

# Grade 1

# Social Studies

# Item Specifications



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## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.



# Social Studies

Grade 1		1.PC.1.B.a
<b>Theme</b>	<b>Purposes and principles of the Constitution</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Identify and explain why cities make laws.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will identify and explain what a law is and why we have them in our city. This could include rules that relate to laws, why we have laws, why they protect us, and how they protect the common good.		<b><u>Item Format</u></b> Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, why cities make laws that protect the common good: <ul style="list-style-type: none"> <li>• To keep us safe</li> <li>• To keep order</li> <li>• City management</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Guest speakers, literature, text, visual depictions (pictures or videos), role-playing scripts		

# Social Studies

Grade 1		1.PC.1.C.a
<b>Theme</b>	<b>Purposes and principles of the Bill of Rights</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Discuss how individual rights are protected.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will discuss what individual rights (freedoms) are and how they are protected. This could include identifying examples of individual rights and what laws we have to protect our freedom.		<b><u>Item Format</u></b> Drag and drop Matching Oral Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, showing examples of how individual rights are protected by laws and the Bill of Rights: <ul style="list-style-type: none"> <li>• Freedom of speech, religion, press</li> <li>• Education</li> <li>• Slavery</li> <li>• Bear arms</li> <li>• Privacy</li> <li>• Voting</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Literature, text, visual depictions (pictures or videos), anchor charts, graphic organizers (KWL chart)		

# Social Studies

Grade 1		1.PC.1.D.a
<b>Theme</b>	<b>Role of citizens and governments in carrying out constitutional principles</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Give examples of being an active and informed citizen in your classroom or community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will give examples of being an active and informed citizen in the classroom or community. This could include defining active/inactive citizen and informed/uninformed citizen and then comparing and contrasting those citizens.		<b><u>Item Format</u></b> Drag and drop Matching Oral Individual Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
This could include, but is not limited to, examining the traits of active and informed citizens: <ul style="list-style-type: none"> <li>• Gathering information about a current school or community issue</li> <li>• Voting for or against the issue</li> <li>• Creating or abolishing (to stop or get rid of) laws or rules</li> <li>• Other character traits of an active and informed citizen</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Mock voting, literature, text, digital media, anchor charts, graphic organizers (Venn diagram)		

## Social Studies

Grade 1		1.PC.1.E.a
<b>Theme</b>	<b>Character traits and civic attitudes of significant individuals</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Describe the character traits of role models within your community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe the character traits of role models within the community. This could include investigating various role models from the community and identifying their characteristics.		3
		<b><u>Item Format</u></b>
		Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the investigation of role models and their character traits: <ul style="list-style-type: none"> <li>• Career Day Guest (police officer, fire fighter, private business owner, hair dresser, pet store owner, nurse, assistant superintendent, salesperson, baker, coach, realtor, utility worker, etc.)</li> <li>• Character traits anchor chart</li> <li>• Student presentations on selected role model within the community</li> <li>• Positive character traits noted in mentor/read-aloud texts</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Career day unit, anchor charts, text, digital media, community guest speakers		

# Social Studies

Grade 1		1.PC.1.F.a
<b>Theme</b>	Knowledge of the symbols of our state and nation	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will recognize and explain the significance of the Statue of Liberty, U.S. Capitol, bald eagle and the Liberty Bell. This could include identifying these symbols and summarizing why they are important to the community and country.		3
		<b><u>Item Format</u></b>
		Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, identifying and analyzing the historical significance of the following symbols: <ul style="list-style-type: none"> <li>• Statue of Liberty gifted from France</li> <li>• U.S. Capitol as the meeting house for the House and Senate</li> <li>• Bald eagle representing freedom</li> <li>• Liberty Bell representing the first reading of the Declaration of Independence</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Digital media, primary and secondary sources through pictorial representation, literature, anchor charts, graphic organizers		

# Social Studies

Grade 1		1.PC.1.F.b
<b>Theme</b>	Knowledge of the symbols of our state and nation	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Recognize and explain the significance of symbols of your local community.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will recognize and explain the significance of symbols of the local community. This could include recognizing the environmental signs/print, labeling local symbols within the community, and summarizing the significance of those symbols.		<u><b>Item Format</b></u> Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Content may include, but is not limited to, listing local symbols within your own community and summarizing their significance: <ul style="list-style-type: none"> <li>• Post office</li> <li>• Fire department</li> <li>• Sports/mascots</li> <li>• City hall/county courthouse</li> <li>• Police station/sheriff's office</li> <li>• Schools/mascots</li> <li>• Sporting venues/recreational facilities</li> <li>• Public transportation</li> <li>• Religious organizations</li> <li>• Medical facilities</li> </ul>		
<u><b>Stimulus Materials</b></u>		
Field trips, digital media, maps, anchor charts, literature, graphic organizers, environmental signs/print		

# Social Studies

Grade 1		1.GS.2.C.a
<b>Theme</b>	<b>Processes of governmental systems in decision making</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will describe how authoritative decisions (a decision made by a leader or leaders) are made, enforced, and interpreted within schools and local communities.</p> <p>This could include distinguishing between the processes of decision making, enforcing, and interpreting (what rules mean in specific cases) authoritative decisions within schools and communities.</p>		4
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Item Format</u></b>
<p>Content may include, but not be limited to, defining authoritative decisions and distinguishing how they are made, enforced, and interpreted:</p> <ul style="list-style-type: none"> <li>• Define the processes of authoritative decision making, enforcement, and interpretation</li> <li>• Provide a community model</li> <li>• Create a new classroom rule for a problem area at school</li> <li>• Explain (interpret) why the rule is needed</li> <li>• Formulate an enforcement system</li> </ul>		Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Stimulus Materials</u></b>		<b><u>Sample Stems</u></b>
Anchor charts, teacher models, digital media, graphic organizers		

# Social Studies

Grade 1		1.GS.2.D.a
<b>Theme</b>	<b>Functions of governmental systems</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will describe roles and responsibilities of people in government, such as a judge, mayor, police, or city council member, in a community. This could include describing their duties and social expectations within the community.		<b><u>Item Format</u></b> Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, differentiating the relationship between the following government officials and their roles. (presentation, matching activities, or student-constructed interview questions): <ul style="list-style-type: none"> <li>• Judge—a person who oversees a courtroom where trials are held and decisions are made</li> <li>• Mayor—a person who is elected to serve as head of a city’s government.</li> <li>• Police—a person who enforces the laws while protecting and serving the community</li> <li>• City council member—a person who participates in city meetings to discuss current issues</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Guest speakers, field trips (virtual), anchor charts, interactive games, literature, primary and secondary sources, digital media, cooperative learning activities		

# Social Studies

Grade 1		1.H.3.B.a
<b>Theme</b>	Historical perspective / Thinking / Passage of time	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Compare and contrast our community in the past and the present.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare and contrast the community in the past and the present. This may include making observations between past and present community concepts, such as schools, land usage, and communication.		<u>Item Format</u> Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, formulating conclusions about the differences between communities in the 1800s (Pioneer Era) and current communities. (comparing and contrasting) <ul style="list-style-type: none"> <li>• Schools–curriculum differences, physical differences</li> <li>• Land Usage–land development differences</li> <li>• Communication–technology differences, efficiency of methods</li> <li>• Transportation–technology differences, efficiency of methods</li> </ul>		
<u>Stimulus Materials</u>		
Digital media, primary/secondary sources, anchor charts, interactive activities, graphic organizers (Venn diagram), advanced organizers (past, present, future), photographs		

# Social Studies

Grade 1		1.H.3.C.a
<b>Theme</b>	Knowledge of the contributions of significant persons in U.S. history	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Describe the contributions of people typically studied in K-5 programs associated with national holidays.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will describe the contributions of people typically studied in K-5 programs associated with national holidays (Martin Luther King Jr., Thomas Jefferson, Christopher Columbus, etc.). This could include identifying and drawing conclusions about significant contributions they made to society.		<u>Item Format</u> Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, drawing conclusions based on literature or resources related to the above people. (timelines, list of historical movements and impacts on society): <ul style="list-style-type: none"> <li>• Martin Luther King Jr.–MLK Day</li> <li>• Thomas Jefferson–Independence Day</li> <li>• George Washington and Abraham Lincoln–Presidents’ Day</li> <li>• Constitution Day–founding fathers and the Constitution</li> <li>• Flag Day–June 14</li> <li>• Christopher Columbus–Columbus Day</li> <li>• Veterans–Veterans’ Day</li> </ul>		
<u>Stimulus Materials</u>		
Primary resources (short quotes)/secondary resources, calendars, cooperative learning strategies (jigsaw), literature, digital media (sound/video recordings), anchor charts, graphic organizers (timeline)		

# Social Studies

Grade 1		1.E.4.A.a
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Describe examples of scarcity within your school and community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will describe examples of scarcity (the condition in which the people cannot have all of the goods and services they want) within the school and community. This could include defining scarcity and summarizing examples from the school and community.		<b><u>Item Format</u></b> Drag and drop Matching Oral Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, drawing conclusions based off a scarcity scenario. Students discuss and hypothesize what will happen under the following scenarios: <ul style="list-style-type: none"> <li>• Monetary scarcity (decrease in allowance)</li> <li>• Agricultural scarcity (crop shortage)</li> <li>• Goods scarcity (school item shortage such as paper)</li> <li>• Service scarcity (location and availability of a person who provides services)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Scenario bank, anchor charts, digital media, role-playing, graphic organizer (cause-and-effect charts)		

# Social Studies

Grade 1		1.E.4.A.b
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Describe examples of goods and services within your school and community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will describe examples of goods and services within the school and community.</p> <p>This could include defining and showing examples of goods (something you can use or consume) and services (something that someone does for you).</p>		2
		<b><u>Item Format</u></b>
		Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The content may include, but is not limited to, defining and listing goods and services within the school and community by identifying them in print media:</p> <ul style="list-style-type: none"> <li>• School goods (school supplies, cafeteria supplies, learning/curriculum materials, etc.)</li> <li>• School services (transportation, food services, teachers, counseling services, etc.)</li> <li>• Community goods (food, clothing, household supplies, etc.)</li> <li>• Community services (medical services, governmental services, laborers, etc.)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Graphic organizers, digital media, cooperative learning activities, print media, primary/secondary resources, anchor charts, literature		

# Social Studies

Grade 1		1.E.4.A.c
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Describe consumers and producers and the relationship to goods and services within your school and community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will describe consumers (people who buy goods and services) and producers (people who make goods or provide services we need or want). The student will also describe the relationship to goods and services within the school and community. This could include defining consumers and producers and drawing conclusions about the relationships between consumers/producers and goods/services.</p>		<b><u>Item Format</u></b> <b>(suggested teacher assessments)</b> Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The content may include, but is not limited to, supporting ideas with details and examples of consumers and producers and the relationship between goods and services. Classes may construct a simple business plan to demonstrate the relationship between consumers/producers and goods/services:</p> <ul style="list-style-type: none"> <li>• Defining vocabulary (including consumer, producer, goods, and services)</li> <li>• Consumers may include students, teachers, and citizens of a community</li> <li>• Producers may include students, teachers, and citizens of a community</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Teacher models, graphic organizers, anchor charts, digital media, print media, interactive activities, social stories, mock business plan materials		

# Social Studies

Grade 1		1.EG.5.A.a
<b>Theme</b>	Reading and constructing maps	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Identify globes as representations of real places.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will identify globes as representations of real places. Identify a globe as a representation of the planet Earth. This could also include where real places are on a globe (ocean, continent, country, etc.).		<b><u>Item Format</u></b> Drag and Drop Matching Individual assessment Oral assessment Informal assessment Observation checklist
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Discussion of vocabulary-maps, globes, continents (landforms), oceans, and the United States of America</li> <li>• Labeling oceans (labeling bodies of water with blue)</li> <li>• Labeling continents (labeling landforms with green)</li> <li>• Identifying the United States of America</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Globes, maps, primary/secondary sources, teacher-created cooperative activities, digital media, graphic organizers, anchor charts		

## Social Studies

Grade 1		1.EG.5.A.b
<b>Theme</b>	Reading and constructing maps	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	With assistance, read, construct, and use maps which have a title and key.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, construct, and use maps which have a title and key (with teacher assistance).</p> <p>This could include reading various map elements, creating a map (with assistance), being able to navigate using the created map.</p>		4
		<b><u>Item Format</u></b>
		Drag and drop Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, reading maps with a title and key, constructing a map of the school or neighborhood, and using this map:</p> <ul style="list-style-type: none"> <li>• Define title and key (legend)</li> <li>• Read various map elements (title, key, etc.)</li> <li>• Design a map of the school or neighborhood (with assistance)</li> <li>• Navigate the school or community using the created map</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Teacher models of maps, primary/secondary sources, digital media, teacher prompting, interactive activities, cooperative learning techniques, teacher-created rubrics		

# Social Studies

Grade 1		1.EG.5.A.c
<b>Theme</b>	Reading and constructing maps	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo, etc.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will describe how maps are created for different purposes, such as a school fire drill, a trip to the zoo, etc.</p> <p>This could include identifying the type of map (matching map with appropriate location), and identifying and describing the purpose of map.</p>		<p>3</p> <p><b><u>Item Format</u></b></p> <p>Drag and drop Drop down list Multiple choice Matching Individual assessment Observation checklist Informal assessments</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, stating how maps are created for different purposes:</p> <ul style="list-style-type: none"> <li>• Class discussion where teacher displays community maps and a purpose is agreed upon</li> <li>• Scenario situations in which students decide which map would work best for their problem</li> <li>• Comparing and contrasting different types and purposes of maps</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Various kid-friendly maps of places (zoo, school, etc.), anchor charts, primary/secondary sources, social stories, scenario bank</p>		

# Social Studies

Grade 1		1.EG.5.A.d
<b>Theme</b>	Reading and constructing maps	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Use a compass rose to identify cardinal directions on a map.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will use a compass rose to identify cardinal directions (north, south, east, and west) on a map.</p> <p>This could include recognizing a compass rose and naming the cardinal directions.</p>		3
		<b><u>Item Format</u></b>
		Drag and drop Matching Order interaction Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, students labeling the cardinal directions on a compass rose:</p> <ul style="list-style-type: none"> <li>• Students can show their understanding of cardinal directions by following simple directions through an interactive cardinal direction game.</li> <li>• When given a simple map, students can answer questions using cardinal directions.</li> <li>• Students can construct their own map including a compass rose and previously learned map skills (title and key).</li> <li>• Students can develop questions for partners about maps using cardinal directions.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Compass rose, interactive games, visual prompts, teacher-created sample maps with compass rose, tools to create student-made maps, primary/secondary resources, digital media		

# Social Studies

Grade 1		1.EG.5.B.a
<b>Theme Strand</b>	<b>Understanding the concept of location to make predictions and solve problems</b>	
<b>MLS</b>	<b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
	Locate a place by pointing it out on a map and by describing its relative location.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will locate a place by pointing it out on a map and by describing its relative location (a point or place in relation to another point or place).</p> <p>This could include using cardinal directions when locating and describing locations/landmarks based on other locations/landmarks.</p>		2
		<b><u>Item Format</u></b>
		Drag and drop Match Multiple choice Constructed response Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, the use of local maps to locate and describe its location based on other landmarks/locations:</p> <ul style="list-style-type: none"> <li>• Define landmark and relative location.</li> <li>• Create a map of their school or neighborhood.</li> <li>• Discuss relative locations as a class.</li> <li>• Work in small groups or with partners using other various simple maps to discuss relative locations.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Compass rose, interactive games, visual prompts, teacher-created sample maps with compass rose, tools to create student-made maps, primary/secondary sources, digital media, cooperative learning techniques, map puzzles		

# Social Studies

Grade 1		1.EG.5.C.a
<b>Theme Strand</b>	<b>Understanding the concept of place</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Identify physical characteristics of your community.	
<p align="center"><b><u>Expectation Unwrapped</u></b></p> <p>The student will be able to identify physical characteristics within the community.</p> <p>This could include the following features:</p> <ul style="list-style-type: none"> <li>• Landforms</li> <li>• Water bodies</li> <li>• Climate (seasons)</li> <li>• Soils</li> <li>• Natural vegetation</li> <li>• Animal life</li> </ul>		<p align="center"><b><u>DOK Ceiling</u></b></p> <p align="center">3</p> <p align="center"><b><u>Item Format</u></b></p> <p>Matching            Drag and Drop            Constructed response (short)            Individual assessment            Observation checklist            Informal assessment            Oral assessment</p>
<p align="center"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to, students identifying and labeling physical characteristics within their community:</p> <ul style="list-style-type: none"> <li>• Discuss and define the physical characteristics (mentioned above).</li> <li>• Use a map of the community to identify physical characteristics that they see.</li> <li>• Construct and label maps which will include the above features.</li> </ul>		<p align="center"><b><u>Sample Stems</u></b></p>
<p align="center"><b><u>Stimulus Materials</u></b></p> <p>Visual prompts, vocabulary cards, anchor charts, graphic organizers (KWL), tools to create student-made maps, primary/secondary sources, digital media</p>		

# Social Studies

Grade 1		1.EG.5.C.b
<b>Theme Strand</b>	<b>Understanding the concept of place</b>	
<b>MLS</b>	<b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
	Describe human characteristics of your community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will describe human characteristics (those features of a place that are the result of human activity) of the community. This could include the following characteristics:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Architecture (types of buildings)</li> <li>• Ethnic makeup of community</li> <li>• Communication/Languages most commonly found</li> <li>• Recreational activities</li> <li>• Transportation</li> <li>• Economics (common vocations)</li> </ul>		<b><u>Item Format</u></b> <b>(suggested teacher assessments)</b> Writing prompt Matching Drag and drop Drop-down list Oral assessment Individual observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, students defining and being able to describe human characteristics (listed above):</p> <ul style="list-style-type: none"> <li>• Define the above vocabulary.</li> <li>• Watch videos and/or read books about communities comparable to their own communities and discuss the human characteristics presented.</li> <li>• Compare and contrast the human characteristics of varying communities (urban, rural, or suburban).</li> <li>• When given a writing prompt about their community, describe a human characteristic of their community.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Anchor charts, literature, city information (possibly from city hall) or information gathered from the Internet about city characteristics, digital media, writing prompts, primary/secondary sources		

# Social Studies

Grade 1		1.RI.6.A.a
<b>Theme</b>	<b>Cultural characteristics of all people</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Describe cultural characteristics of your school and community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will describe cultural characteristics (a way of life for a particular group of people) of their school and community. This could include the following characteristics:</p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Celebrations</li> <li>• Customs</li> <li>• Holidays</li> <li>• Food</li> <li>• Dress</li> <li>• Traditions</li> <li>• Artistic expressions</li> </ul>		<b><u>Item Format</u></b> Writing prompt
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, students defining and being able to describe cultural characteristics (listed above) of their school and community:</p> <ul style="list-style-type: none"> <li>• Define the above vocabulary.</li> <li>• Watch videos and/or read books about communities comparable to their own communities and discuss the cultural characteristics presented.</li> <li>• When given a writing prompt about the community, describe cultural characteristics of their community.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Anchor charts, literature, guest speakers/Skype, digital media, primary/secondary sources, writing prompts, audio recordings, visual representations of different cultures		

# Social Studies

Grade 1		1.RI.6.B.a
<b>Theme</b>	<b>Methods of resolving conflicts</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Propose peaceful resolutions of disputes in the classroom and on the playground.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will propose peaceful resolutions (appropriate and calm solutions) of disputes in the classroom and on the playground.		3
		<b><u>Item Format</u></b>
		Writing prompt Drag and drop Drop down list Oral assessment Individual observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, proposing peaceful resolutions of disputes in the classroom and on the playground: <ul style="list-style-type: none"> <li>• Define peaceful resolutions and disputes</li> <li>• Define a problem area during a class meeting and propose peaceful resolutions</li> <li>• Create class steps for solving problems peacefully (acronym, song, conflict resolution statement)</li> <li>• Relate to school and classroom character expectations</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Literature, scenarios, social stories, anchor charts (peaceful vs. non-peaceful resolutions), digital media, reflection/think sheets		

# Social Studies

Grade 1		1.RI.6.C.a
<b>Theme</b>	<b>Ideas and beliefs of different cultures</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Recount stories about locations, people, and cultural events in your community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will recount (retell) stories about locations, people, and cultural events in the community.		3
		<b><u>Item Format</u></b>
		Matching Drop down list Writing prompt Oral assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, retelling stories about locations, people, and cultural events in the community:		
<ul style="list-style-type: none"> <li>• Students/cooperative groups will identify a location, person, or event in the community.</li> <li>• Students/cooperative groups will inquire about this specific location, person, or event chosen above.               <ul style="list-style-type: none"> <li>○ Teachers will provide stories from the community (newspaper or current primary/secondary resources)</li> </ul> </li> <li>• Students may interview community/high school members and gather community stories.</li> <li>• Students/cooperative groups will share their stories with the class.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Current primary/secondary resources, digital media, teacher-made list of locations, people, or events from the community, historical society		

# Social Studies

Grade 1		1.RI.6.D.a
<b>Theme</b>	<b>Cultural heritage and preservation</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Describe how your community commemorates its cultural heritage.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The students will describe how their community commemorates (i.e. parades, festivals, memorials, ceremonies, etc.) its cultural heritage.</p> <p>Cultural heritage is an expression of the ways of living developed by a community and passed on from generation to generation. This could include the following:</p> <ul style="list-style-type: none"> <li>• Customs</li> <li>• Practices</li> <li>• Places</li> <li>• Objects</li> <li>• Artistic expressions</li> <li>• Values</li> </ul>		<p>3</p> <p><b><u>Item Format</u></b></p> <p>Drag and drop            Matching            Writing prompts            Multiple choice            Constructed response            Observation checklist            Informal assessment</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Define cultural heritage and ways to commemorate it.</li> <li>• Discuss different ways of living developed by the community which have been passed on from generation to generation (community heritage).</li> <li>• Conduct community member interviews about cultural heritage and ways to commemorate it.</li> <li>• Create a presentation about an aspect of their cultural heritage and how the community commemorates it.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Primary/secondary sources (newspaper articles, historical documents), interview question bank, community members to interview, presentation materials, teacher-made rubrics</p>		

# Social Studies

Grade 1		1.TS.7.A.a
<b>Theme</b>	<b>Identify, select, analyze, and evaluate resources to create a product of social science inquiry</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will identify and analyze primary and secondary social studies sources in classroom discussion with guidance and support from an adult.</p> <p>A primary source is any piece of information that was created by someone who witnessed an event firsthand. (photographs and prints, sound and video recordings, firsthand oral histories, direct quotes, etc.) A secondary source is any piece of information that was created by using primary and/or secondary sources in the process. (drawings, historians' perspectives, newspaper articles, textbooks, etc.).</p>		3
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Item Format</u></b>
<p>Content may include, but is not limited to, being able to recognize the difference between a primary and a secondary source and draw conclusions based off of the sources. With adult guidance and support, the students will do the following:</p> <ul style="list-style-type: none"> <li>• Define primary and secondary sources</li> <li>• View different primary and secondary sources</li> <li>• Sort primary versus secondary sources</li> <li>• Analyze the sources by looking for themes and patterns</li> </ul>		Drag and drop Multi select Matching Oral assessment Individual assessment Observation checklist Informal assessment
<b><u>Stimulus Materials</u></b>		<b><u>Sample Stems</u></b>
Examples of primary and secondary sources, anchor charts, literature, digital media, cooperative learning techniques, sorting cards		

# Social Studies

Grade 1		1.TS.7.A.b
<b>Theme</b>	<b>Identify, select, analyze, and evaluate resources to create a product of social science inquiry</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Identify and use artifacts to share information on social studies topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to recognize and use artifacts (something created by humans) to share. This could include the following artifacts:</p> <ul style="list-style-type: none"> <li>• Building structures and materials</li> <li>• Works of art representative of cultures</li> <li>• Fossils</li> <li>• Pottery</li> <li>• Tools</li> <li>• Clothing</li> <li>• Musical instruments</li> </ul>		<p>3</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Item Format</u></b>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Define artifacts and vocabulary within social studies topics.</li> <li>• Distinguish between artifacts and non-artifacts.</li> <li>• Match artifacts with their social studies topics.</li> <li>• Create a poster/presentation to share information on selected topics and share sample artifacts.</li> </ul>		<p>Multiple choice Writing prompt Oral assessment Individual assessment Observation checklist Informal assessments</p>
<b><u>Stimulus Materials</u></b>		<b><u>Sample Stems</u></b>
<p>Various artifacts (examples/non-examples), social studies topic bank, materials for presentations, graphic organizers, digital media, literature, text</p>		

# Social Studies

Grade 1		1.TS.7.B.a
<b>Theme</b>	<b>Use visual tools to communicate information and ideas</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Create visual tools to communicate information.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will create visual tools to communicate information. This could include the following visual tools:</p> <ul style="list-style-type: none"> <li>• Photographs/drawings</li> <li>• Digital media/presentations</li> <li>• Maps</li> <li>• Timelines</li> <li>• Diagrams</li> <li>• Text</li> </ul>		3
		<b><u>Item Format</u></b>
		Oral Individual assessment Observation checklist Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Discuss on vocabulary of visual tools.</li> <li>• Display and discuss visual tools as pertains to current social studies topic.</li> <li>• Create a visual tool (ideas listed above) to communicate the information learned during the current social studies topic.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Visual tools, primary/secondary sources, anchor charts, discussion vocabulary cards, materials to create visual tools, social studies topic bank, teacher-created rubrics, digital media, cooperative learning techniques, graphic organizers		

# Social Studies

Grade 1		1.TS.7.D.a
<b>Theme</b>	Conducting and presenting research with appropriate resources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Share findings about a social studies topic.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will share their learning about a social studies topic learned in class. This could include written or oral presentations.		3
		<u>Item Format</u>
		Multiple choice Writing prompt Oral assessment Individual assessment Observation checklist Informal assessments
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Classroom discussion on vocabulary pertaining to current social studies topic</li> <li>• Model and guided practice of multiple ways to present or share their learning:               <ul style="list-style-type: none"> <li>○ Google Docs</li> <li>○ Online presentation programs</li> <li>○ Photographs/drawings</li> <li>○ Posters</li> <li>○ Group projects</li> <li>○ Writing</li> </ul> </li> </ul>		
<u>Stimulus Materials</u>		
Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies presentations mentioned above		

# Social Studies

Grade 1		1.TS.7.E.a
<b>Theme</b>	Developing a research plan and identifying resources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Ask supporting questions and find answers about social studies' topics, with assistance.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will ask supporting questions and find answers about social studies topics, with assistance. This could include the student developing questions to clarify and describe the topics.		<b><u>Item Format</u></b> Multiple choice Writing prompt Oral assessment Individual assessment Observation checklist Informal assessments
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Classroom discussion on vocabulary pertaining to current social studies topics</li> <li>• Model through think-alouds asking and answering supporting questions</li> <li>• Guided practice/cooperative groups</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Question stems, social studies topics, guided practice materials, cooperative learning techniques, social studies primary/secondary sources, text		