

### **1. Knowledge and conceptual understanding:**

Students will draw a unidimensional continuum, correctly graph data points on this continuum, and calculate the distances between points.

Specifically, students will draw a unidimensional continuum (line) representing amounts of spending on a policy or sets of policies. Students will graph each actor's stated preference for spending (ideal point) on the line, as well as the reversion point for the policy (the amount of spending that results from Congress and the President not passing a new law).

### **2. Thinking and other skills:**

Students will compare distances between sets of data points and use those calculations to explain the decisions made by different actors.

Specifically, students will compare the distances between the President, Congress, and the policy reversion point to explain why the President did or did not carry out a veto threat. Additionally, students will suggest ranges of spending on the graph representing points of compromise between the President and Congress that could have avoided a veto.

### **3. Attitudes, values, dispositions and habits of mind:**

Students will develop the habit of representing data graphically and supporting their conclusions with visual representations of quantitative information.

Specifically, students will be presented with additional veto threat scenarios without the graphing prompts to see whether they use similar graphing procedures to answer the questions. Beyond this particular assignment, students will have lessons and assignments that involve decision making using graphs in other units of the course (e.g., elections).