

Suggested Directions for Teachers – Elementary CBA

Essential Question

- Discuss with students what the focus of the CBA is, why it is important, and how it is relevant to students' lives.
- Develop and/or share Essential Questions with students on the topics, events, issues, or questions related to the CBA.
(The suggested unit outlines that accompany the GLEs may be helpful in developing essential questions or choosing topics:
<http://www.k12.wa.us/CurriculumInstruct/SocStudies/UnitOutlines.aspx>)

Key Concepts, Vocabulary, & Background Knowledge

- Select a topic, issue, event, or question related to the CBA. Use it as a model to help students understand the key concepts related to the CBA.

*See glossary on page p. 77 of the Social Studies GLE document for definitions of key terms and concepts: <http://www.k12.wa.us/CurriculumInstruct/SocStudies/pubdocs/SocialStudiesGLEs.pdf>

- Review the background for the topics, issues, events, questions, and concepts related to the CBA.
- Have a discussion about topics, issues, events, questions, and concepts related to the CBA.

Inquiry

- Determine the level of choice for students in selecting the topic, event, issue, or question for the assessment. It could be something related to the class or school, a school issue, something historical, or something related to a current local, state, national, or global issue, etc. Possible ways of determining the topic, event, issue, or question include having:
 - Students choose from a predetermined list of issues; OR
 - Teachers select it.
- Have the students brainstorm stakeholders related to the topic, event, issue, or question.
- Have the students brainstorm relevant sources.
- Model how to locate information about the topic, event, issue, or question and the multiple perspectives on it using pre-selected sources (newspapers articles, websites, etc.).
- Have students look at sources related to the topic, event, issue, or question and the multiple stakeholder perspectives. This can be done as a whole class activity, in small groups, or individually and with pre-selected resources or student generated research. Students can be assigned stakeholder roles for in-depth research.
- Model how to document the sources of information properly (see rubric).

Discussion

- Hold a class discussion on the topic, event, issue, or question.
- Determine a type of public forum to hold with the class. Students can keep notes (see graphic organizer provided) on stakeholder perspectives, their positions, and their reasons. Some options for the forum are:
 - A town meeting on the topic, event, issue, or question with the stakeholder positions represented (if relevant).
 - Hold a debate with students role-playing multiple perspectives.
 - Hold a summit with discussion around the multiple perspectives.
 - Conduct a Socratic Seminar.

Organization, Synthesis, Position & Presentation

▪ Introduce students to the assessment task, including the “Student Directions” page and the rubric
▪ Have students use their inquiry notes and research to complete the final product graphic organizer.
▪ Have students develop an initial draft of a coherent paper or presentation that address all aspects of the rubric.
▪ Allow students opportunities to receive feedback on their paper or presentation for any aspects of the paper or presentation not scored on the rubric, such as conventions.
▪ Have students complete a final form of their paper or presentation.
▪ Score student’s final work using the rubric and/or the scoring matrix.
▪ Consider opportunities for students to present their work to a meaningful audience.

Teachers integrating writing with social studies are encouraged to use one of the WASL checklists with students.

WASL Writing Checklist (Grade 4)

My writing will be very good if I have thoughtful and specific content and organize my writing. That means I should

- follow the directions given in the CBA;
- narrow my topic;
- stay focused on my main ideas,
- elaborate by using reasons, well-chosen and specific details, examples, and/or experiences to support my ideas;
- include information that is interesting, thoughtful, and necessary for my audience to know;
- organize my writing so that there is an opening/introduction, a middle, and a conclusion;
- organize my writing in paragraphs;
- use words that help show how my ideas are connected.

My writing will be very good if I have an interesting style. That means I should

- show that I care about my topic,
- use language that fits my audience and purpose,
- use words and phrases that help the reader understand my ideas,
- use different types of sentences.

My writing will be very good if I follow conventions in writing. That means I should

- follow the rules of correct English grammar and usage (for example, correct pronoun for subject, verb endings, subject-verb agreement),
- spell words correctly,
- use correct capitalization,
- use correct punctuation (periods, commas, quotation marks, question marks),
- write complete sentences,
- show where new paragraphs begin.

Graphic Organizer for Humans and the Environment CBA

Group

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Background

1 st way the group affects the environment:	2 nd way the group affects the environment:	3 rd way the group affects the environment:
1 st example of how the environment affects the group's culture (lifestyle, traditions, or beliefs):	2 nd example of how the environment affects the group's culture (lifestyle, traditions, or beliefs):	3 rd example of how the environment affects the group's culture (lifestyle, traditions, or beliefs):

Conclusion

Conclusion about how people affect the environment and how the environment affects people:	How studying this group helps us understand a current issue: