

# Whose Rules? 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:**

- ☐ Identify a problem and a policy or law that attempts to solve it.
- ☐ Explain one way the policy or law attempts to solve the problem OR explain one way the policy or law is enforced.
- ☐ Identify individuals and/or groups who participated in the policy or law-making process.
- ☐ Explain two or more ways in which individuals and/or groups participated in the law-making process.
- ☐ Provide reasons for agreeing or disagreeing with the law or policy by explaining how the law or policy promotes a right or democratic ideal with one or more supporting details.
- ☐ List two or more 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 – Whose Rules? CBA Rubric** *(Recommended for 4<sup>th</sup> Grade\*)*

←-----PASSING-----		NOT PASSING -----→		
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
1.1.2. Evaluates the effectiveness of a law or policy by explaining how it promotes ideals. (4 <sup>th</sup> Grade) (EALR 1.1. Understands key ideals and principles...)	<p>Provides reasons for agreeing or disagreeing with the law or policy.</p> <p>The reasons include:</p> <ul style="list-style-type: none"> <li>An explanation of how the law or policy does or does not promote two rights or democratic ideals with one supporting detail for each.</li> </ul>	<p>Provides reasons for agreeing or disagreeing with the law or policy.</p> <p>The reasons include:</p> <ul style="list-style-type: none"> <li>An explanation of how the law or policy does or does not promote a right or democratic ideal with one supporting detail.</li> </ul>	<p>Provides reasons for agreeing or disagreeing with the law or policy.</p> <p>The reasons include:</p> <ul style="list-style-type: none"> <li>An explanation of how the law or policy does or does not promote a right or democratic ideal without any supporting details.</li> </ul>	<p>Provides reasons for agreeing or disagreeing with the law or policy WITHOUT explaining how the law or policy promotes a right or democratic ideal without any supporting details.</p>
1.2.2. Understands how and why state and tribal governments make, interpret, and carry out rules and laws. (4 <sup>th</sup> Grade) (EALR 1.2. Understands the purposes, organization, and function of governments, laws and political systems.)	<p>Provides background on the law or policy by:</p> <ul style="list-style-type: none"> <li>Identifying a problem and a policy or law that attempts to solve it. AND</li> <li>Explaining one way the policy or law attempts to solve the problem AND</li> <li>Explaining one way the policy or law is enforced.</li> </ul>	<p>Provides background on the law or policy by:</p> <ul style="list-style-type: none"> <li>Identifying a problem and a policy or law that attempts to solve it. AND</li> <li>Explaining one way the policy or law attempts to solve the problem OR</li> <li>Explaining one way the policy or law is enforced.</li> </ul>	<p>Provides background on the law or policy by:</p> <ul style="list-style-type: none"> <li>Identifying a problem and a policy or law that attempts to solve it.</li> <li>WITHOUT explaining one way the policy or law attempts to solve the problem AND</li> <li>WITHOUT explaining one way the policy or law is enforced.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a policy or law without identifying a problem OR</li> <li>Identifies a problem without identifying a policy or law.</li> </ul>
	<p>Provides background on the law or policy by:</p> <ul style="list-style-type: none"> <li>Identifying individuals and/or groups who participated in the policy or law-making process.</li> <li>Explaining <b>three or more</b> ways in which individuals and/or groups participated in the law-making process.</li> </ul>	<p>Provides background on the law or policy by:</p> <ul style="list-style-type: none"> <li>Identifying individuals and/or groups who participated in the policy or law-making process.</li> <li>Explaining <b>two</b> ways in which individuals and/or groups participated in the law-making process.</li> </ul>	<p>Provides background on the law or policy by:</p> <ul style="list-style-type: none"> <li>Identifying individuals and/or groups who participated in the policy or law-making process.</li> <li>Explaining <b>one</b> way in which individuals and/or groups participated in the law-making process.</li> </ul>	<p>Identifies individuals and/or groups who participated in the policy or law-making process without explaining how these individuals or groups participated in the law-making process.</p>
5.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source. (4 <sup>th</sup> Grade) (EALR 5.4. Creates a product...)	<p>Lists <b>three</b> sources including the title, author, type of source, and date of each source.</p>	<p>Lists <b>two</b> sources including the title, author, type of source, and date of each source.</p>	<p>Lists <b>one</b> source including the title, author, type of source, and date of the source.</p>	<p>Lists source(s) but does not include the title, author, type of source, and date of the source for any of them.</p>

\*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.