

Elementary  
School  
Recommended  
for 3<sup>rd</sup> Grade

# Meeting Needs and Wants CBA

As a citizen and member of a community, it is important to know how people meet their needs and wants (their economic systems). You will analyze the economic systems that two societies use to meet the needs and wants of their citizens.

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## *Directions to Students<sup>1</sup>*

**In a cohesive paper or presentation<sup>2</sup>, you will:**

- Draw a conclusion on how two groups met their needs and wants by:
  - Comparing how the two groups met their needs and wants with one similarity or difference.
- Explain three or more examples of how laws, values, or customs influenced the ways the two groups met their needs and wants (at least one example per group).
- List two or more sources including the title, author, type of source, and date of each source.

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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).

**Elementary – Meeting Needs and Wants CBA Rubric** *(Recommended for 3<sup>rd</sup> Grade\*)*

←-----PASSING		NOT PASSING -----→		
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
<p>5.4.1 Draws conclusions using at least two clear, specific and accurate examples in a paper or presentation.</p> <p>2.2.1 Understands how the economic systems of groups are influenced by laws, values, and customs.</p>	<p>Draws a conclusion on how two groups met their needs and wants by:</p> <ul style="list-style-type: none"> <li>Comparing how the two groups met their needs and wants with two or more similarities and/or differences</li> </ul>	<p>Draws a conclusion on how two groups met their needs and wants by:</p> <ul style="list-style-type: none"> <li>Comparing how the two groups met their needs and wants with one similarity or difference.</li> </ul>	<p>Draws a conclusion on how two groups met their needs and wants WITHOUT comparing the two groups.</p>	<p>Discusses ways two groups meet their needs and wants without drawing a conclusion or making any comparisons.</p>
	<p>Explains four or more examples of how laws, values, or customs influenced the ways the two groups met their needs and wants (at least one example per group).</p>	<p>Explains three examples of how laws, values, or customs influenced the ways the two groups met their needs and wants (at least one example per group).</p>	<p>Explains two examples of how laws, values, or customs influenced the ways two groups met their needs and wants (at least one example per group).</p>	<p>Explains how laws, values, or customs influenced the ways only one of the groups met their needs and wants.</p>
<p>5.4.2 Prepares a list of resources, including the title and author for each source.</p>	<p>Lists <b>three</b> sources including the title and author of each source.</p>	<p>Lists <b>two</b> sources including the title and author of each source.</p>	<p>Lists <b>one</b> source including the title and author of each source.</p>	<p>Lists source(s) but does not include the title and author for each source.</p>

\*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.