

Elementary  
School  
Recommended  
for 5<sup>th</sup> Grade

# You Decide CBA

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

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## *Directions to Students<sup>1</sup>*

**In a cohesive paper or presentation<sup>2</sup>, you will:**

- State a position on a public issue.
- Provide background on the issue by explaining two stakeholders' positions on this issue.
- Include an explanation of how EITHER a right OR the common good relates to the position on the issue.
- List two sources including the title, author, type of source, and date of each source.

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<sup>1</sup> This directions page guides students towards the "proficient" level (level "3") for this CBA. To help students reach "excellent" (level "4"), please refer to the rubric or, if available, the graphic organizer.

<sup>2</sup> Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

**Elementary – You Decide CBA Rubric** (Recommended for 5<sup>th</sup> Grade)

	←-----PASSING-----→		NOT PASSING -----→	
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
5.4.1. Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5 <sup>th</sup> Grade) (EALR 5.4. Creates a product...)	States a position on a public issue and concludes with a call to action***.	States a position on a public issue.	States a position on a public issue that is unclear.	Provides reasons for a possible position but does not state a position.
5.3.1. Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on democratic ideals. (EALR 5.3 Deliberates public issues.)	Provides background on the issue by explaining**: <ul style="list-style-type: none"> <li>• <b>Three or more</b> stakeholders' positions on this issue.</li> </ul>	Provides background on the issue by explaining**: <ul style="list-style-type: none"> <li>• <b>Two</b> stakeholders' positions on this issue.</li> </ul>	Provides background on the issue by explaining**: <ul style="list-style-type: none"> <li>• <b>One</b> stakeholder's position on this issue.</li> </ul>	Provides background on the issue without explaining any stakeholder's position on the issue.
1.1.2. Evaluates how a public issue is related to constitutional rights and the common good. (5 <sup>th</sup> Grade) (EALR 1.1. Understands key ideals and principles...)  1.4.1. Understands that civic participation involves being informed about how public issues are related to rights and responsibilities. (5 <sup>th</sup> Grade) (EALR 1.4. Understands civic involvement)	Provides reason(s) for the position supported by evidence.  The evidence includes: <ul style="list-style-type: none"> <li>• An explanation of how a right relates to the position on the issue.</li> <li>AND</li> <li>• An explanation of how the common good relates to the position on the issue.</li> </ul>	Provides reason(s) for the position supported by evidence.  The evidence includes: <ul style="list-style-type: none"> <li>• An explanation of how a right relates to the position on the issue.</li> <li>OR</li> <li>• An explanation of how the common good relates to the position on the issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides reason(s) for the position with supporting evidence but WITHOUT relating the position to a right or the common good.</li> </ul>	Provides reason(s) for the position without any supporting evidence.
5.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source and arranges the sources alphabetically. (5 <sup>th</sup> Grade) (EALR 5.4. Creates a product...)	Lists <b>three</b> sources including the title, author, type of source, and date of each source.	Lists <b>two</b> sources including the title, author, type of source, and date of each source.	Lists <b>one</b> source including the title, author, type of source, and date of the source.	Lists source(s) but does not include the title, author, type of source, and date of the source for any of them.

\* OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

\*\* For the purposes of this rubric, "explaining" requires students to provide specific details AND commentary for each stakeholder's position.

\*\*\* If a student chooses a historical issue to analyze, she/he can include "a discussion of how this issue helps understand current issues" rather than "a call to action."