

US Foreign Policy CBA

How the United States government interacts with the world affects people across the globe. You will evaluate a specific U.S. foreign policy based on an analysis of its causes and effects.

Directions to students¹

In a cohesive paper or presentation², you will:

- ☐ State a position on the effectiveness of a specific U.S. foreign policy that outlines reasons in support of your position.
- ☐ Provide reason(s) for your position that include:
 - An analysis of why the policy was implemented for national and/or international interests from two or more of the following social science perspectives:
 - geographic
 - cultural
 - political
 - economic
 - sociological
 - psychological
 - An analysis of the effects of the policy including a discussion of:
 - How the policy affected stakeholders in the United States.
 - How the policy imposed costs OR provided benefits for other nations.
- ☐ Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

¹ 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.

² 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).

High School – US Foreign Policy CBA Rubric *(Recommended for 11th Grade*)*

GLE	4 - Excellent	3 - Proficient	2 - Partial	1 - Minimal
A - POSITION 5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation.	States a position on the chosen foreign policy that outlines reasons in support of the position. AND Draws a conclusion about why studying this foreign policy helps us to understand current issues and events.	States a position on the effectiveness of the chosen foreign policy that outlines reasons in support of the position.	States a position on the chosen foreign policy but does not outline reasons in support of the position.	Addresses a foreign policy without stating a position.
B- CAUSES 1.3.1 Analyzes and evaluates the causes and effects of US foreign policy on people in the United States and across the world (1890 – present).	Provides reason(s) for the position supported by evidence. The evidence includes: <input type="checkbox"/> An analysis of why the policy was implemented for national and/or international interests from three or more of the following social science perspectives: <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	Provides reason(s) for the position supported by evidence. The evidence includes: <input type="checkbox"/> An analysis of why the policy was implemented for national and/or international interests from two of the following social science perspectives: <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	Provides reason(s) for the position supported by evidence. The evidence includes: <input type="checkbox"/> An analysis of why the policy was implemented for national and/or international interests from one of the following social science perspectives: <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	Provides evidence for the position WITHOUT using any specific social science perspectives.
C-EFFECTS	Provides reason(s) for the position supported by evidence. The evidence includes an analysis of the effects of the policy including a discussion of: <ul style="list-style-type: none"> • how the policy affected stakeholders in the United States. AND • how the policy imposed costs AND provided benefits for other nations. 	Provides reason(s) for the position supported by evidence. The evidence includes an analysis of the effects of the policy including a discussion of: <ul style="list-style-type: none"> • how the policy affected stakeholders in the United States. AND • how the policy imposed costs OR provided benefits for other nations. 	Provides reason(s) for the position supported by evidence. The evidence includes an analysis of the effects of the policy including a discussion of: <ul style="list-style-type: none"> • how the policy affected stakeholders in the United States. OR • how the policy imposed costs AND provided benefits for other nations. 	States how the chosen foreign policy affected stakeholders in the United States or imposed costs on AND/OR provided benefits for other nations without explicit support from relevant evidence.
D – SOURCES 5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product...) 5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event.	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to three credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to two credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to one credible source that provides relevant information. • Cites the source within the paper, presentation, or bibliography.

* 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.

** Please also refer to the document “Scoring Notes for Secondary Social Studies CBAs” when evaluating student work.