

## Directions for Teachers – Secondary CBAs

### Essential Question

- Discuss with students what the concepts covered in this CBA are, why they are important, and how they are relevant to students' lives.
- Share essential questions on why these concepts matter:

### Key Concepts, Vocabulary, & Background Knowledge

- Start brainstorming topics of interest with students. Help students to analyze how issues relate to the concepts addressed in the CBA
- Have a discussion about what the key concepts are.
- Review relevant GLEs
- Review essential content.
- Review rubric and its required elements.
- Model the CBA with one topic with the entire class.
- Choose an issue or topic for your class
- Have students brainstorm relevant resources.
- Model how to locate information and determine the credibility of sources
- Look at sources related to the issues.
- Have students bring in relevant research (e.g., newspaper articles, personal interviews)
- Have all students look at one set of resources from various perspectives on the issue chosen by the teacher. (Review words specific to the CBA and its rubric)
- Model the use of the graphic organizer
- Model how positions on the issue or topic relate to the required elements of the rubric.
- Brainstorm stakeholders or perspectives involved with the issue or topic.
- Model how to identify and evaluate other positions or perspectives on the issue or topic.
- Model how to cite and reference sources properly to support positions on the issue or topic.
- Complete a graphic organizer connected with the CBA as a class.
- Have students look at a sample paper to show what a proficient response looks like and to understand the scoring process.

### Individual Inquiry

- Determine the level of choice for students in selecting an issue or topic.  
Help students choose an issue or topic for individual inquiry. Possible ways of determining the issue or topic include:
  - Have students choose from a predetermined list of issues or topics for which there are ample resources.
  - Have students choose any issue or topic.
  - Have all students in the entire class focus on one issue or topic.
- Model how to determine a research question
- Have students determine their research question on the issue or topic they have selected. e.g., "How can you balance the right to own guns and public safety?"
- Have students create a list of sub-questions related to each component of the rubric.  
Examples:
  - "What constitutional principles relate to gun ownership?"
  - "What court cases or government policies have dealt with gun ownership?"
  - "What positions are there on gun ownership?"
  - "How are these positions justified?"
- Have students develop a research plan to gather information to address the research and sub-questions. Students may conduct research with sources provided or they may find sources on their own.
- Have students analyze and evaluate each source for relevance to their research questions.
- Have students evaluate and revise, if necessary, their research question based on initial review of sources.
- Have students develop an initial position on the issue or topic related to the required elements of the rubric
- Have students begin to complete a graphic organizer connected with the CBA.

**Discussion**

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| • Revisit the essential question in preparation for class discussion.   |
| • If appropriate, choose a strategy for having students discuss with one another their initial conclusions on the issue(s) or topic(s) they are researching. For example, organize students into small groups around similar topics or constitutional principles addressed and have students discuss their initial positions. |
| • Have students revisit their research questions and initial positions and revise as necessary.   |

**Organization, Synthesis, Position & Presentation**

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| • Have students complete the graphic organizer provided to prepare a draft of their final response.   |
| • Have students evaluate their research to ensure that they have adequate evidence, information, and credible sources to address all aspects of the rubric.   |
| • Have students review the persuasive paper or presentation checklist before drafting their paper or presentation.  |
| • Have students develop an initial draft of a coherent paper or presentation that address all aspects of the rubric.  |
| • Have students complete a bibliography (requiring that the bibliography be annotated is at the teacher's discretion).  |
| • Allow students opportunities to receive feedback on whether or not their paper or presentation includes all of the required elements of the rubric or any other aspects of the paper or presentation not scored on the rubric, such as the writing process. |
| • Have students complete a final draft of their response to the CBA.  |
| • Score student's final work using the rubric and/or the scoring matrix.  |
| • Consider opportunities for students to present their work to a meaningful audience.   |

*Teachers integrating writing with social studies are encouraged to use one of the writing WASL checklists with students.*

**EXAMPLE: Grade 10 - Checklist for Persuasive Writing**

My paper or presentation will be convincing if I include thoughtful and specific content and organize my paper or presentation well. That means I should

- follow the directions for the CBA;
- have a clear position and stay focused on that position;
- have evidence to support my position;
- elaborate by using reasons, well-chosen and specific details, examples, anecdotes, facts, and/or statistics as evidence to support my arguments;
- organize my paper or presentation to make the best case for my position;
- consider the opposing argument(s) and, if important, refute (prove false);
- begin my paper or presentation with an opening, include a statement of position, and end my paper or presentation with an effective persuasive conclusion, such as a call for action;
- use transitions to connect my position, arguments, and evidence.

My paper or presentation will be convincing if I demonstrate an interesting style. That means I should

- show that I am committed to my position by paper or presentation in a voice appropriate for my audience and purpose;
- use words, phrases, and persuasive techniques that urge or compel the audience to support my position;
- use different types and lengths of sentences.

My paper or presentation will be more convincing if I follow conventions in writing or speaking. That means I should

- follow the rules of grammar and Standard English usage,
- spell words correctly when writing,
- use correct capitalization when writing,
- use correct punctuation when writing,
- write or speak in complete sentences,
- show where new paragraphs begin when writing.

# Graphic Organizer for Humans and the Environment CBA

## Group One

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## Group Two

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## Position

Position	How the two groups' uses of the environment are similar and/or different	How generally do these groups' experiences help us understand current environmental issues or events?
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## Background

One Possible Alternative to Groups' Uses of the Environment  Costs: Benefits:	Second Possible Alternative to Groups' Uses of the Environment  Costs: Benefits:
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## Reasons for Position

Position	1 <sup>st</sup> similarity or difference between two groups' use of the environment  Connection to the position	2 <sup>nd</sup> similarity or difference between two groups' use of the environment  Connection to the position
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