

Elementary
School
Recommended
for 3rd Grade

Humans and the Environment CBA

It is important to understand how the environment affects our lives and how we affect the environment. You will write an essay or develop a presentation analyzing the interaction between a group of people and their environment.

Directions to students¹

In a cohesive paper or presentation², you will:

- Draw a conclusion about how people affect the environment and how the environment affects people.
- Explain two or more ways people affect their environment as they meet their needs.
- Explain how the environment influences the development of a culture's lifestyle, traditions, and beliefs with two or more examples.
- Use a map to explain the interaction between people and their environment.
- List two or more sources including the title, author, type of source, and date of each source.

¹ 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.

² 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).

Elementary – Humans and the Environment CBA Rubric *(Recommended for 3rd Grade*)*

←-----PASSING-----→		NOT PASSING -----→		
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
3.2.1 Understands and analyzes how the environment affects cultural groups and how cultural groups affect the environment. 5.4.1 Draws conclusions using at least two clear, specific and accurate examples in a paper or presentation.	Draws a conclusion about how people affect the environment and how the environment affects people. AND Explains how studying how people interact with the environment helps us understand a current issue.	Draws a conclusion about how people affect the environment and how the environment affects people.	Draws a conclusion about how people affect the environment OR how the environment affects people.	Discusses how people interact with the environment without drawing a conclusion.
	Explains three or more ways people affect their environment as they meet their needs.	Explains two ways people affect their environment as they meet their needs.	Explains one way people affect their environment as they meet their needs.	Mentions how people interact with their environment without explaining any specific ways they affect it.
	Explains how the environment influences the development of a culture's lifestyle, traditions, and beliefs with three or more examples.	Explains how the environment influences the development of a culture's lifestyle, traditions, and beliefs with two examples.	Explains how the environment influences the development of a culture's lifestyle, traditions, and beliefs with one example.	Mentions ways the environment influences the development of a culture, without providing any examples.
3.1.1 Understands and applies how maps and globes are used to display the regions of North America in the past and present. 5.4.2 Prepares a list of resources, including the title and author for each source.	<ul style="list-style-type: none"> • Uses a map to explain the interaction between people and their environment. AND • Lists two other sources including the title and author of each source that provide information on the interaction between people and the environment. 	<ul style="list-style-type: none"> • Uses a map to explain the interaction between people and their environment. AND • Lists one other source including the title and author of each source that provide information on the interaction between people and the environment. 	<ul style="list-style-type: none"> • Uses a map to explain the interaction between people and their environment. OR • Lists one source including the title and author of the source that provide information on the interaction between people and the environment. 	Lists source(s) but does not include the title and author for each source.

* 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.