

High School
Recommended
for 12th Grade

Cultural Interactions CBA

A responsible citizen understands the various cultural influences that affect our lives, nation, and world today. You will choose members of one cultural group that reside, or have resided, in two regions or countries and analyze the contributions they have made, the economic success they have had, and the level of social and political participation they have attained.

Directions to students¹

In a cohesive paper or presentation², you will:

- State a position on why a cultural group fared better in one region over another.
- Provide reasons for your position that include:
 - A comparison of the cultural group's economic success in each region/country with one or more similarities and/or differences.
 - A comparison of the cultural group's political status in each region/country with one or more similarities and/or differences.
 - A comparison of the cultural group's social conditions in each region/country with one or more similarities and/or differences.
- 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 – Cultural Interactions CBA Rubric (Recommended for 12th 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.	States a position on why a cultural group fared better in one region over another that includes: <ul style="list-style-type: none"> • A conclusion about how studying the experiences of this cultural group help us understand the experiences of other cultural groups. 	States a position on why a cultural group fared better in one region over another.	States a position on a cultural group or different regions WITHOUT relating them to one another.	Describes a cultural group and/or regions without taking a position.	
2.2.1 Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A comparison of the cultural group's economic success in each region/country with two or more similarities and/or differences. 	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A comparison of the cultural group's economic success in each region/country with one similarity or difference. 	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A description of the cultural group's economic success in each region/country WITHOUT an analysis of similarities or differences. 	Describes the cultural group's economic success in only one region.	
3.2.2 Analyzes the social and political factors affecting cultural interactions.	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A comparison of the cultural group's political status in each region/country with two or more similarities and/or differences. 	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A comparison of the cultural group's political status in each region/country with one similarity or difference. 	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A description of the cultural group's political status in each region/country WITHOUT an analysis of similarities or differences. 	Describes the cultural group's political status in only one region.	
	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A comparison of the cultural group's social conditions in each region/country with two or more similarities and/or differences. 	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A comparison of the cultural group's social conditions in each region/country with one similarity or difference. 	Provides reason(s) for the position supported by evidence. The evidence for the position includes: <ul style="list-style-type: none"> • A description of the cultural group's social conditions in each region/country WITHOUT an analysis of similarities or differences. 	Describes the cultural group's social conditions in only one region.	
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.