

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

# You and the Economy CBA

Responsible citizenship requires careful consideration of the role people play in the local, national, and global economy. Evaluate the career choices available to you, and their possible effects on your local, national, and international economy, as well as yourself.

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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 which career choices would be best for you.
- Provide reasons for your position that include:
  - An analysis of how your career choices will affect the local, national, and/or global economy with one or more examples.
  - An analysis of how the economic system may affect your economic choices with two or more examples.
- 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).

**High School – You and the Economy CBA Rubric** (Recommended for 12<sup>th</sup> Grade\*)

|   |  | ←-----PASSING-----   |   | NOT PASSING -----→   |  |
|---|--|--|---|--|--|
| GLE (EALR)  | 4 - Excellent  | 3 – Proficient   | 2 – Partial   | 1 - Minimal  |  |
| <p>5.4.1 Evaluates positions and evidence to make own decisions in a paper or presentation.</p> <p>5.1.1 Analyzes the short-term and long-term implications of decisions made affecting the global community.</p>   | <p>States a position on which career choices would be best for the student that includes</p> <ul style="list-style-type: none"> <li>An analysis of what the student's career options tell us about the global economy.</li> </ul>  | <p>States a position on which career choices would be best for the student.</p>  | <p>States a position on career choices WITHOUT indicating which would be best for the student.</p>  | <p>Describes career choices without taking a position.</p>   |  |
| <p>2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.</p> <p>5.2.1 Evaluates the plausibility of an analysis of implications of decisions for the global community.</p>  | <p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An analysis of how the student's career choices will affect the local, national, and/or global economy with two or more examples.</li> </ul>  | <p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An analysis of how the student's career choices will affect the local, national, and/or global economy with one example.</li> </ul> | <p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An analysis of how the student's career choices will affect the local, national, and/or global economy WITHOUT specific examples.</li> </ul> | <p>Mentions how the student's career choices will affect the local, national, and/or global economy WITHOUT an analysis.</p>   |  |
| <p>2.2.1 Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.</p> <p>2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.</p>   | <p>The evidence for the position includes:</p> <ul style="list-style-type: none"> <li>An analysis of how the economic system may affect the student's economic choices with two or more examples.</li> <li>AND</li> <li>An analysis of how the distribution of resources or issues of sustainability in the global economy affect the student's career choices.</li> </ul> | <p>The evidence for the position includes:</p> <ul style="list-style-type: none"> <li>An analysis of how the economic system may affect the student's economic choices with two or more examples.</li> </ul>   | <p>The evidence for the position includes:</p> <ul style="list-style-type: none"> <li>An analysis of how the economic system may affect the student's economic choices with one example.</li> </ul>   | <p>The evidence for the position includes:</p> <ul style="list-style-type: none"> <li>An analysis of how the economic system may affect the student's economic choices WITHOUT specific examples.</li> </ul>                                       |  |
| <p>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...)</p> <p>5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event. (EALR 5.2: Uses inquiry-based research.)</p> | <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.