

High School
Recommended
for 9th/10th
Grade

Humans and the Environment CBA

Responsible citizenship requires understanding how humans interact with the environment. You will EITHER propose a solution to a current environmental issue that will improve the health of the system OR analyze a historical situation in terms of the environment and propose a reasonable alternative that would have improved the health of the system.

Directions to students¹

In a cohesive paper or presentation², you will:

- State a position on an environmental issue that includes
 - A reasonable solution to the issue in terms of improving the health of the system. (CONTEMPORARY ISSUE)
 - OR
 - A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION).
- Provide reasons for your position that include:
 - An analysis of benefits and/or costs of two or more stakeholders' 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).

High School – Humans & the Environment CBA Rubric (Recommended for 9th/10th Grade^{*})

-----PASSING | NOT PASSING ----->

GLE (EALR)	4 - Excellent	3 – Proficient	2 – Partial	1 - Minimal
<p>2.4.1 Analyzes and evaluates how people across the world have addressed issues of distribution of resources and sustainability (1450 – present).</p> <p>5.4.1 Evaluates multiple reasons or factors to develop a position a paper or presentation.</p>	<p>States a position on an environmental issue that includes</p> <ul style="list-style-type: none"> • A reasonable solution to the issue in terms of improving the health of the system. (CONTEMPORARY ISSUE) OR • A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION). AND • Draws a conclusion about how studying this issue helps us understand other environmental issues. 	<p>States a position on an environmental issue that includes</p> <ul style="list-style-type: none"> • A reasonable solution to the issue in terms of improving the health of the system. (CONTEMPORARY ISSUE) OR • A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION). 	<p>States a position on an environmental issue WITHOUT providing a reasonable solution to the issue or alternative in terms of improving the health of the system.</p>	<p>Describes an environmental issue in the past of present WITHOUT taking a position.</p>
<p>3.2.2 Understands and analyzes the interactions between humans and the environment across the world (1450 – present).</p>	<p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of benefits and/or costs of three (or more) stakeholders' uses of the environment. 	<p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of benefits and/or costs of two stakeholders' uses of the environment. 	<p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of benefits and/or costs of one stakeholder's use of the environment. 	<p>Provides reason(s) for the position WITHOUT an analysis of stakeholders' uses of the environment.</p>
<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"> • 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 the source 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.