

High School  
Recommended  
for 12<sup>th</sup> Grade

# Government Revenue and Responsibility CBA

Responsible citizenship requires an understanding of how government raises and spends money to implement policies and programs. You will select a level of government and examine the revenue sources and expenditures related to a particular policy or program.

---

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

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

- State a position evaluating the government collection of revenue and expenditures related to a policy or program that includes:
  - A conclusion about how studying this policy or program helps us understand other policies or programs.
  
- Provide reasons for your position that include:
  - A general overview of the program.
  - An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program with two or more examples.
  - An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program with two or more representative examples (at least one example of each).
  
- 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.

---

<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).

**High School – Government Revenue & Responsibility CBA Rubric (Recommended for 12<sup>th</sup> Grade\*)**

|   |  | ←-----PASSING-----→  |   | NOT PASSING -----→   |  |
|---|--|--|---|--|--|
| GLE (EALR)  | 4 - Excellent  | 3 – Proficient   | 2 – Partial   | 1 - Minimal  |  |
| 5.4.1 Evaluates positions and evidence to make own decisions in a paper or presentation.<br><br>2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies.  | States a position evaluating the government collection of revenue and expenditures related to a policy or program that includes <ul style="list-style-type: none"> <li>• A conclusion about how studying this policy or program helps us understand other policies or programs.</li> <li>AND</li> <li>• An analysis of how to advocate for this position.</li> </ul>               | States a position evaluating the government collection of revenue and expenditures related to a policy or program that includes: <ul style="list-style-type: none"> <li>• A conclusion about how studying this policy or program helps us understand other policies or programs.</li> </ul>  | States a position evaluating the government collection of revenue and expenditures related to a policy or program WITHOUT drawing a conclusion about how studying this policy or program helps us understand other policies or programs.  | States a position on a policy or program WITHOUT evaluating the government collection of revenue and expenditures related to the policy or program.  |  |
| 1.2.4 Understands and evaluates how political systems in the United States operate.   | Provides reason(s) for the position supported by evidence.<br><br>The evidence includes: <ul style="list-style-type: none"> <li>• A general overview of the program.</li> <li>• An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program with three or more examples.</li> </ul> | Provides reason(s) for the position supported by evidence.<br><br>The evidence includes: <ul style="list-style-type: none"> <li>• A general overview of the program.</li> <li>• An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program with two examples.</li> </ul> | Provides reason(s) for the position supported by evidence.<br><br>The evidence includes: <ul style="list-style-type: none"> <li>• A general overview of the program.</li> <li>• An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program with one example.</li> </ul> | Provides reason(s) for the position supported by evidence.<br><br>The evidence includes: <ul style="list-style-type: none"> <li>• A general overview of the program.</li> <li>• An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program WITHOUT specific examples.</li> </ul> |  |
| 2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies.  | The evidence for the position includes: <ul style="list-style-type: none"> <li>• An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program with three or more representative examples (at least one example of each).</li> </ul>   | The evidence for the position includes: <ul style="list-style-type: none"> <li>• An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program with two representative examples (at least one example of each).</li> </ul>   | The evidence for the position includes: <ul style="list-style-type: none"> <li>• An explanation of who pays for or who benefits from the collection of revenue and expenditures related to the policy/program with one representative example.</li> </ul>   | The evidence for the position includes: <ul style="list-style-type: none"> <li>• An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program without representative examples.</li> </ul>   |  |
| 5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade)<br>(EALR 5.4. Creates a product...)<br>5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event. (EALR 5.2: Uses inquiry-based research.) | <ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information.</li> <li>• Cites sources within the paper, presentation, or bibliography.</li> </ul>   | <ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</li> <li>• Cites sources within the paper, presentation, or bibliography.</li> </ul>  | <ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to two credible sources that provide relevant information.</li> <li>• Cites sources within the paper, presentation, or bibliography.</li> </ul>   | <ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to one credible source that provides relevant information.</li> <li>• Cites the source within the paper, presentation, or bibliography.</li> </ul>   |  |

\* 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.