

# Grade 2

# 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.



## Grade 2 Social Studies

Social Studies		2.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>	Explain and give examples of how laws and rules are made and changed within a community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will explain how a community makes and changes rules and laws.</p> <p>The student will give examples of how a community makes and changes rules and laws.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Short Text Input Multiple Choice Informal Assessment Order Interaction Oral Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, to the following:</p> <ul style="list-style-type: none"> <li>• Identify communities in which students are a part</li> <li>• Identify leaders of their community</li> <li>• Discuss processes that citizens go through to make changes to rules and laws in their communities</li> <li>• Discuss how citizens impact change, promoting the common good</li> <li>• Identify a problem within their community</li> <li>• Give examples of a new rule or law as a solution</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Cause/effect diagrams, before/after photographs, sequence maps, digital media, guest speakers, mock voting, mentor texts, discussion/debate, photographs, graphic organizers, drawings		

## Grade 2 Social Studies

Social Studies		2.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>	Examine how individual rights are protected within a community.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
The student will examine how individual rights are protected within a community.		3
		<u><b>Item Format</b></u> (Suggested Teacher Assessments) Informal Assessment Order Interaction Drop-Down List
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Review the Bill of Rights</li> <li>• Match individual rights and laws that protect those rights</li> <li>• Identify individuals or groups that protect individual rights</li> <li>• Create a classroom Bill of Rights</li> <li>• Discuss cause/effect relationships that include the protection of individual rights</li> </ul>		
<u><b>Stimulus Materials</b></u>		
Digital media, texts, guest speakers, drawings, primary sources, graphic organizers, cause/effect diagrams		

## Grade 2 Social Studies

Social Studies		2.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>	Analyze how being an active and informed citizen makes a difference in your community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze how being an active and informed citizen makes a difference in a community.</p> <p>The student will be able to identify common character traits of an active and informed citizen. This could include, but is not limited to, gathering information from informational texts and interpreting photographs/digital media.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Informal Assessment Writing Prompt Short Text Input
<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>• Review examples of active and informed citizens in your community</li> <li>• Participate in service learning activities (e.g., community service, making blankets, can food drive)</li> <li>• Participate and discuss mock voting/majority rules</li> <li>• Discuss responsibilities of citizens</li> <li>• Conduct class projects to show process of improving/benefitting community and voting for or against the project</li> <li>• Discuss pros/cons of actively participating in their communities</li> <li>• Read informational texts about active/informed citizens in their own community</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Guest speakers, informational texts, before/after photographs, digital media, mock voting		

## Grade 2 Social Studies

Social Studies		2.PC.1.D.b
<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>	List the consequences of citizens not actively participating in their communities.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to list the consequences of citizens not actively participating in their communities. This could include, but is not limited to, the impact of being an inactive participant in your community, such as nonparticipation in voting, town hall meetings, jury duty, eminent domain, etc.</p>		2
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drop-Down List Writing Prompt Oral Assessment 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 and list consequences of not actively participating in their communities</li> <li>• Discuss the pros/cons of not actively participating in their communities</li> <li>• Discuss cause/effect of not actively participating in their communities</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Cause/effect diagrams, anchor charts, role play, discussions, guest speakers, primary/secondary sources, mock town hall meetings		

## Grade 2 Social Studies

Social Studies		2.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 and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to describe the character traits and civic attitudes (concerned with the well-being of the community) of inventors or pioneers in their field who influenced progress in the nation. Inventors and pioneers can include, but are not limited to, Martin Luther King Jr, Abraham Lincoln, Benjamin Franklin, George Washington, Eli Whitney, Rosa Parks, Sacajawea, Susan B. Anthony, Amelia Earhart, Albert Einstein, Helen Keller, Marie Curie, and the Wright brothers.</p> <p>The students will investigate inventors or pioneers and categorize characteristic traits that helped them to influence progress in the nation.</p> <p>The students will understand that the people have the power to influence and create progress within our nation.</p>		3
		<b><u>Item Format</u></b>
		(Suggested Teacher Assessments) Drop-Down List Drag and Drop Multiple Choice 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>• Research above examples to find positive contributions to the nation</li> <li>• Assign student presentations on the examples above</li> <li>• Compare common character traits/civic attitudes of inventors and pioneers</li> <li>• Match character traits with inventors and pioneers</li> <li>• Read and discuss women inventors books</li> <li>• Create a character traits anchor chart</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Digital media, graphic organizers, informational texts, anchor charts		

## Grade 2 Social Studies

Social Studies		2.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>	Describe the importance of the Pledge of Allegiance.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to describe the importance of the Pledge of Allegiance.		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Oral Assessment 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>• Review vocabulary: Pledge, allegiance, republic, United States of America, nation, indivisible, liberty, and justice</li> <li>• Analyze the wording of the Pledge of Allegiance</li> <li>• Investigate who wrote the Pledge of Allegiance and discuss the original audience</li> <li>• Discuss why we still say the Pledge of Allegiance today</li> <li>• Demonstrate appropriate behavior while saying the Pledge of Allegiance</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pledge of Allegiance, informational texts, role plays, discussions, digital media, visual aids, vocabulary graphic organizers, cloze paragraph		

## Grade 2 Social Studies

Social Studies		2.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 national symbols including national landmarks, national parks, and important memorials.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to recognize and explain the significance of national symbols, including national landmarks, parks, and important memorials.</p> <p>The student will be able to summarize why these symbols are important to our nation. When given pictures, students will be able to match the symbol with name and explain how it came to be a U.S. symbol. National symbols may include, but are not limited to, the Lincoln Memorial, Mount Rushmore, the White House, Yellowstone national Park, the Washington Monument, the Great Seal of the United States, the Seal of the President of the United States, the Alamo, and the Supreme Court.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Informal Assessment Oral Assessment Matching Short Text Input Drop Down List
<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>• Research the above examples and draw conclusions as to why they are important to our nation</li> <li>• Assign student presentations on the examples above</li> <li>• Match U.S. symbols with names</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Digital media, informational texts, graphic organizers, visual aids, artifacts, guest speakers, maps, virtual field trips		

## Grade 2 Social Studies

Social Studies		2.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>	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.</p> <p>The student will be able to identify the government official at each level (mayor, governor, president) and their responsibilities and powers.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drag and Drop Drop-Down List Writing Prompt Short Text Input 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>• Compare the different responsibilities and powers of officials</li> <li>• Match responsibilities and powers with officials</li> <li>• Discuss cause/effect of decisions made by government officials</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Anchor charts, graphic organizers, digital media, informational texts, guest speakers		

## Grade 2 Social Studies

Social Studies		2.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>	Identify and explain the concept of branches and functions of government.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to identify the branches (legislative, judicial, executive) of government.</p> <p>The student will be able to explain the concept (reasons why we have the three branches) and functions (duties and responsibilities) of the branches of government.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drag and Drop Drop-Down List Short Text Input Multi-Select 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 following: Research each branch of government Create a diagram of the three branches of government and their functions (duties and responsibilities) Match functions with the three branches of government Relate to Constitution Day Activities		
<b><u>Stimulus Materials</u></b>		
Role-play scenarios, informational texts, digital media, anchor charts, primary/secondary sources, cooperative learning activities		

## Grade 2 Social Studies

Social Studies		2.H.3.A.a
<b>Theme</b>	<b>Understand the movement of people from many regions of the world to North America</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Compare the culture and people in our community across multiple time periods.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3/4
The student will be able to compare culture (way of life) and people in our community across multiple time periods.		<u><b>Item Format</b></u> (Suggested Teacher Assessments) Drop-Down List Matching Oral Assessment Informal Assessment
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Compare themselves with a past generation of choice (including, but not limited to, transportation, diet, clothing, homes, way of life, jobs, language, entertainment, communication, religion, technology)</li> <li>• Create a timeline of the community from when it was founded to the present (including, but not limited to, transportation, diet, clothing, homes, way of life, jobs, language, communication, religion, technology, entertainment, nationality of immigrants in the community)</li> <li>• Interview people who have been in the community from different generations</li> <li>• Discuss why people move to the community</li> <li>• Discuss time periods (decade, century)</li> </ul>		
<u><b>Stimulus Materials</b></u>		
Guest speakers, compare/contrast, timeline, informational texts, digital media, primary/secondary sources, field trip, photographs, artifacts, sequencing maps		

## Grade 2 Social Studies

Social Studies		2.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 the changing habitats, resources, art and daily lives of Native American people in regions of the U.S.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to identify the habitats, resources, art, and daily lives of Native American people in any of the six main regions of the United States (Northeast Woodlands, Southeast Woodlands, Southwest, Plains, Northwest Coast, California Intermountain).</p> <p>The student will be able to compare and contrast the changing habitats, resources, art, and daily lives of Native American people in regions of the United States.</p> <p>The student will be able to compare and contrast the lives of Native Americans today with their past culture.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drop-Down List Matching Oral Assessment 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>• Review vocabulary: habitat, resources, regions</li> <li>• Investigate the six main Native American regions of the United States (including, but not limited to, habitats, resources, art, and daily life of those Native American people from past to present)</li> <li>• Compare and contrast the Plains Native American region with another Native American regions</li> <li>• Discuss the past and present culture of Native Americans</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Digital media, cooperative learning, virtual field trips, graphic organizers, informational texts, Native American organizations, guest speakers, graphic organizers, artifacts, past/present photographs, maps, anchor charts (studies weekly, school videos)		

## Grade 2 Social Studies

Social Studies		2.H.3.C.a
<b>Theme</b>	<b>Knowledge of the contributions of significant persons in U.S. history</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to describe the contributions of inventors or pioneers in their field who influenced progress in our nation. Inventors and pioneers can include, but are not limited to, Benjamin Franklin, Eli Whitney, Rosa Parks, Sacajawea, Susan B. Anthony, Amelia Earhart, Albert Einstein, Helen Keller, Marie Curie, the Wright brothers, Charles Drew, Henry Ford, Alexander Graham Bell, and Thomas Edison. This could include identifying and drawing conclusions about significant contributions they made to society.</p> <p>The students will understand that the people have the power to influence and create progress within our nation.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Short Text Input Oral Assessment Informal Assessment Written Prompt
<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>• Research any of the examples above to find positive contributions to our nation</li> <li>• Assign student presentations on the examples above</li> <li>• Match contributions with inventors and pioneers</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Oral histories (guest speakers), digital media, timelines, informational text, graphic organizers, photographs of inventors/pioneers and their contributions, sound and video recordings, excerpts from diaries and journals, short quotes</p>		

## Grade 2 Social Studies

Social Studies		2.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 consumption and production and the relationship to goods and services within your region.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to describe consumption (the use of goods and services by consumers, businesses, or governments) and production (activity of combining resources to make goods and services). The student will be able to describe the relationship of how goods and services are produced and consumed within your region of Missouri.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drop-Down List Matching Oral Assessment Informal Assessment Short Text Input
<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>• Investigate goods and services within your region</li> <li>• Discuss how people consume the goods and services within your region</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Anchor charts, guest speakers, maps, informational texts, digital media, print media, virtual field trips		

## Grade 2 Social Studies

Social Studies		2.E.4.A.b
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Demonstrate how people use money to buy and sell goods and services.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to show and explain how people use money to buy and sell goods and services.		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Written Prompt Short Text Input 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 following: <ul style="list-style-type: none"> <li>Review vocabulary: Goods: something you can use or consume Services: something that someone does for you.</li> <li>Conduct a classroom economy simulation (buying and selling)</li> <li>Conduct a classroom store simulation</li> <li>Review and discuss needs and wants</li> <li>Discuss the relevance of goods and services (e.g., buying a desired object, having someone repair your tablet and paying them)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Manipulatives (play money, play goods, etc.), guest speakers (financial experts), texts, cooperative learning activities, role-play scenarios, classroom checking account (withdraws, deposits, balance, etc.)		

## Grade 2 Social Studies

Social Studies		2.E.4.A.c
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Demonstrate how people barter to exchange goods and services.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will be able to show and explain how people barter (a system of exchange by which goods or services are directly exchanged for other goods or services without using a medium of exchange, such as money) to exchange goods and services.		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Written Prompt Short Text Input 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 following: <ul style="list-style-type: none"> <li>• Review and discuss goods and services</li> <li>• Conduct a classroom barter simulation</li> <li>• Discuss the history of the barter system (e.g., Native Americans, pioneers)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, digital media, graphic organizers, role play		

## Grade 2 Social Studies

Social Studies		2.E.4.A.d
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Explain the relationship of income, labor, and wages.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to explain the meaning of income (an earned financial gain over a period of time), labor (the work a person does to earn income), and wages (payment of money earned hourly or daily).</p> <p>The student will be able to explain how income, labor, and wages are interrelated.</p>		<p>3</p> <p><b><u>Item Format</u></b></p> <p>(Suggested Teacher Assessments)</p> <p>Short Text Input</p> <p>Constructed Response</p> <p>Drop-Down List</p> <p>Matching</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>• Review vocabulary: Income, labor, wages, and earned</li> <li>• Discuss income, labor, and wages and how they are interrelated</li> <li>• Construct a story to show how income, labor, and wages are interrelated (could include a sequence map)</li> <li>• Conduct “I have, who has” cooperative learning activities</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, role play/scenarios, cooperative learning activities, social stories, sequence maps, graphic organizers		

## Grade 2 Social Studies

Social Studies		2.E.4.B.a
<b>Theme</b>	Understanding the consequences of economic decisions	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Describe a personal cost-benefit situation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will understand cost-benefit situations (value of choice and what you gave up to have it).</p> <p>The student will be able to create and describe his or her own personal cost-benefit situation.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Written Prompt Drop-Down List Multiple Choice 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>• Review vocabulary: opportunity cost</li> <li>• Discuss cost-benefit situations (teacher gives example and then students share)</li> <li>• Role-play cost-benefit situations</li> <li>• Create and describe their own personal cost-benefit situation</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Anchor charts, graphic organizers, informational texts, role play/scenarios		

## Grade 2 Social Studies

Social Studies		2.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>	Read and construct maps with title and key.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to read (interpret, locate) and construct (make, build, create, label) maps with a title and key. This could include, but is not limited to, school maps, community maps, state maps, country maps, and world maps. The types of maps could include, but are not limited to, geographical maps, agricultural maps, physical maps, or weather maps.		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drag and Drop Drop-Down List Multiple Choice Individual Assessment 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 following: <ul style="list-style-type: none"> <li>• Review vocabulary: map key (legend), compass rose, cardinal directions</li> <li>• With assistance, working toward independence, read maps</li> <li>• Discuss importance of map title and key (legend)</li> <li>• Model a map of school, including a title, map key (legend), compass rose, and cardinal directions</li> <li>• Students individually create a map of their choosing (community, state, country, world) including a title, map key (legend), compass rose, and cardinal directions</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, anchor charts, digital media, compasses, texts, virtual field trips, field trips, teacher-created rubrics		

## Grade 2 Social Studies

Social Studies		2.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>	Identify the properties and use of different types of maps for a variety of purposes.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to identify the properties (title and map key) and use of different types of maps for a variety of purposes. This could include, but is not limited to, school maps, community maps, state maps, country maps, and world maps. The types of maps could include, but are not limited to, geographical maps, agricultural maps, physical maps, or weather maps.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessment) Matching Drag and Drop Constructed Response-Short Text Input Multiple Choice
<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 different maps and their purposes and uses</li> <li>• Match maps with purposes and uses</li> <li>• Compare different maps to identify their purposes and uses</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Compare/contrast (Venn diagram, double bubble, etc.), variety of different maps, anchor charts, digital media, informational texts, interactive activity</p>		

## Grade 2 Social Studies

Social Studies		2.EG.5.B.a
<b>Theme</b>	Understanding the concept of location to make predictions and solve problems	
<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>	Name and locate the regions in your community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to locate regions (a place that has some unifying characteristic) in your community. This can include, but is not limited to, county, township, and significant historical landmarks.</p>		1
		<b><u>Item Format</u></b>
		(Suggested Teacher Assessments) Matching Informal Assessment Observation Checklist Drop-Down List
<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>• Review vocabulary: region, county, township, historical landmarks</li> <li>• Identify regions in the community on a map</li> <li>• Match photographs with different regions in the community</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Field trips, virtual field trips, digital media, informational texts, maps, photographs		

## Grade 2 Social Studies

Social Studies		2.EG.5.B.b
<b>Theme Strand</b>	Understanding the concept of location to make predictions and solve problems	
	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Name and locate regions of the world.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to name and locate regions (a place that has some unifying characteristic) of the world. This can include, but is not limited to, hemispheres, oceans, and continents.		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Matching Drag and Drop Multi-Select Constructed Response 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 following: <ul style="list-style-type: none"> <li>• Review vocabulary: hemisphere, oceans, continents</li> <li>• Regions <ul style="list-style-type: none"> <li>○ Hemispheres: North and South, Equator</li> <li>○ Oceans: Pacific, Atlantic, Arctic, Indian, Southern</li> <li>○ Continents: North America, South America, Asia, Europe, Africa, Australia, Antarctica</li> </ul> </li> <li>• Label different regions on a world map</li> <li>• Conduct cooperative learning activity: I have, who has? and Who am I?</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, songs, digital media, mnemonic devices, cooperative learning cards, informational texts		

## Grade 2 Social Studies

Social Studies		2.EG.5.C.a
<b>Theme</b>	Understanding the concept of place	
<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 and describe physical characteristics of the world.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will be able to identify and describe physical characteristics (what something looks like, such as landforms, water bodies, animal life, climate, soils, natural vegetation, etc.) of the world. This could include, but is not limited to, landforms (mountain, hill, island, peninsula, plains, plateau, etc.) and water bodies (lake, pond, swamp, stream, river, etc.) in the world.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Matching Drop-Down List Writing Prompt-Short Oral Assessment 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>• Review vocabulary: physical characteristics, landforms (mountain, hill, island, peninsula, plains, plateau), water bodies (lake, pond, swamp, stream, river)</li> <li>• Match images/photographs with physical characteristics</li> <li>• Compare/contrast landforms</li> <li>• Compare/contrast water bodies</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Maps, images/photographs of landforms and water bodies, informational texts, anchor charts, graphic organizers, thinking maps, virtual field trips</p>		

## Grade 2 Social Studies

Social Studies		2.EG.5.C.b
<b>Theme</b>	Understanding the concept of place	
<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 and describe physical characteristics of the student's region in Missouri.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to identify and describe physical characteristics (what something looks like) of his or her region (could include, but is not limited to, Northwest, Northeast, Central, Southwest, and Southeast) in Missouri. Physical characteristics could include, but are not limited to, what something looks like, such as landforms, water bodies, animal life, climate, soils, natural vegetation, etc.		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drop-Down List Observation Checklist Multi-Select
<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>List the physical characteristics of the student's region in Missouri</li> <li>Conduct Jigsaw/cooperative learning: Groups work together to research different physical characteristics in their region in Missouri.</li> <li>Jigsaw cooperative learning: Groups present research</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, informational texts, anchor charts, images/photographs, digital media, virtual field trips, presentations, teacher-created rubrics		

## Grade 2 Social Studies

Social Studies		2.EG.5.C.c
<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>	Describe human characteristics of the student's region in Missouri.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to describe the people of his or her region (could include, but is not limited to, Northwest, Northeast, Central, Southwest, and Southeast) in Missouri. This could include, but is not limited to, languages, religions, economic activities, political systems, population distribution, and modifications to the environment.</p> <p>Human characteristics are those features of a place that are a result of human activity.</p>		3
		<b><u>Item Format</u></b>
		(Suggested Teacher Assessments) Drop-Down List Observation Checklist Multi-Select Constructed Response
<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 human characteristics: population, population density, ethnic makeup of the people, people's education, recreational activities, human made features (modifications to the environment, such as architecture, monuments, bridges, buildings, etc.), communication, language, religion, and forms of economic (how people make a living), social, and political organizations</li> <li>• Create a class anchor chart of human characteristics in their region in Missouri</li> <li>• Create a graphic organizer describing the human characteristics of their region in Missouri</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Guest speakers (chamber of commerce, county library, historians, etc.), anchor charts, informational texts, graphic organizers, census data, web quest, virtual field trips, field trips		

## Grade 2 Social Studies

Social Studies		2.EG.5.E.a
<b>Theme</b>	<b>Understanding relationships between and among places</b>	
<b>Strand</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>	Describe different types of communication and transportation and identify their advantages and disadvantages.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to identify and describe different modes of communication (methods of how people express their ideas, thoughts, and feelings to someone else).</p> <p>The student will be able to identify and describe different modes of transportation, including movement of products (goods) and people.</p> <p>The student, when given a method of communication or transportation, will be able to identify the advantages and disadvantages.</p>		3
		<b><u>Item Format</u></b>
		(Suggested Teacher Assessments) Matching Drop-Down Menu Writing Prompt-Short Multiple Choice
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content, can include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Identify modes of communication: email, phone, letter, text message, etc.</li> <li>• Identify modes of transportation: car, bus, boat, train, horse and buggy, walking, subway, plane, etc.</li> <li>• Match photographs of communication and transportation with their names</li> <li>• Discuss scenarios of types of communication and transportation in different settings</li> <li>• Create an anchor chart for the advantages and disadvantages of the different types of communication and transportation</li> <li>• View digital media of different types of communication and transportation</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Graphic organizers, anchor charts, informational texts, photographs, digital media, visual aids, scenarios		

## Grade 2 Social Studies

Social Studies		2.EG.5.E.b
<b>Theme Strand</b>	<b>Understanding relationships between and among places</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>	Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will be able to participate in a discussion on how communication (methods of how people express their ideas, thoughts, and feelings to someone else) has moved people, products (goods), and ideas over time.</p> <p>The student will be able to participate in a discussion on how transportation (movement of goods/products and people) has moved people, products (goods), and ideas over time.</p>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">2</p> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>(Suggested Teacher Assessments)            Constructed Response            Order Interaction            Writing Prompt</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Identify modes of communication: email, phone, letter, text message, etc.</li> <li>• Identify modes of transportation: car, bus, boat, train, horse and buggy, walking, subway, plane, etc.</li> <li>• Discuss the change in communication and transportation and how it's facilitated the movement of people, products (goods), and ideas</li> <li>• Create a timeline of how communication and transportation systems have facilitated the movement of people, products (goods), and ideas over time</li> </ul>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>
<p style="text-align: center;"><b><u>Stimulus Materials</u></b></p> <p>Informational texts, digital media, timelines, photographs</p>		

## Grade 2 Social Studies

Social Studies		2.EG.5.F.a
<b>Theme Strand</b>	<b>Understanding relationships between and among regions</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>	Define the concept of regions as places which have unifying political, physical, or cultural characteristics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to define a region (place that has unifying political, physical, or cultural characteristics such as urban, rural, recreational area, wheat-producing region, business district, etc. <ul style="list-style-type: none"> <li>• Political characteristics: city, county, state boundaries</li> <li>• Physical characteristics: types of animal life, landforms, water bodies, climate, natural vegetation, soil type, etc.</li> <li>• Cultural characteristics: religion, education, language, land use (farming vs. manufacturing), etc.</li> </ul>		3  <b><u>Item Format</u></b> (Suggested Teacher Assessments) Multiple Choice Short Text Input Drop-Down List
<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>• Review vocabulary: region</li> <li>• Create a concept map of the different regions</li> <li>• Create an anchor chart/graphic organizer of the physical, political, or cultural characteristics of the different regions</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, digital media, photographs, informational texts, graphic organizers, anchor charts		

## Grade 2 Social Studies

Social Studies		2.EG.5.F.b
<b>Theme Strand</b>	Understanding relationships between and among regions	
<b>MLS</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment Identify examples of different regions in Missouri.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to identify regions (a place that has unifying political, physical or cultural characteristics) in Missouri. <ul style="list-style-type: none"> <li>• Regions: urban, rural, recreational area, wheat-producing region, business district, etc.</li> <li>• Political Characteristics (city, county, state boundaries)</li> <li>• Physical Characteristics (types of animal life, landforms, water bodies, climate, natural vegetation, soil type, etc.)</li> <li>• Cultural Characteristics (religion, education, language, land use (Farming vs. manufacturing), etc.)</li> </ul>		3
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Item Format</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• Use maps to identify the different regions in Missouri</li> <li>• Cooperative learning (research – gallery walk posters)</li> </ul>		(Suggested Teacher Assessments) Drop-Down List Multi-Select Writing Prompt Matching Constructed Response Informal Assessment
<b><u>Stimulus Materials</u></b>		<b><u>Sample Stems</u></b>
Maps , books, digital media for region research, photographs, word wall		

## Grade 2 Social Studies

Social Studies		2.EG.5.F.c
<b>Theme Strand</b>	<b>Understanding relationships between and among regions</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>	Describe why people of different groups settle more in one place or region than another.	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will be able to describe why people of different groups (religion, ethnicity, language, shared culture) settle more in one place or region (farming area, business district, ranch, etc.) than another.</p>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">2</p> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>(Suggested Teacher Assessment)</p> <p>Matching</p> <p>Multiple Choice</p> <p>Short Text Input</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Discuss the factors of why people move to certain regions (job availability, available resources, skill set, availability of medical services, religion, culture, etc.)</li> <li>• Interview groups of people about why they settled in that region</li> </ul>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>
<p style="text-align: center;"><b><u>Stimulus Materials</u></b></p> <p>Informational texts, digital media, anchor charts, census data, guest speakers, interview question bank, teacher-created rubrics, literature</p>		

## Grade 2 Social Studies

Social Studies		2.EG.5.G.a
<b>Theme Strand</b>	Using geography to interpret, explain and predict Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Explain how geography affects the way people live today.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be able to explain how surroundings and climate affect the way people live today. This could include, but is not limited to, housing, food, water, recreational activities, buildings, transportation, and communication.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessment) Matching Drop-Down Menu Multiple Choice
<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>Identify geographical features that affect day-to-day life (rivers, mountains, deserts, oceans, volcanoes, etc.)</li> <li>Discuss why people choose to live in their location based on its geographical features</li> <li>Compare/contrast different geographical features and how they affect people’s daily lives</li> <li>Match geographical features and the benefits of living near them</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, informational texts, digital media, photographs, anchor charts		

## Grade 2 Social Studies

Social Studies		2.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>	Compare the cultural characteristics of regions in the state.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to describe cultural characteristics (a way of life for a particular ethnic group) of the regions in the state. The regions may include, but are not limited to, Northwest, Northeast, Central, Southwest, and Southeast. This could include, but is not limited to, language, celebrations, customs, holidays, food, dress, traditions, artistic expressions, etc.</p>		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Drop-Down List Matching Constructed Response Writing Prompt Drag and Drop
<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>• Review vocabulary: Region (place that has unifying political, physical or cultural characteristics), Culture (a way of life for particular ethnic groups)</li> <li>• Compare/contrast different cultures that are presented within the classroom</li> <li>• Conduct cooperative learning activity: Groups could be assigned a region within the state and then present the cultural characteristics of that region.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Digital media, maps, informational texts, photographs, anchor charts, graphic organizers (double bubble thinking map, Venn diagram, etc.)</p>		

## Grade 2 Social Studies

Social Studies		2.RI.6.B.a
<b>Theme</b>	Methods of resolving conflicts	
<b>Strand</b>	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
<b>MLS</b>	Demonstrate a peaceful resolution to a dispute.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to show a peaceful way to work through a disagreement.		2
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Order Interaction Short Text Input Constructed Response 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, the following:</p> <ul style="list-style-type: none"> <li>• Discuss peaceful disputes from the past               <ul style="list-style-type: none"> <li>○ Martin Luther King Jr., Rosa Parks, Abraham Lincoln</li> </ul> </li> <li>• Model peaceful and non-peaceful (teacher-model only) resolutions</li> <li>• Integrate character education expectations that are set in your classroom and relate them to a dispute</li> <li>• Create a peaceful way to work through a disagreement (comics, Readers Theater, stories, etc.)</li> <li>• Participate in mock debates</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Role-playing scenarios, digital media, social stories, scenarios, examples of peaceful disputes, anchor charts, readers theater, teacher-created rubrics, texts, reflection/think sheets		

## Grade 2 Social Studies

Social Studies		2.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>	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 1/2
The student will be able to get a greater understanding of stories and songs that help to understand the way of life from peoples of various regions in the United States. This could include, but is not limited to, songs, folktale figures, Native American legends, and African American folktales.		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Oral Assessment Short Text Input Constructed Response Writing Prompt
<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>• Research, as a class, oral traditions, folktales, and legends, to show how they have been passed down from generation to generation</li> <li>• Read and discuss various folktales, legends, and songs that represent various groups (listed above): <ul style="list-style-type: none"> <li>○ Native American legends: <i>The Paintbrush</i>, <i>The Legend of the Blue Bonnet</i>, etc.</li> <li>○ African American folktales: <i>The Drinking Gourd</i>, <i>Anansi the Spider</i>, etc.</li> <li>○ Folktale figures: Johnny Appleseed, Paul Bunyan, Pecos Bill, John Henry, etc.</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Digital media, literature, music, folktales, legends, informational texts, virtual field trips, guest speakers (historians, storytellers, etc.)		

## Grade 2 Social Studies

Social Studies		2.RI.6.D.a
<b>Theme</b>	Cultural heritage and preservation	
<b>Strand</b>	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
<b>MLS</b>	Describe how regions commemorate cultural heritage.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will be able to describe how regions honor and celebrate cultural heritage. Cultural heritage can include, but is not limited to, customs (rites, rituals), religion, lifestyles, shared system of values, beliefs, morals, and social norms (patterns of behaviors), which can include dress and diet.		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Matching Drop-Down List Oral Assessment Writing Prompt
<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>Review vocabulary: commemorate (to honor or celebrate), cultural heritage (an expression of the ways of living developed by a community and passed on from generation to generation)</li> <li>Use teacher-modeled examples of how certain cultures celebrate their heritage (Kwanzaa, Amish, festivals, parades, memorials, ceremonies, marches, etc.)</li> <li>Identify and describe how your local region commemorates cultural heritage</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Field trips, virtual field trips, informational texts, guest speakers, photographs, primary/secondary sources (newspaper articles, historical documents)		

## Grade 2 Social Studies

Social Studies		2.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>	Describe and analyze primary and secondary social studies sources in classroom discussion with guidance and support.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
The student will be able to name and identify primary and secondary social studies sources with guidance and support.		3
The student will be able to differentiate between primary and secondary social studies sources with guidance and support.		<u><b>Item Format</b></u> (Suggested Teacher Assessments) Drop-Down List Matching Observation Checklist
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Review vocabulary: <ul style="list-style-type: none"> <li>○ Primary sources: firsthand, original documents and eyewitness accounts (photographs/prints, sound and video recordings, maps of different regions, oral histories, excerpts from diaries or journals, and short quotes, etc.)</li> <li>○ Secondary sources: secondhand documents, constructed by historians that have used primary sources, interpretation of events that are not eyewitness accounts (newspapers, textbooks, biographies, encyclopedias, articles, etc.)</li> </ul> </li> <li>• Provide examples of both primary and secondary sources and have the students differentiate between the two and tell what makes sources primary or secondary</li> <li>• Explain what the characteristics of a primary and a secondary source are</li> </ul>		
<u><b>Stimulus Materials</b></u>		
Examples of primary sources, examples of secondary sources, examples of social studies resources mentioned above, digital media, texts		

## Grade 2 Social Studies

Social Studies		2.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>	Select 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 identify and use artifacts to give information on social studies topics through a presentation. The artifacts (something created by humans usually for practical purpose) can include, but are not limited to, building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments.</p>		2
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Matching Drop-Down List Short Text Input
<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>• Review vocabulary: artifacts (something created by humans usually for a practical purpose)</li> <li>• Conduct presentation on teacher-selected artifacts</li> <li>• Match photographs of artifacts with cultural heritage</li> <li>• Identify and explain the use of the different artifacts</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Photographs, artifacts, digital media, informational texts		

## Grade 2 Social Studies

Social Studies		2.TS.7.B.a
<b>Theme</b>	Use visual tools to communicate information and ideas	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Use visual tools and informational texts to communicate information.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to use visual tools to express information acquired. Visual tools can include, but are not limited to, photographs, anchor charts, digital media, digital presentations, maps, timelines, diagrams, charts, graphics, primary sources, and texts.</p> <p>The student will be able to use informational texts to express information acquired.</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, the following:</p> <ul style="list-style-type: none"> <li>Have students present information using a variety of presentation tools (digital media, posters, timelines, graphs, diagrams etc.)</li> </ul>		<p>(Suggested Teacher Assessments)</p> <p>Teacher Created Rubric            Observation Checklist            Oral Assessment            Individual Assessment            Informal Assessment</p>
<b><u>Stimulus Materials</u></b>		<b><u>Sample Stems</u></b>
<p>Informational texts, visual tools, photographs/illustrations, timelines, artifacts, graphs, diagrams, teacher-created rubrics, prompting anchor charts, maps</p>		

## Grade 2 Social Studies

Social Studies		2.TS.7.C.a
<b>Theme</b>	Understanding and supporting fact, opinion, bias and point of view in sources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Explain the difference between fact and opinion in social studies topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will have an understanding of what a fact and an opinion are and be able to differentiate between the two.</p> <p>The student will be able to take information from social studies topics and classify them as a fact or an opinion. This could include, but is not limited to, economics, Native Americans, geography, history, and government.</p>		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Matching Drop-Down List Multiple Choice 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>• Review vocabulary: fact (something that actually exists or occurs), opinion (a belief, judgment, or way of thinking about something)</li> <li>• Use a class created graphic organizer to differentiate information from social studies topics as facts and opinions</li> <li>• Use symbols to show the facts and opinions in social studies topics (fact/opinion popsicle sticks, thumbs up/down, showdown)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, digital media, anchor charts, graphic organizers, primary/secondary sources, fact/opinion sticks		

## Grade 2 Social Studies

Social Studies		2.TS.7.C.b
<b>Theme</b>	Understanding and supporting fact, opinion, bias and point of view in sources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Explain the concept of point of view in social studies topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to identify and tell the person's perspective from the social studies topic he or she is learning about. This could include, but is not limited to, economics, Native Americans, geography, history, and government.		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Matching Drop-Down List Constructed Response
<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>• Review vocabulary: point of view (the position from which something or someone is observed)</li> <li>• Practice identifying the point of view of given social studies topics</li> <li>• Compare/contrast different points of view of different social studies topics.</li> <li>• Hold a mock debate with opposing perspectives of given social studies topics</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, primary/secondary sources, digital media, compare/contrast, literature		

## Grade 2 Social Studies

Social Studies		2.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 research about a social studies topic.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to share research acquired about a social studies topic he or she is learning about. This could include, but is not limited to, economics, Native Americans, geography, history, and government.</p>		3
		<b><u>Item Format</u></b>
		(Suggested Teacher Assessments) Teacher-Created Rubric Writing Prompt Oral 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>Have students present research using a variety of presentation tools (digital media, posters, timelines, graphs, diagrams, etc.)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, digital media, photographs, teacher-created rubrics		

## Grade 2 Social Studies

Social Studies		2.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>	Develop supporting questions about social studies topics, with assistance.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will be able to use previously acquired knowledge on asking questions to create questions about social studies topics, with assistance. The question stems could include, but are not limited to, who, what, where, when, why, and how.		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Observation Checklist Informal Assessment Oral Assessment
<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>• Use a classroom created KWHL (Know, Want to Learn, How Will We Learn, Learned) chart</li> <li>• Conduct cooperative learning activities</li> <li>• Create exit slips</li> <li>• Use note taking</li> <li>• Use “I think, I see, I wonder” writing</li> <li>• Identify and summarize major points from lesson and create questions to support the social studies topics</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, anchor charts, exit slips, graphic organizers, digital media, photographs, question stems		

## Grade 2 Social Studies

Social Studies		2.TS.7.E.b
<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>	Describe a process to answer those questions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to use previously acquired knowledge on asking questions to create a process to answer those questions. The question stems could include, but are not limited to, who, what, where, when, why, and how.</p>		3
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Observation Checklist Informal Assessment Oral 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>• Use a classroom created KWHL (Know, Want to Learn, How Will We Learn, Learned) chart</li> <li>• Conduct cooperative learning activities</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, anchor charts, exit slips, graphic organizers, digital media, photographs, question stems		

## Grade 2 Social Studies

Social Studies		2.TS.7.E.c
<b>Theme</b>	<b>Developing a research plan and identifying resources</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Discuss types of sources that would be helpful in exploring social studies questions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to talk about types of sources (primary and secondary) that would be helpful in exploring social studies questions.		2
		<b><u>Item Format</u></b> (Suggested Teacher Assessments) Writing Prompt Drop-Down List Oral Assessment 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 following: <ul style="list-style-type: none"> <li>• Review vocabulary: <ul style="list-style-type: none"> <li>○ Primary sources: firsthand, original documents and eyewitness accounts (photographs/prints, sound and video recordings, maps of different regions, oral histories, excerpts from diaries or journals, short quotes, etc.)</li> <li>○ Secondary sources: secondhand documents constructed by historians that have used primary sources, interpretation of events that are not eyewitness accounts, (newspapers, textbooks, articles, etc.)</li> </ul> </li> <li>• Explore social studies topics throughout the year and discuss available sources for exploring the content.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Informational texts, primary/secondary sources, digital media, artifacts, guest speakers, sentence stems, graphic organizers		