Unless otherwise specified, "descriptions" referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.

5-ESS3-1 Earth and Human Activity

Students who demonstrate understanding can:

5-ESS3-1. **Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.**

The performance expectation above was developed using the following elements from the NRC document *A Framework for K- 12 Science Education*:

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.

Disciplinary Core Ideas

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Crosscutting Concepts

Systems and System Models

- A system can be described in terms of its components and their interactions.

- - - - - - - - - - - - - - - - - - -

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World.

- Science findings are limited to questions that can be answered with empirical evidence.

Observable features of the student performance by the end of the grade:			
1	Obtaining information		
	a	Students obtain information from books and other reliable media about:	
		i.	How a given human activity (e.g., in agriculture, industry, everyday life) affects the Earth's resources and environments.
		ii.	How a given community uses scientific ideas to protect a given natural resource and the environment in which the resource is found.
2	Evaluating information		
	a	Students combine information from two or more sources to provide and describe* evidence about:	
		i.	The positive and negative effects on the environment as a result of human activities.
		ii.	How individual communities can use scientific ideas and a scientific understanding of interactions between components of environmental systems to protect a natural resource and the environment in which the resource is found.