

OMOIDE IV AND CBAs

Enduring Cultures Grade 8		Checks & Balances Grade 8		Constitutional Issues Grade 8		Constitutional Issues Gr 10/11		Dig Deep Grade 5		Dig Deep Grade 8		Dig Deep Grade HS						
EALR	Excellent	EALR	Excellent	EALR	Excellent	EALR	Excellent	EALR	Excellent	EALR	Excellent	EALR	Excellent					
<b>Social Studies Inquiry and Information Skills 1.1.2f</b>	Presents a plausible position that : * is clear, * outlines the central challenges and responses, and * makes a generalization about the types of challenges members of cultural groups face or how members of cultural groups respond to	<b>Civics 2.1.2b</b>	Describe the structure of the state and federal government incl the legislative, executive and judicial branches; federal, state and local levels; and political parties	Accurately explains how two or more branches of government exercised constitutional powers in this event	<b>Civics 1.1.2b</b>	Explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities	Accurately makes two or more references to the Constitution and explains their relationship to the position of groups involved with this issue	<b>Social Studies Inquiry and Information Skills 1.1.3f</b>	Creates a product that uses social studies content to support a thesis and present product in an appropriate manner to a meaningful audience	<b>History 1.2.1</b>	Describe and compare patterns of life over time in Washington State, the US and World history	Historical account is a reasonable description of the time period that is accurately and well-supported by references to <b>at least 3 specific artifacts</b> and/or primary sources. There is clear evidence that the student examined the artifacts and/or primary sources referenced	<b>History 1.2.2</b>	Identify and analyze major issues, people, and events in Washington State, US and World history	Historical Account is a plausible description of the time period that is well supported by explicit references to <b>three or more</b> specific artifacts and/or primary sources. Account contains no inaccuracies.	<b>History 1.2.3</b>	Identify and analyze major issues, people, and events in Washington State, US and World history	Develops a clear and reasonable thesis on a historical question that is supported by the analysis the <b>three or more</b> specific artifacts and/or primary sources. Account contains no inaccuracies.
<b>History EALR 1.3.2</b>	Examine the development of different cultures in Washington State, US and World history	<b>Civics 2.3.2a</b>	Describe the purposes of government and how its powers are acquired, used and justified	Accurately explains the checks (or possible checks) in regard to this event with two or more specific examples	<b>Civics 4.1.2a</b>	Explain how responsibility to the common good might conflict with the exercise of individual rights	States a reasonable position on the issue that attempts to balance individual rights and the common good	<b>Civics 1.2.3a</b>	Identifies how this issue reflects the continuing evidence of democratic ideals				<b>History 1.1.2b</b>	Using evidence for support , identify, analyze, and explain possible causal factors contributing to given historical events	Presents a plausible interpretation of <b>two or more</b> causes of a particular historic event (or related events) that is explicitly related to a central question/thesis and is well supported by artifacts and/or primary sources	<b>History 1.1.3b</b>	Compare and evaluate competing historical narratives and analyze multiple perspectives	Accurately describes <b>three or more</b> differing published interpretations on the historical question that are relevant to the student's interpretation

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<b>History EALR 1.3.2</b> Examine the development of different cultures in Washington State, US and World history (cont.)	Accurately explains how members of two cultural groups responded to challenges with <b>three or more</b> specific examples explicitly supported by accurate evidence (including at least one from	<b>Civics 2.1.2b</b> Describe the structure of state and federal government incl. The legislative, executive and judicial branches; federal, state and local levels; and political parties	Presents a clearly stated position/thesis analyzing whether the system of checks and balances worked in this example with two or more reasons explicitly supported by evidence	<b>Civics 1.2.2a</b> Explain key demographic ideals of the US government and discuss their application in specific situations	Clearly and accurately explains how issue connects with two or more explicitly stated demographic ideals and/or constitutional principles	<b>Civics 4.2.3a</b> Engages is written civic discourse to evaluate competing solutions (Also relates to Social Studies Skills EALR 3.1.4a)	Evaluates at least three points of view, other than their own, related to the issue with solid evidence to support ideas	<b>History 1.1.1a</b> Group personal, local, state and national events in terms of past, present, and future, and place events in proper sequence on a timeline	Timeline of events includes 5-6 events related to the central theme/guiding question. Events on the timeline are all accurate and sequenced in order. The timeline includes at least one reference to specific artifacts and/or primary sources	<b>Geography 1.2.2b</b> Analyze how human spatial patterns emerge from natural processes and human activities	Provides a plausible and explicitly supported explanation about the relationship between the geography and both how people lived and why events occurred	<b>Geography 3.2</b> Analyze how the environment and environmental changes affect people	Accurately describes interaction between geographic factors AND two of the following: * social aspects of the question, * economic aspects of the question, * cultural aspects of the question, * political aspects of the question
	Excellent	EALR	Excellent	EALR	Excellent	EALR	Excellent	EALR	Excellent				
	Accurately explains <b>three or more</b> significant similarities and/or differences related to challenges and responses to the challenges supported by specific historical	<b>Social Studies Critical Thinking Skills 3.1.3d</b> Analyze and evaluate the impact of ideas, events and/or people	Presents a clearly stated position/thesis analyzing whether the system of checks and balances worked in this example with two or more reasons explicitly supported by evidence	<b>Social Studies Inquiry and Information Skills 3.1.3a</b> Identify multiple perspectives; compare and contrast; use multiple sources; ... determine relevant information	Makes explicit references within the text to four sources that provide relevant information and/or support for the position on the issue	<b>Civics 1.1.3b</b> Analyzes how specific rights guaranteed by the Constitution remain open to change and interpretation	Accurately explains how court cases and/or government policies affect the interpretation of rights involved with this issue using two or more specific references	<b>Social Studies Inquiry and Information Skills 1.1.1f</b> Apply information - create product that demonstrates understanding of information and responds to central questions; present product to a meaningful audience	Draws clear, well-reasoned conclusion/s that is directly supported by inferences or analysis drawn from 3 specific artifacts and/or primary sources				

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						Civics 4.1.3a Analyzes how individual rights can be balanced with the common good.	Clearly analyzes how individual rights and the common good can be balanced in relation to the issue.						