

Elementary
School
Recommended
for 3th Grade

Cultural Contributions CBA

Knowing about different cultural groups will help you make connections with your community, your country, and our world. You will develop a position on how cultural groups have contributed to society by comparing the contributions of two cultural groups to the development of local, tribal, Washington State, United States, and/or world history.

Directions to Students¹

In a cohesive paper or presentation², you will:

- Draw a conclusion on how two groups made cultural contributions to your community or the world by:
 - Comparing the contributions of each cultural group with one similarity or difference.
- Explain three or more examples of contributions made by the two cultural groups (at least one contribution per group).
- List two or more sources including the title, author, type of source, and date of each source.

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).

Elementary – Cultural Contributions CBA Rubric *(Recommended for 3rd 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>4.2.2 Understands how contributions made by various cultural groups have shaped the history of the community and world.</p> <p>3.2.2 Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.</p>	<p>Draws a conclusion on how two groups made cultural contributions to your community or the world by:</p> <ul style="list-style-type: none"> Comparing the contributions of each cultural group with two or more similarities and/or differences 	<p>Draws a conclusion on how two groups made cultural contributions to your community or the world by:</p> <ul style="list-style-type: none"> Comparing the contributions of each cultural group with one similarity or difference. 	<p>Draws a conclusion on how two groups made cultural contributions to your community or the world WITHOUT comparing the contributions of each cultural group.</p>	<p>Lists contributions of the cultural groups without drawing a conclusion or making any comparisons.</p>
	<p>Explains four or more examples of contributions made by the two cultural groups (at least one contribution per group).</p>	<p>Explains three examples of contributions made by the two cultural groups (at least one contribution per group).</p>	<p>Explains two examples of contributions made by the cultural groups.</p>	<p>Explains one example of a contribution made by the cultural groups.</p>
<p>5.4.2 Prepares a list of resources, including the title and author for each source.</p>	<p>Lists three sources including the title and author of each source.</p>	<p>Lists two sources including the title and author of each source.</p>	<p>Lists one 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.