

WELCOME TO MRS. HUBER'S CLASSROOM WEB PAGE

ALL CBAs are due Friday, March 25th, 2011

Enjoy your spring break knowing that nothing is due in science or social studies the day you come to school! :-)

We are currently working on the **CBA**. This is explained in great detail on the OSPI website. On this website you will also find the Elementary You Decide **CBA** Rubric. Your child also has a **CBA** folder with a **CBA** packet inside. Feel free to look in their packet. They are welcome to bring it home daily. ****It is essential that they bring ALL **CBA** items back to school every day! I don't want anyone getting behind.**

It is called You Decide **CBA**.

Students will be guided through the process. You will know exactly what we are doing day by day through my homework page. If your child has questions then please encourage *your child* to talk with me. Students will be expected to make an informed decision on a public issue after researching and discussing different perspectives on this issue.

*In a cohesive paper your student will be expected to:

~State a position on a public issue.

~Provide background on the issue by explaining two stakeholders' positions on this issue.

~Include an explanation of how EITHER a right OR the common good relates to the position on the issue.

~List three sources including the title, author, type of source, and date of each source.

ORDER OF CBA ESSAY

COVER- we will do this together on March 23rd; it will be due on March 25th with your paper

INTRODUCTION- due March 18th

STAKEHOLDER #1- due March 11th

STAKEHOLDER #2- due March 17th

STAKEHOLDER #3 (optional)

CONCLUSION- due March 18th

BIBLIOGRAPHY - due March 25th with your paper

TITLE PAGE-

Title

Name

5th Grade CBA

Mrs. Huber

3-25-11

The above is single-spaced and typed in the middle of the paper using 22 sized font (any font is fine).

INTRODUCTION EXAMPLE- (indent)

My name is Danielle Huber. Do you think we should eat animals? Please read my paper before you decide.

STAKEHOLDER #1- directions (see example below)

Names your stakeholder and who they are.

State author(or foundation's) position on your topic.

3-4 strong supporting details; ADVANCED CLASSES 4-5 strong supporting details.

1 sentence that wraps up the paragraph (copy the author or agency's position that you wrote at the beginning).**

The following is an EXAMPLE of the directions listed up above.

Stakeholder #1 is Bob Pierson, author of People Who Eat Animals. He firmly believes that people should not eat animals. Not all meat is safe to eat. You could die just from having a hamburger if it is poisoned with E-Coli. 23% of cows carry the E-Coli virus. Animals that are killed suffer! We don't let humans suffer so we should not let animals suffer. Animals should not be bred so that we can kill them and eat them. As you can see, people should not eat animals

STAKEHOLDER #2- directions (see example below)

Names your stakeholder and who they are.

State author(or foundation's) position on your topic.

3-4 strong supporting details; ADVANCED CLASSES 4-5 strong supporting details.

1 sentence that wraps up the paragraph (copy the author or agency's position that you wrote at the beginning).**

The following is an EXAMPLE of the directions listed up above.

Stakeholder #2 is from the article, "People Need to Eat What They Want," from the website procon.org. It strongly states that people should eat meat. People should eat animals. God created an over abundance of animals for humans to hunt and eat. They are an excellent source of iron and protein. Huber University reported on a study that they conducted in 2011, "80% of people suffering from Anemia are vegetarian and don't eat any meat." Nobody should ever tell you what to eat and what not to eat. "If you like meat then eat it!" **As you can see, people should eat meat!**

CONCLUSION-

In conclusion, some people believe (state one side). Other people believe (state the other side). I believe (now you tell what you believe). One supporting detail (that supports why you believe this).

****Indent your first line, edit for spelling, grammar word choice, and various beginnings of sentences.**

History Alive Web sites

www.tutorial.historyalive.com

Science Web sites

Fundamentals of Motion and Design:

http://www.physics4kids.com/files/motion_intro.html - very kid friendly

<http://en.wikipedia.org/wiki/Force> - Advanced

<http://www.physics4kids.com/files/motion>

Energy:

What is energy?

<http://www.uwsp.edu/cnr/wcee/keep/Mod1/Whatis/energyforms.htm>

Aerodynamics:

Introduction to aerodynamics

Drag

<http://www.grc.nasa.gov/WWW/K-12/airplane/drag1.html> kid friendly with k-6 projects

Lift

<http://www.grc.nasa.gov/WWW/K-12/airplane/lift1.html> projects for students to use

Hands-On:

Computer activity: Students are able to virtually experiment with friction

<http://www.bbc.co.uk/schools/ks2bitesize/science/activities/friction.shtml> fun activities, lesson plans, & worksheets

Computer activity: Students are able to virtually experiment with force

http://www.bbc.co.uk/schools/ks2bitesize/science/activities/forces_action.shtml

Design challenges: http://www.ingenuitywelcome.com/#!/test_your_ingenuity

Ecosystems: www.sheppardsoftware.com

[Click here for Homework](#)