

Humans and the Environment CBA

Since we all depend on the health of the environment, responsible citizens need to understand how humans affect and are affected by the environment. You will choose and study two groups of people living in the same or similar environments, and compare and contrast how those groups interact with their environment.

Directions to students¹

In a cohesive paper or presentation², you will:

- ☐ State a position on two groups' uses of the environment that includes
 - An analysis of how the two groups' uses are similar or different.
- ☐ Provide background on your position by:
 - Explaining one or more plausible alternatives to the groups' uses of the environment that addresses costs and benefits.
- ☐ Provide reason(s) for your position that include:
 - An analysis of **one** or more significant similarities or differences related to groups' uses of the environment.
- ☐ 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.

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).

Middle School – Humans & the Environment CBA Rubric (*Recommended for 7th Grade**)

<div> <div>←</div> <div>PASSING</div> <div>NOT PASSING</div> <div>→</div> </div>				
GLE (EALR)	4 - Excellent	3 - Proficient	2 - Partial	1 - Minimal
<p>5.4.1 Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation.</p> <p>3.2.1 Understands how human actions modify the environment and how the environment affects humans in Washington State and world history.</p>	<p>States a position on two groups' uses of the environment that includes:</p> <ul style="list-style-type: none"> An analysis of how the two groups' uses are similar or different. A general statement of how these groups' experiences helps us understand a current issue or event. 	<p>States a position on two groups' uses of the environment that includes</p> <ul style="list-style-type: none"> <input type="checkbox"/> An analysis of how the two groups' uses are similar or different. 	<p>States a position on two groups affected the environment WITHOUT analyzing how the two groups' uses are similar or different.</p>	<p>States a position that is vague, implausible, or inaccurate.</p>
<p>3.2.1 Understands how human actions modify the environment and how the environment affects humans in Washington State and world history.</p>	<p><i>Provides background on the position by:</i></p> <ul style="list-style-type: none"> <i>Explaining two plausible alternatives to the groups' uses of the environment that addresses costs and benefits.</i> 	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> Explaining one plausible alternative to the groups' uses of the environment that addresses costs and benefits. 	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> Explaining plausible alternatives to the groups' uses of the environment that addresses only costs OR benefits. 	<p>Provides background on the position by explaining an alternative that does not address costs or benefits, or is unrealistic or impractical.</p>
	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> An analysis of two significant similarities and/or differences related to the groups' uses of the environment. 	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> An analysis of one significant similarity and/or difference related to groups' uses of the environment. 	<p>Provides reasons for the position without analyzing a significant similarity or difference related to the groups' uses of the environment.</p>	<p>Describes similarities and differences without specific examples or without connecting them to the position.</p>
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)</p>	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to two credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to one credible source that provides relevant information. Cites sources within the paper, presentation, or bibliography.

* 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.