic communication.
- #9- Practice ethical and legal use of technology systems and digital content.

2017-2018

### Required Writing Prompts & Standards Alignment

#### Social Studies

#### 12<sup>th</sup> Grade Government

Grading Period	Explanatory Prompt	Argumentative Prompt
1 <sup>st</sup> 9 weeks	[ALCos.3] Analyze the Bill of Rights and its application to historical and current issues. Provide evidence to support your analysis.	[ALCos.10] Evaluate the roles political parties play in the functioning of the political system of the United States. Provide evidence to support your claim.
2 <sup>nd</sup> 9 weeks	[ALCos.11/12/13] Compare and contrast the roles, responsibilities, and functions of the legislative, executive, and judicial branches of the United States government. Provide evidence to support your analysis.	[ALCos.15] Evaluate financial, political, and social costs of national security. Provide evidence to support your claim.

Standard	Resources	Approximate Pacing Number of Days
<p><b>Unit 1</b></p> <ol style="list-style-type: none"> <li>1. Explain historical and philosophical origins that shaped the government of the United States, including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the Virginia Declaration of Rights, and the influence of Thomas Hobbes, John Locke, Charles de Montesquieu, Jean Jacques Rousseau, and the Great Awakening. • Comparing characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments Examples: constitutional—United States authoritarian—Iran totalitarian—North Korea</li> <li>2. Summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays’ Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791.</li> <li>3. Analyze major features of the Constitution of the United States and the Bill of Rights for purposes, organization, functions, and principles, including rule of law, federalism, limited government, popular sovereignty, and judicial review, separation of powers, and checks and balances. • Explaining main ideas of the debate over ratification that included the Federalist papers • Analyzing the Bill of Rights for its application to historical and current issues • Outlining the formal process of amending the Constitution of the United States</li> <li>4. Explain how the federal system of the United States divides powers between national and state governments. • Summarizing obligations that the Constitution of the United States places on a nation for the benefit of the states, including admitting new states and cooperative federalism • Evaluating the role of the national government in interstate relations</li> <li>5. Compare specific functions, organizations, and purposes of local and state governments, including implementing fiscal and monetary policies, ensuring personal security, and regulating transportation. • Analyzing the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding • Describing the influence of special interest groups on state government</li> <li>14. Describe the role of citizens in American democracy, including the meaning,</li> </ol>	<p>Magruder’s American Government Chapters 1, 2, 3, 4</p> <p>“Our America” project</p> <p>“Why Study Government” project</p> <p>“Budget Puzzle Game”</p>	<p>20 hours of instruction (approximately 10 class days) Aug 2 – Aug 28</p>

<p>rights, and responsibilities of due process and other rights guaranteed by the Constitution of the United States; and participation in the election process. • Explaining how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society Examples: majority rule and minority rights, liberty and equality, state and national authority in a federal system, civil disobedience and rule of law, freedom of the press, right to a fair trial, relationship of religion and government</p> <p>Technology Standards 3, 4, 7, 8, 9, 13, 17</p>		
<p><b>Unit 2</b></p> <p>6. Analyze the expansion of suffrage for its effect on the political system of the United States, including suffrage for non-property owners, women, African Americans, and persons eighteen years of age. • Describing implications of participation of large numbers of minorities and women in parties and campaigns • Analyzing the black codes, the Jim Crow laws, and the Selma-to Montgomery March for their impact on the passage of the Voting Rights Act of 1965</p> <p>7. Describe the process of local, state, and national elections, including the organization, role, and constituency of political parties. • Explaining campaign funding and spending • Evaluating the impact of reapportionment, redistricting, and voter turnout on elections.</p> <p>8. Describe functions and the development of special interest groups and campaign contributions by political action committees and their impact on state and national elections. • Analyzing rulings by the United States Supreme Court, including Buckley versus Valeo, regarding campaign financing to determine the effect on the election process</p> <p>9. Trace the impact of the media on the political process and public opinion in the United States, including party press, penny press, print media, yellow journalism, radio, television, and electronic media. • Describing regional differences in public opinion in the United States • Analyzing television and electronic media for their impact on the election process and campaign spending</p>	<p>Chapters 5, 6, 7, 8, 9</p> <p>“Political Party Online Project”</p> <p>“Media Online Project”</p> <p>“Interest Group Online Comparison Project”</p>	<p>20 hours of instruction (Approximately 10 class days) Aug 29 – Sep 29</p>

<p>from the John F. Kennedy Richard M. Nixon debate to the election of Barack Obama as President of the United States • Explaining the effect of attack advertisements on voter selection of candidates</p> <p>10. Evaluate roles political parties play in the functioning of the political system of the United States. • Describing the role of third-party candidates in political elections in the United States • Explaining major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds • Describing the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters, and disillusionment with party systems.</p>		
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**Huntsville City Schools**  
**Pacing Guide 2017 - 2018**  
**Course Government Grade 12**  
**Second Nine Weeks**

Standard	Resources	Approximate Pacing Number of Days
<p><b>Unit 3</b></p> <ol style="list-style-type: none"> <li>Evaluate constitutional provisions of the legislative branch of the government of the United States, including checks by the legislative branch on other branches of government. • Comparing rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips • Identifying the significance of Congressional committee structure and types of committees • Tracing the legislative process, including types of votes and committee action, from a bill’s presentation to presidential action</li> <li>Evaluate constitutional provisions of the executive branch of the government of the United States, including checks by the executive branch on other branches of government and powers, duties as head of state and head of government, the electoral process, and the Twenty-fifth Amendment. • Critiquing informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office • Identifying the influence of White House staff on the President of the United States • Ranking powers held by the President’s Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization • Comparing diverse</li> </ol>	<p>Chapters 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21</p> <p>“Congressional Online Project” Teachers should select a new appropriate bill each semester</p> <p>“Presidency Online Project”</p> <p>“Executive Branch Exploration Online Project”</p> <p>“Supreme Court Online Project”</p>	<p>40 hours of instruction (Approximately 20 days of instruction) Oct 9 – Dec 11 Finals Remainder of Semester</p>

<p>backgrounds, socioeconomic status, and levels of education of United States' presidents</p> <p>3. Evaluate constitutional provisions of the judicial branch of government of the United States, including checks by the judicial branch on other branches of government, limits on judicial power, and the process by which cases are argued before the United States Supreme Court. • Explaining the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts • Identifying the impact of landmark United States Supreme Court cases on constitutional interpretation Examples: Marbury versus Madison, Miranda versus Arizona, Tinker versus Des Moines, Gideon versus Wainwright, Reno versus American Civil Liberties Union, United States versus Nixon, McCulloch versus Maryland, Wallace versus Jaffree, Wyatt versus Stickney, Powell versus Alabama • Describing the shifting political balance of the court system, including the appointment process, the ideology of justices, influences on court decisions regarding executive and legislative opinion, public opinion, and the desire for impartiality • Contrasting strict and loose constructionist views of the Constitution of the United States</p> <p>15. Explain the role and consequences of domestic and foreign policy decisions, including scientific and technological advancements and humanitarian, cultural, economic, and political changes. Examples: isolationism versus internationalism, policy of containment, policy of détente, multilateralism, war on terrorism • Evaluating financial, political, and social costs of national security</p>		
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# Huntsville City Schools

## Pacing Guide 2017 - 2018

Course Government Grade 12th

### Third Nine Weeks

Standard	Resources	Approximate Pacing Number of Days
<p><b>Unit 1</b></p> <ol style="list-style-type: none"> <li>1. Explain historical and philosophical origins that shaped the government of the United States, including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the Virginia Declaration of Rights, and the influence of Thomas Hobbes, John Locke, Charles de Montesquieu, Jean Jacques Rousseau, and the Great Awakening. • Comparing characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments Examples: constitutional—United States authoritarian—Iran totalitarian—North Korea</li> <li>2. Summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays’ Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791.</li> <li>3. Analyze major features of the Constitution of the United States and the Bill of Rights for purposes, organization, functions, and principles, including rule of law, federalism, limited government, popular sovereignty, and judicial review, separation of powers, and checks and balances. • Explaining main ideas of the debate over ratification that included the Federalist papers • Analyzing the Bill of Rights for its application to historical and current issues • Outlining the formal process of amending the Constitution of the United States</li> </ol>	<p>Magruder’s American Government Chapters 1, 2, 3, 4</p> <p>“Our America” project</p> <p>“Why Study Government” project</p> <p>“Budget Puzzle Game”</p>	<p>20 hours of instruction (Approximately 10 days of instruction) Jan 3 - 31</p>

<p>4. Explain how the federal system of the United States divides powers between national and state governments. • Summarizing obligations that the Constitution of the United States places on a nation for the benefit of the states, including admitting new states and cooperative federalism • Evaluating the role of the national government in interstate relations</p> <p>5. Compare specific functions, organizations, and purposes of local and state governments, including implementing fiscal and monetary policies, ensuring personal security, and regulating transportation. • Analyzing the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding • Describing the influence of special interest groups on state government</p> <p>14. Describe the role of citizens in American democracy, including the meaning, rights, and responsibilities of due process and other rights guaranteed by the Constitution of the United States; and participation in the election process. • Explaining how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society Examples: majority rule and minority rights, liberty and equality, state and national authority in a federal system, civil disobedience and rule of law, freedom of the press, right to a fair trial, relationship of religion and government</p>		
<p><b>Unit 2</b></p> <p>6. Analyze the expansion of suffrage for its effect on the political system of the United States, including suffrage for non-property owners, women, African Americans, and persons eighteen years of age. • Describing implications of participation of large numbers of minorities and women in parties and campaigns • Analyzing the black codes, the Jim Crow laws, and the Selma-to Montgomery March for their impact on the passage of the Voting Rights Act of 1965</p> <p>7. Describe the process of local, state, and national elections, including the organization, role, and constituency of political parties. • Explaining campaign funding and spending • Evaluating the impact of reapportionment, redistricting, and voter turnout on elections.</p> <p>8. Describe functions and the development of special interest groups and campaign contributions by political action committees and their impact on state and</p>	<p>Chapters 5, 6, 7, 8, 9</p> <p>“Political Party Online Project”</p> <p>“Media Online Project”</p> <p>“Interest Group Online Comparison Project”</p>	<p>20 hours of instruction (Approximately 10 days of instruction) Feb 1 – March 2</p>

<p>national elections. • Analyzing rulings by the United States Supreme Court, including Buckley versus Valeo, regarding campaign financing to determine the effect on the election process</p> <p>9. Trace the impact of the media on the political process and public opinion in the United States, including party press, penny press, print media, yellow journalism, radio, television, and electronic media. • Describing regional differences in public opinion in the United States • Analyzing television and electronic media for their impact on the election process and campaign spending from the John F. Kennedy Richard M. Nixon debate to the election of Barack Obama as President of the United States • Explaining the effect of attack advertisements on voter selection of candidates</p> <p>10. Evaluate roles political parties play in the functioning of the political system of the United States. • Describing the role of third-party candidates in political elections in the United States • Explaining major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds • Describing the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters, and disillusionment with party systems.</p>		
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**Huntsville City Schools**  
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**Course Government Grade 12**  
**Fourth Nine Weeks**

Standard	Resources	Approximate Pacing Number of Days
<p><b>Unit 3</b></p> <ol style="list-style-type: none"> <li>1. Evaluate constitutional provisions of the legislative branch of the government of the United States, including checks by the legislative branch on other branches of government. • Comparing rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips • Identifying the significance of Congressional committee structure and types of committees • Tracing the legislative process, including types of votes and committee action, from a bill’s presentation to presidential action</li> <li>2. Evaluate constitutional provisions of the executive branch of the government of the United States, including checks by the executive branch on other branches of government and powers, duties as head of state and head of government, the electoral process, and the Twenty-fifth Amendment. • Critiquing informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office • Identifying the influence of White House staff on the President of the United States • Ranking powers held by the President’s Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization • Comparing diverse backgrounds, socioeconomic status, and levels of education of United States’ presidents</li> </ol>	<p>Chapters 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21</p> <p>“Congressional Online Project” Teachers should select a new appropriate bill each semester</p> <p>“Presidency Online Project”</p> <p>“Executive Branch Exploration Online Project”</p> <p>“Supreme Court Online Project”</p>	<p>40 hours of instruction</p> <p>Approximately 20 days of instruction</p> <p>March 5 – May 11 Senior Exams</p>

<p>3. Evaluate constitutional provisions of the judicial branch of government of the United States, including checks by the judicial branch on other branches of government, limits on judicial power, and the process by which cases are argued before the United States Supreme Court. • Explaining the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts • Identifying the impact of landmark United States Supreme Court cases on constitutional interpretation Examples: Marbury versus Madison, Miranda versus Arizona, Tinker versus Des Moines, Gideon versus Wainwright, Reno versus American Civil Liberties Union, United States versus Nixon, McCulloch versus Maryland, Wallace versus Jaffree, Wyatt versus Stickney, Powell versus Alabama • Describing the shifting political balance of the court system, including the appointment process, the ideology of justices, influences on court decisions regarding executive and legislative opinion, public opinion, and the desire for impartiality • Contrasting strict and loose constructionist views of the Constitution of the United States</p> <p>15. Explain the role and consequences of domestic and foreign policy decisions, including scientific and technological advancements and humanitarian, cultural, economic, and political changes. Examples: isolationism versus internationalism, policy of containment, policy of détente, multilateralism, war on terrorism • Evaluating financial, political, and social costs of national security</p>		
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## Assignment: Our America:

Your firm has a chance to win a big design contract! You and your colleagues are each challenged to develop a national billboard campaign to promote patriotism. The only requirement by the customer is that the words "Our America" appear on the billboard.

1. Using the software tool of choice (PowerPoint, Paint, Wordle, etc)--create a 1 page prototype of your billboard.
2. You are free to use any images, colors, design that you wish--but it **MUST** include the words "Our America".
3. When completed, upload your work to me on your class Edmodo account. Save a copy of your work in your desktop folder for Government.

- Assignment: Why Study Government?:

One of the easiest ways to measure the impact of government on your life is to simply stop and take a snapshot of a moment in your day and list all the government rules and regulations which govern that activity.

For example---ever have a hamburger for lunch? The FDA has regulations about the content of hamburger meat, the size of the pickle, the viscosity of the ketchup and thousands of other details to ensure food safety.

- Upload a picture from your daily life to a word document created in your Government desktop folder. The photo can be an actual photo you have taken or a photo you find from another source. Under the photo list at least 5 ways that the government directly or indirectly regulates your life as reflected in the image that you have chosen. Save your responses and photo in the word document and upload to the Edmodo assignment box. We will examine several of the submissions in class be aware of the public viewing of your submission.

## BUDGET ONLINE PROJECT

- Balancing the budget is a real challenge for the federal government. To gain a better understanding of the process---1) Follow the link to the Budget Puzzle Game. 2) When completed, upload your completed activity to the Edmodo Dropbox.

[http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?\\_r=0](http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?_r=0)

### Optional Budget Activity

[Have students follow the link to Committee for a Responsible Federal Budget. Follow the directions on the website. After you have met the budget criteria, take a screen shot of your work and turn in to Edmodo.](#)

<http://crfb.org/stabilizethedebt/>

Your assignment is to compare political party platforms on **TWO** issues from the list that follows:

Civil Rights

Guns

Abortion

Environment

Immigration

Ideological

Global Issues

Health Care

Your ultimate decision will be to decide which organization is the best recipient of your \$2300 donation.

- I. What topics did you select for this assignment?
- II. Go to the website: <http://www.politics1.com/parties.htm> ---this is a directory of political parties.
  - a. Complete the chart below for the Democrat and Republican parties by using information from their websites.
  - b. Choose a third party. Complete the chart with information from the third party site.

\*\* If the parties do not address your topic exactly—select a comparable item.

- III. Final Assessment:
  1. Who had the best website? Why?
  2. Which organization are you most likely to join? Why?
  3. If you had \$2,700.00 to invest in your topic of interest---which organization would you give it to? Why?

Issue 1:	Issue 2:
Democrat Response	
Republican Response	
Third Party Response:	

## Media Online Project

Choose one of the topics below. Explore the news outlets to find four different points of view examining the same topic. Extreme Conservative, Conservative, Liberal, Extreme Liberal.

Note the position of each in a word document labeling each viewpoint.

Create your version of the topic with a moderate point of view.

Save in a word document and upload to the Edmodo drop box.

Civil Rights

Guns

Abortion

Environment

Immigration

Global Issues

Health Care

Same Sex Marriage

Legalization of Marijuana

You will present your information to the class.

In our pluralistic society, interest groups are often competing for influence and members.

This exercise is an opportunity for you to select an issue of importance to you and find an interest group that represents your interest.

1. First Task: Select an Issue and Pair of Interest Groups:

Here are some possibilities:

Issue	Interest Group Pair	
Civil Rights	<a href="http://www.ACLU.org">www.ACLU.org</a>	<a href="http://www.ACLJ.org">www.ACLJ.org</a>
Guns	<a href="http://www.NRA.org">www.NRA.org</a>	<a href="http://www.handguncontrol.org">www.handguncontrol.org</a>
Abortion	<a href="http://www.NARAL.org">www.NARAL.org</a>	<a href="http://www.NRLC.org">www.NRLC.org</a>
Environment	<a href="http://www.worldwildlifefund.org">www.worldwildlifefund.org</a>	<a href="http://www.ANWR.org">www.ANWR.org</a>
Immigration	<a href="http://www.NCLR.org">www.NCLR.org</a>	<a href="http://www.fairus.org">www.fairus.org</a>
Ideological	<a href="http://www.focusaction.org">www.focusaction.org</a>	<a href="http://www.moveon.org">www.moveon.org</a>
Global Issues	<a href="http://www.heifer.org">www.heifer.org</a>	<a href="http://www.h20africa.org">www.h20africa.org</a>
Health Care	<a href="http://www.freedomworks.org">www.freedomworks.org</a>	<a href="http://www.dividedwefail.org">www.dividedwefail.org</a>

**\*\*Check with me if you would like to use a different issue and/or interest groups\*\***

2. Which two groups did you select?
3. Answer the following questions?
  - a. Which of the two organizations are you more likely to join? Why?
  - b. Which of the two organizations do you think is more successful? Why?
4. If you were able to contribute to one interest group, who would you choose? Why?

**NOTE TO TEACHERS:**

**You probably want to change bill numbers and the Congress number as appropriate each semester for the following Congress Project. The new Congress starting January 2017.**

CONGRESS PROJECT:

I. REPRESENTATION:(25 points)

Go to [www.congress.gov](http://www.congress.gov) = [www.Thomas.loc.gov](http://www.Thomas.loc.gov)

A. Go to the House of Representatives site: Go to Mo Brooks' website.

1. Research the following

- a. What is his background?
- b. What major committees is he serving on?

2. **Go to Issues.** Pick an issue and explain how Brooks has responded to it. (Example Heath Care)

Do you agree or disagree with his opinion? Why or why not?

3. **Go to Helping You.** In what ways can Mo Brooks help your family? Have you ever sought his help or anticipate asking for help? Why or why not?

4. How can you contact Congressman Brooks? Have you or would you? Why or why not?

B. Go to the Senate site---choose either Jeff Sessions or Richard Shelby. (25 points)

1. What is the Senator's background?

2. What committees does he serve on?

3. Pick an issue—what is his position—how does he vote? Do you agree or disagree with it? Why or why not?

4. How can the Senator help your family?

II. LAWMAKING (20 points)

1. Go back to congress.gov---tracking legislation

What is bill H.R 2642 about? Who sponsored it? What is its status? Would you vote for it? Why or why not?

2. **Go to Roll Call** (114<sup>th</sup> Congress 1<sup>st</sup> session)

Pick either House or Senate—pick a vote—

a. List title of vote. List how your representative voted.

### III. OVERSIGHT (20 points)

1. Which representative/senator do you agree with most? Is this what you expected? Why? Will you vote to reelect these men?

2. Find a recent news article about Congress (within the last month). Copy the article to attach to your project. Summarize what the article is about. How does this article relate to what we have discussed in class?

### IV CONCLUSION (10 points)

What do you think about this project? Should you be scrutinizing the work of your elected representative? Do you need to avail yourself of all the tools on the Thomas website or it enough just to read the newspaper/magazine to keep up? Or is it necessary to keep up?

## Presidency Online Project

- **Assignment:** Click on the Living Room Candidate site below and select two commercials from each of the 1984, 1996, and 2004 elections. On a word document describe three similarities of the commercials you selected. Describe three differences in the commercials. Which commercial do you feel is the most effective and why? Which is the least effective and why? What recommendations would you make to a presidential campaign in designing presidential commercials? Upload your finished document to the Edmodo Dropbox.

<http://www.livingroomcandidate.org/>

## Executive Branch Exploration Online Project

Get into groups of two

Research the current White House staff (available at [www.whitehouse.gov](http://www.whitehouse.gov)) and their roles.

- Identify the heads of the fifteen cabinet offices
  - Summarize the job responsibilities of each cabinet office and the key leadership positions
- Identify the members of the Executive Office of the President
  - Provide a summary of their responsibilities
- Identify the positions in the White House Staff
  - Who occupies the positions
  - What are their job responsibilities

Each person in the group should upload the same information for grading. Please include the names of all group members.

## Supreme Court Case Presentation Instructions

Prepare a 5 minute PowerPoint presentation on each case assigned. The following information on your assigned case should be included.

- Name of Case
- One picture (cartoon, etc. that relates to the case)
- Brief summary of case facts
- Chief Justice of the court rendering the decision
- Explain the essential questions and answers of the case
- Reasoning the Court used in the decision (which amendment or portion of the Constitution was cited for the basis of the decision)
- Impact on government or society (consequences of the case)
- Citation Page of Sources Consulted
- There should be at least one slide for each different topic

Once you prepare your PowerPoint presentation, save it to your desktop folder and submit it in the Edmodo Drop boxes

Be prepared to answer questions regarding your case.