

5-ESS3-1 Earth and Human Activity

California Alternate Assessment for Science—Item Specifications

# 5-ESS3-1 Earth and Human Activity

| California Science Connector | Focal Knowledge, Skills, and Abilities | Essential Understanding |
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| Using provided information, identify ways people can help protect the Earth’s resources and how that affects the environment. | 1. Ability to use information to identify ways people can help protect the Earth’s resources and how that affects the environment.
 | Identify a way a community could protect a natural resource (e.g., reusing paper, recycling cans and bottles). |

## CA NGSS Performance Expectation

Students who demonstrate understanding can:

**Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.**

## Mastery Statements

Students will be able to:

* Identify environmentally friendly behaviors
* Identify how environmentally friendly behaviors by people help the environment
* Use information such as simple graphs, charts, or data tables to identify ways that people can protect their environment

## Environmental Principles and Concepts

Principle 2—The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.

Principle 4—The exchange of matter between natural systems and human societies affects the long-term functioning of both.

Principle 5—Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

## Possible Phenomena or Contexts

*Note that the list in this section is not exhaustive or prescriptive.*

**Possible contexts include the following:**

* Practices for reducing or mitigating the effects of air and water pollution (e.g., riding a bicycle instead of driving a car, not pouring used oil on the ground)
* Practices for preventing soil erosion (e.g., planting grass to cover bare areas, using mulch to reduce runoff from planting beds)
* Practices for reducing or mitigating the effects of habitat destruction (e.g., planting trees, providing bird houses, making a butterfly garden at school
* Recycling

## Additional Assessment Boundaries

* Contexts should not include acid precipitation, invasive species, and environmental regulation.

## Additional References

California Science Test Item Specification for 5-ESS3-1

<https://www.cde.ca.gov/ta/tg/ca/documents/itemspecs-5-ess3-1.docx>

Environmental Principles and Concepts <http://californiaeei.org/abouteei/epc/>

The *2016 Science Framework for California Public Schools Kindergarten through Grade Twelve* <https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp>

Appendix 1: Progression of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts in Kindergarten through Grade Twelve

<https://www.cde.ca.gov/ci/sc/cf/documents/scifwappendix1.pdf>

Appendix 2: Connections to Environmental Principles and Concepts

<https://www.cde.ca.gov/ci/sc/cf/documents/scifwappendix2.pdf>

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