

Middle School  
Recommended  
for 8<sup>th</sup> Grade

# Constitutional Issues 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:**

- State a position on the issue that considers both individual rights and the common good.
- Provide background on your position by describing
  - what the issue is
  - who is involved in the issue
  - why this issue is important.
- Provide reasons for your position that include:
  - An explanation of how a constitutional principle logically supports your position on the issue.
  - An explanation of how one additional piece of credible information logically supports your position on the issue.
- 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.

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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).

**Middle School - Constitutional Issues CBA Rubric (Recommended for 8<sup>th</sup> Grade\*)**

←-----PASSING-----→		NOT PASSING -----→		
GLE (EALR)	4 – Excellent	3 – Proficient	2 - Partial	1 - Minimal
1.4.1. Analyzes how a position on an issue attempts to balance individual rights and the common good. (8 <sup>th</sup> Grade) (EALR 1.4. Understands civic involvement)	Takes a position on the issue that <ul style="list-style-type: none"> <li>• Considers both individual rights and the common good. AND</li> <li>• Includes a call to action*.</li> </ul>	Takes a position on the issue that <ul style="list-style-type: none"> <li>• Considers both individual rights and the common good.</li> </ul>	Takes a position on the issue that <ul style="list-style-type: none"> <li>• Considers EITHER individual rights OR the common good. OR</li> <li>• Includes a call to action.</li> </ul>	Takes a position on the issue that <ul style="list-style-type: none"> <li>• Does NOT consider either individual rights or the common good.</li> </ul>
1.1.1. Understands key ideals and principles outlined in the Declaration of Independence... and the U.S. Constitution... (8 <sup>th</sup> Grade) (EALR 1.1. Understands key ideals and principles...)	Provides background on the issue by describing: <ul style="list-style-type: none"> <li>• what the issue is</li> <li>• who is involved in the issue</li> <li>• why this issue is important by relating it to a key ideal or constitutional principle.</li> </ul>	Provides background on the issue by describing: <ul style="list-style-type: none"> <li>• what the issue is</li> <li>• who is involved in the issue</li> <li>• why this issue is important.</li> </ul>	Provides background on the issue by describing <b>two</b> of the following: <ul style="list-style-type: none"> <li>• what the issue is</li> <li>• who is involved in the issue</li> <li>• why this issue is important.</li> </ul>	Provides background on the issue by describing <b>one</b> of the following: <ul style="list-style-type: none"> <li>• what the issue is</li> <li>• who is involved in the issue</li> <li>• why this issue is important.</li> </ul>
1.1.2. Evaluates... how key ideals and constitutional principles set forth in fundamental documents relate to public issues. (8 <sup>th</sup> Grade) (EALR 1.1. Understands key ideals and principles...) 5.4.1. Uses sources within the body of the work to support positions in a paper or presentation. (8 <sup>th</sup> Grade) (EALR 5.4. Creates a product...)	Provides reason(s) for the position supported by evidence.  The evidence includes: <ul style="list-style-type: none"> <li>• An explanation of how a constitutional principle logically supports the position on the issue. AND</li> <li>• An explanation of how <b>two or more</b> additional pieces of credible information logically support the position on the issue.</li> </ul>	Provides reason(s) for the position supported by evidence.  The evidence includes: <ul style="list-style-type: none"> <li>• An explanation of how a constitutional principle logically supports the position on the issue. AND</li> <li>• An explanation of how <b>one</b> additional piece of credible information logically supports the position on the issue.</li> </ul>	Provides reason(s) for the position supported by evidence.  The evidence includes: <ul style="list-style-type: none"> <li>• An explanation of how a constitutional principle logically supports the position on the issue without any additional supporting information. OR</li> <li>• An explanation of how credible information logically supports the position on the issue without explaining how a constitutional principle supports the position.</li> </ul>	Provides reason(s) for the position without any supporting evidence.
5.4.2. Uses appropriate format to cite sources within an essay. (8 <sup>th</sup> Grade) (EALR 5.4. Creates a product...) 5.2.2. Evaluates the logic of positions in primary and secondary sources to interpret an issue or historical event. (8 <sup>th</sup> Grade) (EALR 5.2. Uses inquiry-based research.)	<ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to <b>four or more</b> 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 <b>three</b> 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 <b>two</b> 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 <b>one</b> credible source that provides relevant information.</li> <li>• Cites sources within the paper, presentation, or bibliography.</li> </ul>

\* If a student chooses a historical issue to analyze, she/he can include “an analysis of how this issue helps understand current issues” rather than “a call to action.”

\*\* OSPI recommends that this CBA be used at the 8<sup>th</sup> grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level (i.e., the 7<sup>th</sup>), the GLEs may need to change to match the appropriate content (e.g., state constitution v. federal constitution in 1.1.1).

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