

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

**California 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.

## 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 ground cover to cover bare areas, using mulch to reduce runoff from planting beds, constructing a concrete retaining wall)
* Practices for reducing or mitigating the effects of habitat destruction (e.g., planting trees, providing bird houses, making a butterfly garden at school)
* Recycling
* Water conservation

## 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>

California 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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