

Grade 3

Social Studies

Item Specifications



Table of Contents

<u>Introduction</u>	3
<u>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</u>	6
<u>Knowledge of principles and processes of governance systems</u>	13
<u>Knowledge of continuity and change in the history of Missouri and the United States</u>	17
<u>Knowledge of economic concepts and principles</u>	29
<u>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</u>	36
<u>Knowledge of relationships of the individual and groups to institutions and cultural traditions</u>	46
<u>Knowledge of the use of tools of social science inquiry</u>	51

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 3 Social Studies

Grade 3		3.PC.1.B.a
Theme	Purposes and principles of the Constitution	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Explain and give examples of how laws are made and changed within the state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify and list the steps of how laws are made and changed within a state. This could include the explanation and understanding of the process in making and changing laws.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Missouri government vocabulary (senators, representatives, governor, legislative, judicial, and executive branches, majority vote, veto, amend) • Understanding the process in the development of the laws: drafting a bill, proposing a bill, moving the bill through the branches, vetoing the bill or signing the bill into a law, voting on a law, petitioning to get a law on the ballot • Ways laws can be changed (through the courts, through passing different laws, through repeal) 		
<u>Stimulus Materials</u>		
Proposed bill scenarios, flow charts, order of sequence, readings, online interactives about making laws		

Grade 3 Social Studies

Grade 3		3.PC.1.B.b
Theme	Purposes and principles of the Constitution	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Explain the major purposes of the Missouri Constitution.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify and explain the major purposes of the Missouri Constitution.		1
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, answering the following questions: <ul style="list-style-type: none"> • Why do we have the Missouri Constitution? • What are the major purposes of the Missouri Constitution? <ul style="list-style-type: none"> ○ Supreme law of Missouri ○ Basic rights to citizens ○ Set up state government 		
<u>Stimulus Materials</u>		
Graphic organizers, primary-source readings, tables, excerpts from the Missouri Constitution		

Grade 3 Social Studies

Grade 3		3.PC.1.C.a
Theme	Purposes and principles of the Bill of Rights	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Examine how individual rights are protected within our state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to recognize and relate to their individual rights and explain how those rights are protected within our state. This could include the development of a logical argument based on the needs of individual rights.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Understanding the Missouri Constitution was written to protect the basic rights and freedoms of individuals, including: <ul style="list-style-type: none"> ○ Religious Freedom- allows a citizen to practice any religion they want or not to practice at all ○ Freedom of Speech- allows a citizen to share their opinion ○ Rights of Peaceful Assembly – allows citizens to protest in public places ○ Freedom of the Press- allows media to write or tell facts about anything without asking the government for permission ○ Right to Petition- allows citizens to ask the government to fix a problem 		
<u>Stimulus Materials</u>		
Missouri Constitution, scenarios to encourage a debate, graphic organizers, diagrams		

Grade 3 Social Studies

Grade 3		3.PC.1.D.a
Theme	Role of citizens and governments in carrying out constitutional principles	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to assess how the State of Missouri relies on responsible citizen participation and construct ways for how the people should participate in their state government. This could include drawing conclusions about being a responsible citizen in the State of Missouri.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> Understanding the responsibilities (obeying laws, paying taxes, jury duty, serve as a witness, register for the draft, voting) of citizens in the State of Missouri and how they promote responsible citizenship. 		
<u>Stimulus Materials</u>		
Photographs, scenarios, stories, journals, newspapers		

Grade 3 Social Studies

Grade 3		3.PC.1.E.a
Theme	Character traits and civic attitudes of significant individuals	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Describe the character traits and civic attitudes of influential Missourians.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify and define the character traits and civic attitudes of influential Missourians.		2
Character traits: a quality that makes a person or group of people unique or similar		<u>Item Format</u>
Civic attitude: civic minded, or related to the beliefs of people in relationship to their town, city, or local area		Selected Response Constructed Response
<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"> • Understand character trait and civic attitude. • Identify civic-minded influential Missourians. <ul style="list-style-type: none"> ○ Examples may include, but are not limited to, the following: <ul style="list-style-type: none"> ▪ Politicians: Harry S. Truman, John Ashcroft ▪ Artists: Mark Twain, Laura Ingalls Wilder, Scott Joplin, Eugene Field ▪ Educators and Innovators: George Washington Carver, Dred Scott • Describe the character traits that make them civic minded. 		
<u>Stimulus Materials</u>		
Photographs, journals, newspapers, stories, Venn diagrams		

Grade 3 Social Studies

Grade 3		3.PC.1.F.a
Theme	Knowledge of the symbols of our state and nation	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Explain how the National Anthem symbolizes our nation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify, state, and explain how the National Anthem symbolizes our nation.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Read a first-hand account of a historical event. • Identify the lyrics of “The Star-Spangled Banner.” • Cloze read the lyrics of “The Star-Spangled Banner.” 		
<u>Stimulus Materials</u>		
Copy of “The Star-Spangled Banner,” photographs, audio recordings		

Grade 3 Social Studies

Grade 3		3.PC.1.F.b
Theme	Knowledge of the symbols of our state and nation	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to recognize and identify state symbols and explain their significance in the state of Missouri.		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following symbols that represent the history and values of our state and people: <ul style="list-style-type: none"> • Gateway Arch (symbolizes the gateway to the west) • Great Seal of Missouri (symbolizes the courage and strength of Missourians) • State flag of Missouri 		
<u>Stimulus Materials</u>		
Photographs, videos, websites		

Grade 3 Social Studies

Grade 3		3.GS.2.A.a
Theme	Purposes and roles of government	
Strand	Knowledge of principles and processes of governance systems	
MLS	Explain how governments balance individual rights with common good to solve local community or state issues.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to explain how governments protect individual rights as set forth in the constitution, while looking at the community as a whole to solve local or state issues.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to the following:</p> <ul style="list-style-type: none"> • Review vocabulary: individual rights, common good • Give examples of when personal freedoms are limited for the common good (limitations on right to bear arms, limitations on freedom of speech). • Give examples of situations that would harm the common good and be good for the common good (e.g., What are the person’s rights to say they disagree with having a sewer plant next to a school?). • Develop a logical argument for why individual rights are limited. 		
<u>Stimulus Materials</u>		
Pictures, Venn diagrams, common-good scenarios, cause-and-effect diagrams		

Grade 3 Social Studies

Grade 3		3.GS.2.B.a
Theme	Dispute resolution	
Strand	Knowledge of principles and processes of governance systems	
MLS	Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
Students will be able to analyze how disagreements can be resolved locally and within the court system. This could include disagreements with local authorities, such as parents, teachers, principals, and local government officials.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<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"> • Content vocabulary <ul style="list-style-type: none"> ○ Disputes ○ Resolution ○ Authority • Authorities <ul style="list-style-type: none"> ○ Parents ○ Teachers ○ Principals ○ Local government officials • Peaceful Missouri resolutions 		
<u>Stimulus Materials</u>		
Graphic organizers, cause-and-effect diagrams, T-charts, flow charts of authority		

Grade 3 Social Studies

Grade 3		3.GS.2.C.a
Theme	Processes of governmental systems in decision making	
Strand	Knowledge of principles and processes of governance systems	
MLS	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Students will be able to understand and make sense of the following processes within the state of Missouri:</p> <ul style="list-style-type: none"> • How authoritative decisions are made • How authoritative decisions are enforced • How authoritative decisions are interpreted <p>This could include decisions made across historical time periods and/or in current events.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • What are authoritative decisions? • Who makes authoritative decisions? • How are the decisions enforced? • Why would interpretations matter? • Identify landmark historical Missouri events (e.g., Dred Scott case) • Apply the process to current events (e.g., Missouri marriage law, Missouri gun law). 		
<u>Stimulus Materials</u>		
Graphic organizers, order of sequence, flow charts, cause-and-effect diagrams		

Grade 3 Social Studies

Grade 3		3.GS.2.D.a
Theme	Functions of governmental systems	
Strand	Knowledge of principles and processes of governance systems	
MLS	Identify and explain the functions of the three branches of government in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
Students will be able to identify the three branches of government in Missouri and explain the duties and responsibilities of each branch. This could include describing how power is balanced among the three branches of government.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Review vocabulary (general assembly, senators, senate, house of representatives, representatives, governor, executive, legislative, and judicial branches) • Explain the checks and balances within the branches of government. • Identify the three branches of government. • Explain the key duties of each branch: <ul style="list-style-type: none"> ○ Executive-enforce laws ○ Legislative-make laws ○ Judicial-interpret laws 		
<u>Stimulus Materials</u>		
Graphic organizers, flow charts, Venn diagrams		

Grade 3 Social Studies

Grade 3		3.H.3.A.a
Theme	Understand the movement of people from many regions of the world to North America	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Describe the migration of Native Americans to Missouri prior to European settlement in the state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to explain why Native Americans migrated to Missouri prior to the settlement of Europeans.		2
		<u>Item Format</u>
		Selected Response Technology Enhanced
<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"> • Major Native American groups prior to European settlement (Adena, Hopewell, Mississippian, and Mound Builders) • Reasons for movement (food, shelter, water) • Content vocabulary: hunter and gatherer 		
<u>Stimulus Materials</u>		
Timelines, maps, photographs, artifacts		

Grade 3 Social Studies

Grade 3		3.H.3.A.b
Theme	Understand the movement of people from many regions of the world to North America	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Describe the discovery, exploration and early settlement of Missouri by European immigrants.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to describe European immigrant interaction in Missouri through the following:		3
<ul style="list-style-type: none"> • Discovery • Exploration • Early settlement 		<u>Item Format</u>
		Selected Response Technology Enhanced
<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"> • Discovery: French and Spanish • Exploration: Jacque Marquette, Louis Jolliet, Robert de LaSalle, Etienne de Bourgmont • Early Settlement: trading posts, St. Genevieve, St. Charles, St. Louis • Missouri Waterways: Mississippi River, Missouri River 		
<u>Stimulus Materials</u>		
Timelines, cause-and-effect diagrams, sequences of events		

Grade 3 Social Studies

Grade 3		3.H.3.A.c
Theme	Understand the movement of people from many regions of the world to North America	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Describe the reasons African peoples were enslaved and brought to Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to state the reasons African peoples were enslaved and why they were brought to Missouri.		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Reasons for African peoples' enslavement: free labor • Reasons African peoples were brought to Missouri: land, natural resources, climate, farms, domestic reasons, factory workers 		
<u>Stimulus Materials</u>		
Journal entries, slavery broadsides, photographs, maps		

Grade 3 Social Studies

Grade 3		3.H.3.B.a
Theme	Historical perspective / Thinking / Passage of time	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Students will be able to differentiate the positive and negative cultural interactions between the following groups in Missouri:</p> <ul style="list-style-type: none"> • Native Americans • European immigrants • Enslaved African Americans • Free African Americans <p>This could include describing the conflicts that arose due to cultural differences between these groups.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • War of 1812 • Native American movement west (e.g., Cherokee Trail of Tears) • Dred Scott case • Slave trade 		
<u>Stimulus Materials</u>		
Cause-and-effect diagrams, Venn diagrams, photographs, letters, journal entries, cartoons, timelines		

Grade 3 Social Studies

Grade 3		3.H.3.B.b
Theme	Historical perspective / Thinking / Passage of time	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Examine changing cultural interactions and conflicts among Missourians after the Civil War.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to differentiate how cultural interaction among Missourians changed after the Civil War in both positive and negative ways.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<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"> • Differences between Northern and Southern sympathies across the state • Ways people looked at the war • Slaves emancipated after the Civil War • Understanding life for African Americans as free people 		
<u>Stimulus Material</u>		
Venn diagrams, cause-and-effect charts, political cartoons, photographs, timelines, maps, journal entries, letters, newspapers		

Grade 3 Social Studies

Grade 3		3.H.3.C.a
Theme	Knowledge of the contributions of significant persons in U.S. history	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify Missouri citizens who have made contributions to our state and country and describe the historical significance of their contributions.		2
		<u>Item Format</u>
		Selected Response Technology Enhanced
<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"> • Identify and describe the contributions of, the following: <ul style="list-style-type: none"> ○ Lewis and Clark ○ George Washington Carver ○ Laura Ingalls Wilder ○ Mark Twain ○ Harry S. Truman ○ Thomas Hart Benton 		
<u>Stimulus Material</u>		
Photographs, short stories, biographies, autobiographies, newspapers, letters, journals		

Grade 3 Social Studies

Grade 3		3.H.3.E.a
Theme	Political developments and reform movements in the U.S.	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Students will be able to</p> <ul style="list-style-type: none"> • give events that led to the Dred Scott case, • explain the Dred Scott decision, and • describe the consequences of the Dred Scott case on Missouri and the nation. 		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Events that led to the case: Dred Scott lived in a free state for more than ten years and believed when he went back to Missouri, he should be free. Dr. John Emerson was Dred Scott's owner and did not believe that he should be free. Dred Scott attempted to sue for his freedom because he had been taken by his owners to free states and territories. • Dred Scott decision: The Supreme Court decided that once a person is a slave, they could never be a US citizen nor bring suit in US courts. • Consequences: The decision was one of the causes of the Civil War, and it declared the Missouri Compromise unlawful. 		
<u>Stimulus Materials</u>		
Graphic organizers, cause-and-effect charts, Venn diagrams, timelines, flow charts, maps		

Grade 3 Social Studies

Grade 3		3.H.3.F.a
Theme	Westward Expansion and settlement in the U.S.	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify and explain the importance of the Louisiana Purchase and the expedition of Lewis and Clark.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Who? President Thomas Jefferson purchased from France • When? 1803 • What? Louisiana Territory, over six million acres for \$15 million • Why? Thomas Jefferson wanted to double the size of the United States, and purchasing this territory would allow this to happen. • Where? Missouri was a part of the purchase; from the Mississippi River to the Rocky Mountains 		
<u>Stimulus Materials</u>		
Cause-and-effect charts, maps, photographs (sketches), journal entries, letters, historical documents, timelines		

Grade 3 Social Studies

Grade 3		3.H.3.F.b
Theme	Westward Expansion and settlement in the U.S.	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Evaluate the impact of westward expansion on the Native Americans in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
Students will be able to weigh the effects of westward expansion on the Native Americans in Missouri.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none"> • Trail of Tears • Factors that led to the forced relocation of Native Americans 		
<u>Stimulus Materials</u>		
Graphic organizers, T-charts, flow charts, photographs, journal entries, maps, letters, timelines		

Grade 3 Social Studies

Grade 3		3.H.3.F.c
Theme	Westward Expansion and settlement in the U.S.	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Discuss issues of Missouri statehood.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to explain how Missouri became a state. This could include the issues Missouri encountered when becoming a state.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to:		
<ul style="list-style-type: none"> • War of 1812 • Missouri Compromise <ul style="list-style-type: none"> ○ Asked to become a slave state in 1819 ○ Missouri entered as a slave state and Maine entered as a free state ○ Slave states not allowed north of the imaginary line along the Missouri’s southern border ○ Created by Kentucky Senator Henry Clay • 1821 Missouri became the 24th state in the Union • Missouri Constitution was written in St. Charles, while they were awaiting the building of the capital in Jefferson City 		
<u>Stimulus Materials</u>		
Maps, photographs, excerpts of primary sources or the Missouri Compromise, timelines, graphic organizers, cause-and-effect charts		

Grade 3 Social Studies

Grade 3		3.H.3.G.a
Theme	Understanding the causes and consequences of the Civil War	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Explain Missouri's role in the Civil War, including the concept of a border state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to explain Missouri's role in the Civil War. This includes the concept of Missouri being a border state (state forms the division between the free and slave states) and how Missourians had divided loyalties.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> • Northern states (factory based) versus Southern states (farming) • Vocabulary <ul style="list-style-type: none"> ○ Civil War-war between people of the same country ○ Secede-to leave ○ Confederate States of America-states that seceded from the Union ○ Union-states that stayed in the United States • Border state between the North and the South <ul style="list-style-type: none"> ○ Missouri stayed in the Union, but some Missourians fought for the Union while others fought for the Confederates. ○ Missouri was a slave state (Missouri Compromise), which seemed contradictory to fighting for the Union. ○ African Americans were also able to fight for the Union. • Slavery <ul style="list-style-type: none"> ○ Most people didn't have slaves in Missouri. ○ Slaves in Missouri worked on small farms. 		
<u>Stimulus Materials</u>		
Maps, photographs, journal entries, letters, maps, timelines, newspapers, graphic organizers, cause-and-effect diagrams		

Grade 3 Social Studies

Grade 3		3.H.3.G.b
Theme	Understanding the causes and consequences of the Civil War	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to explain the effects of the Civil War in Missouri on the following:		3
<ul style="list-style-type: none"> • Education • Transportation • Communication 		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Westward expansion • Expansion of Railroads • Pony Express • Expansion of public education (more one-room schoolhouses/establishment of African American schools) 		
<u>Stimulus Materials</u>		
Maps, photographs, graphic organizers, cause-and-effect diagrams, flow charts		

Grade 3 Social Studies

Grade 3		3.E.4.A.a
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Compare and contrast private and public goods and services.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Students will be able to define private goods, public goods, and services. Then, students will be able to do the following:</p> <ul style="list-style-type: none"> • Compare and contrast public goods and private goods • Compare and contrast private goods and services • Compare and contrast public goods and services 		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Content Vocabulary <ul style="list-style-type: none"> ○ Services: activities performed by people, businesses, or governments to satisfy economic wants and needs ○ Public Goods: goods or services that cannot be withheld from customers who refuse to pay for them (non-exclusion) and where the consumption of products or services by one person does not reduce its usefulness to others. (e.g., national defense, street lighting, flood control, public safety, and fire protection in a crowded neighborhood) 		
<u>Stimulus Materials</u>		
T-charts, graphic organizers, mind maps		

Grade 3 Social Studies

Grade 3		3.E.4.A.b
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Define natural, capital and human resources.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to define and give examples of the following terms:		1
<ul style="list-style-type: none"> • Natural resources • Capital resources • Human resources 		<u>Item Format</u>
		Selected Response
<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"> • Content Vocabulary: <ul style="list-style-type: none"> ○ Natural resources-gifts of nature (e.g., land, trees, water, fish, petroleum, mineral deposits, fertile soils, and favorable climatic conditions for growing crops) that are used to produce goods and services ○ Capital resources-goods, often called capital goods, that are used to produce other goods and services (e.g., buildings, equipment, machinery, tools, ports, dams) ○ Human resources-the quantity and quality of human effort directed to the production of goods and services (One type of human resource is entrepreneur. An entrepreneur is a person who assumes the risk of organizing productive resources to produce goods and services.) 		
<u>Stimulus Materials</u>		
Compare-and-contrast charts, pictures, T-charts, mind maps, flow charts		

Grade 3 Social Studies

Grade 3		3.E.4.A.c
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Define economy.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to define and give examples of economy.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Content vocabulary: <ul style="list-style-type: none"> ○ Economy-the process or system by which goods and services are produced, sold, and bought in a country or region (the use of money, resources) 		
<u>Stimulus Materials</u>		
Primary sources, pictures, charts, graphs		

Grade 3 Social Studies

Grade 3		3.E.4.A.d
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Explain supply and demand.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
Students will be able to explain the process of supply and demand, including how it affects the cost of an item.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Content vocabulary <ul style="list-style-type: none"> ○ Demand: the different quantities of a resource, good, or service that will be purchased at various prices during a given period of time ○ Supply: the different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specified time period • Examples <ul style="list-style-type: none"> ○ Demand: The lower the price of a good or service, the more it would be purchased; the higher the price, the less it would be purchased. ○ Supply: Having more availability or quantity of an item increases the possibility it will be offered on sale. 		
<u>Stimulus Materials</u>		
Graphic organizers, compare-and-contrast charts, scenarios, product ads, flow charts		

Grade 3 Social Studies

Grade 3		3.E.4.B.a
Theme	Understanding the consequences of economic decisions	
Strand	Knowledge of economic concepts and principles	
MLS	Conduct a personal cost-benefit analysis.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to formulate a cost-benefit analysis by describing the costs and benefits of a personal decision and evaluating whether the benefits outweigh the cost in terms of what best fits their needs and wants.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Content vocabulary <ul style="list-style-type: none"> ○ Cost-benefits: value of choice and what was given to get it • Scenarios leading students to analyze pros and cons of cost-benefits for personal items 		
<u>Stimulus Materials</u>		
Ads for products, scenarios, compare-and-contrast charts, pros-and-cons charts		

Grade 3 Social Studies

Grade 3		3.E.4.C.a
Theme	Understanding various types of taxes and their purposes	
Strand	Knowledge of economic concepts and principles	
MLS	Define taxes and explain how taxes are generated and used.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to do the following: <ul style="list-style-type: none"> • Define tax. • Explain how taxes are generated. • Explain how taxes are used. 		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Tax- required payments made to governments by individuals and businesses • Taxes generated- personal, property, income (job), sales, food • Taxes used- schools, roads, public buildings, police, fire departments, military, elected officials 		
<u>Stimulus Materials</u>		
Graphic organizers, flow charts, Venn diagrams, photographs, examples and non-examples, receipts, tax forms		

Grade 3 Social Studies

Grade 3		3.E.4.D.a
Theme	Factors that influence the economy	
Strand	Knowledge of economic concepts and principles	
MLS	Explain factors, past and present, that influence changes in our state's economy.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to do the following: <ul style="list-style-type: none"> • Explain past factors that influenced changes in our state's economy. • Explain present factors that influenced changes in our state's economy. 		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, influences that changed Missouri's economy: <ul style="list-style-type: none"> • Past factors <ul style="list-style-type: none"> ○ Great Depression ○ Civil War ○ Westward expansion ○ Industrial Revolution • Present factors <ul style="list-style-type: none"> ○ Transportation (rivers, trains, airports) ○ Politics ○ Industry ○ Growth and decline of cities and towns 		
<u>Stimulus Materials</u>		
Graphic organizers, Venn diagrams, cause-and-effect charts, compare and contrast charts, timelines, maps, primary sources, pictures (before and after photos of cities and towns)		

Grade 3 Social Studies

Grade 3		3.EG.5.A.a
Theme	Reading and constructing maps	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Read and construct historical and current maps.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to interpret and design historical and current maps. This could include recognizing historical and present day maps of the state of Missouri and having a frame of reference of Missouri in relation to the United States.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Historical (how these events shaped the Missouri Territory and eventually the state of Missouri) <ul style="list-style-type: none"> ○ Westward expansion ○ Louisiana Purchase ○ Missouri statehood • Present Day <ul style="list-style-type: none"> ○ 5 Regions in Missouri ○ Map keys (e.g., title, directions) 		
<u>Stimulus Materials</u>		
Primary sources, maps, pictures		

Grade 3 Social Studies

Grade 3		3.EG.5.B.a
Theme	Understanding the concept of location to make predictions and solve problems	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Name and locate major cities, rivers, regions, and states which border Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to name and locate the following places in and around the state of Missouri:		2
<ul style="list-style-type: none"> • Major cities • Rivers • Regions • Bordering states 		<u>Item Format</u>
		Selected Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following places:		
<ul style="list-style-type: none"> • Major cities: St. Louis, Kansas City, Jefferson City, Springfield, St. Joseph, Independence • Rivers: Mississippi River, Missouri River • Regions: Glaciated Till Plain, Osage Plains, Alluvial River Plain, Ozark Highlands, and Mississippi Lowlands • Border states: Iowa, Kansas, Nebraska, Arkansas, Illinois, Kentucky, Tennessee, and Oklahoma 		
<u>Stimulus Materials</u>		
Primary sources, maps, pictures of major cities or rivers		

Grade 3 Social Studies

Grade 3		3.EG.5.B.b
Theme	Understanding the concept of location to make predictions and solve problems	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe and use absolute location using a grid system.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to use a grid system to identify the location of objects and places by using absolute location. Students should be able to define and identify latitude and longitude.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<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"> • Vertical and horizontal lines • Latitude and Longitude • Whole numbers • Locating places on a grid system (e.g., cities, states, countries, a bank, a school, a library, a park, a post office) 		
<u>Stimulus Materials</u>		
Primary sources, maps, pictures		

Grade 3 Social Studies

Grade 3		3.EG.5.C.a
Theme	Understanding the concept of place	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Identify and compare physical geographic characteristics of Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify and compare physical geographic characteristics of Missouri. This could include comparing and contrasting physical geographic characteristics of the five regions in Missouri.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following physical geographic characteristics:		
<ul style="list-style-type: none"> • Climate <ul style="list-style-type: none"> ○ Temperature ○ Precipitation • Topography <ul style="list-style-type: none"> ○ Landforms ○ Natural vegetation ○ Animal life • Relationship to water and ecosystems <ul style="list-style-type: none"> ○ Soil ○ Animal life 		
<u>Stimulus Materials</u>		
Graphic organizers, compare-and-contrast charts, Venn diagrams, cause-and-effect charts, primary sources, maps, photographs, secondary readings		

Grade 3 Social Studies

Grade 3		3.EG.5.C.b
Theme	Understanding the concept of place	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe human geographic characteristics of Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to describe human geographic characteristics (how human activity affects or is influenced by the earth's surface) of Missouri. This could include the study of people, communities, architecture, or cultures of a place.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Human geographic characteristics <ul style="list-style-type: none"> ○ Populations; population densities; ethnic makeup; the languages most commonly spoken; dominant religions; forms of economic, social, and political organization • People <ul style="list-style-type: none"> ○ Comparing large cities to smaller rural areas, how people interact with physical geographical features • Community <ul style="list-style-type: none"> ○ Ethnic backgrounds, similar beliefs, shared history • Culture <ul style="list-style-type: none"> ○ What a group of people believes, how a group of people expresses those beliefs, how different cultures interact with each other 		
<u>Stimulus Materials</u>		
Primary sources, pictures, maps, journals		

Grade 3 Social Studies

Grade 3		3.EG.5.D.a
Theme	Relationships within places Human- Environment Interactions	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to describe how people of Missouri are affected by, depend on, adapt to, and change their physical environments.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Are affected by: living on the Great Plains, first settlers adapted to growing their own food • Depend on: rivers (transportation), agriculture, weather, soil • Adapt to: heat, cold • Change: levees for floods, dams (power source, flood control, recreation) 		
<u>Stimulus Materials</u>		
Graphic organizers, cause-and-effect charts, sequences, compare-and-contrast charts, Venn diagrams, primary sources, pictures		

Grade 3 Social Studies

Grade 3		3.EG.5.E.a
Theme	Understanding relationships between and among places	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe how changes in communication and transportation technologies affect people's lives.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify significant changes in communication and transportation technologies and explain how those changes affected people's lives.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ○ The telephone allows people to talk to anyone around the world. ○ Cell phones allow people to talk to anyone anywhere. ○ The radio allows people to listen to broadcast. ○ Television allows people to watch broadcast. ○ The Internet allows people to get information immediately. • Transportation <ul style="list-style-type: none"> ○ Railroads deliver goods faster at a lower price. ○ Cars move people from one place to another faster. ○ Highways allow people to move goods throughout the US. ○ Airports link one city to another in the United States or the world. • Mail <ul style="list-style-type: none"> ○ Pony Express was done on horseback. ○ The Post office physically transports documents and packages. ○ Email messages are delivered electronically. 		
<u>Stimulus Materials</u>		
Primary sources, audio recordings, photographs, secondary source readings, timelines		

Grade 3 Social Studies

Grade 3		3.EG.5.F.a
Theme Strand	Understanding relationships between and among regions	
MLS	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
	Identify regions in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to name and locate the regions in Missouri.		1
		<u>Item Format</u>
		Selected Response Technology Enhanced
<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"> Locating and naming the 5 Regions in Missouri (i.e., Glaciated Till Plain, Osage Plains, Alluvial River Plain, Ozark Highlands, and Mississippi Lowlands) 		
<u>Stimulus Materials</u>		
Primary sources, maps, secondary readings		

Grade 3 Social Studies

Grade 3		3.EG.5.F.b
Theme Strand	Understanding relationships between and among regions	
MLS	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
	Compare regions in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to distinguish the differences in the five regions in Missouri.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the comparison of all five regions by using the following characteristics:		
<ul style="list-style-type: none"> • Physical features • Natural resources • Soil • Location • Climate • Land use 		
<u>Stimulus Materials</u>		
Primary sources, maps, photographs, graphic organizers		

Grade 3 Social Studies

Grade 3		3.EG.5.G.a
Theme Strand	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	
MLS	Explain how geography affected important events in Missouri history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to explain how geography affected important events in Missouri history.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none"> • St. Joseph and the Pony Express • Independence, the jumping off place for the trails west • St. Louis, the gateway to the west (Mississippi and Missouri Rivers) • Tornado Alley (Joplin Tornado) 		
<u>Stimulus Materials</u>		
Primary sources, journal entries, historic documents, maps, photographs, timelines		

Grade 3 Social Studies

Grade 3		3.RI.6.A.a
Theme	Cultural characteristics of all people	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Compare the cultural characteristics of regions in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
Students will be able to compare the cultural characteristics (a way of life for a particular ethnic group) of Missouri with other states in the nation.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<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"> • Language • Celebrations • Customs • Holidays • Artistic expression • Food • Dress • Traditions 		
<u>Stimulus Materials</u>		
Graphic organizers, photographs, audio and video recordings, journal entries, secondary readings		

Grade 3 Social Studies

Grade 3		3.RI.6.B.a
Theme	Methods of resolving conflicts	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Take part in a constructive process or method for resolving conflicts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify steps in a conflict-resolution method and take the problem through the steps to reach a solution.		3
		<u>Item Format</u>
		Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: Conflict Resolution Steps: <ol style="list-style-type: none"> 1. Identify a problem. 2. List alternatives. 3. Select materials for judging the alternatives (other people’s perspective). 4. Evaluate the alternatives. 5. Make a decision. 		
<u>Stimulus Materials</u>		
Graphic organizers, flow charts, scenarios		

Grade 3 Social Studies

Grade 3		3.RI.6.C.a
Theme	Ideas and beliefs of different cultures	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Research stories and songs that reflect the cultural history of Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will investigate stories and songs that reflect the cultural history of Missouri.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following stories and songs: <ul style="list-style-type: none"> • “Missouri Waltz” • Laura Ingalls Wilder (Little House on the Prairie series) • Scott Joplin (ragtime) • Dred Scott (slavery) • Cherokee Trail of Tears 		
<u>Stimulus Materials</u>		
Primary sources, sheet music, quotes, diaries, journals, photographs		

Grade 3 Social Studies

Grade 3		3.RI.6.D.a
Theme	Cultural heritage and preservation	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Describe how people in Missouri preserve their cultural heritage.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to describe how Missourians celebrate and honor their cultural heritage.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Monuments and memorials (e.g., the Gateway Arch, Tom and Huck Statue, Pony Express Statue, Trails End Monument, George Washington Carver National Monument) • Museums (e.g., Pony Express Museum, The Negro Leagues Baseball Museum, Harry S. Truman Library and Museum, Laura Ingalls Wilder Historic Home and Museum) • Sports (e.g., Kansas City Royals, St. Louis Cardinals, St. Louis Blues, Kansas City Chiefs) • Missouri Day (first Monday in October, established 1915) 		
<u>Stimulus Materials</u>		
Primary sources, photographs, journal entries, short stories, websites, field trips		

Grade 3 Social Studies

Grade 3		3.RI.6.E.a
Theme	Changing roles of various groups	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Examine the changing roles of Native Americans, immigrants, African Americans, women and others in Missouri history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to explain how different groups of people influenced Missouri and explain how their roles changed throughout history. This could include Native Americans, immigrants, African Americans, and women.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Native Americans <ul style="list-style-type: none"> ○ Trail of Tears ○ First people in Missouri • Immigrants <ul style="list-style-type: none"> ○ French immigrants ○ Lewis and Clark Expedition ○ Leaving the east and moving west • African Americans <ul style="list-style-type: none"> ○ Slavery ○ Emancipation ○ Civil rights movement 1950s-1960s ○ Ferguson protests (2014) • Women <ul style="list-style-type: none"> ○ Right to vote through the 19th Amendment (1920) ○ Changing roles in the workforce 		
<u>Stimulus Materials</u>		
Maps, pictures, journal entries, letters, short stories, graphic organizers		

Grade 3 Social Studies

Grade 3		3.TS.7.A.a
Theme	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Select and analyze primary and secondary social studies sources to determine importance with guidance and support.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
With teacher assistance, students will be able to select sources on a given topic and determine the importance, relevance, and credibility of these sources. This could include selection and analysis of primary sources (photographs, prints, maps, short quotes, video recordings) and secondary sources (textbook, journal articles, biographies).		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> • Primary Sources <ul style="list-style-type: none"> ○ Diaries ○ Interviews ○ Letters ○ Original documents ○ Photographs ○ Artifacts • Secondary Sources <ul style="list-style-type: none"> ○ Biographies ○ Journal articles ○ Textbooks ○ Encyclopedias 		
<u>Stimulus Materials</u>		
Scenarios		

Grade 3 Social Studies

Grade 3		3.TS.7.A.b
Theme	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Create and use artifacts to share information on social studies topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be provided a list of social studies topics (e.g., Dred Scott, Lewis and Clark Expedition, westward expansion, Civil War, slavery) and will create and use an artifact to share information about the given topic.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Artifacts: <ul style="list-style-type: none"> ○ Building structures ○ Works of art ○ Fossils ○ Pottery ○ Tools ○ Clothing ○ Musical instruments 		
<u>Stimulus Materials</u>		
Secondary sources, textbooks, primary sources, journal entries, internet, encyclopedias, media clips		

Grade 3 Social Studies

Grade 3		3.TS.7.B.a
Theme	Use visual tools to communicate information and ideas	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
With guidance and support, students will use visual tools (e.g., maps, graphs, charts, images) and informational text (e.g., textbooks, newspaper articles) to interpret, draw conclusions, make predictions, and communicate information and ideas (orally, written, and within a project).		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<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"> • Test at a local level • Ideas for tools and informational text <ul style="list-style-type: none"> ○ Maps ○ Graphs ○ Images ○ Nonfiction text ○ Newspapers ○ Magazine and journal articles ○ Online resources ○ Flyers 		
<u>Stimulus Materials</u>		
Visual tools listed above		

Grade 3 Social Studies

Grade 3		3.TS.7.C.a
Theme	Understanding and supporting fact, opinion, bias and point of view in sources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Identify facts and opinions in social studies topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Within a social studies topic, students will be able to recognize and distinguish the difference between fact and opinion.</p> <p>Fact: can be verified and proven Opinion: personal view that cannot be proven or verified and therefore does not hold certainty</p>		2
		<u>Item Format</u>
		Selected Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Give students a scenario or an informational text geared toward a social studies topic. The students will read the topic and determine whether the author was stating facts, opinions, or possibly both. • Possible social studies topics could include, but are not limited to, Dred Scott, Lewis and Clark Expedition, westward expansion, Civil War, and slavery. 		
<u>Stimulus Materials</u>		
Primary sources, journal entries, pictures, textbooks, graphic organizers		

Grade 3 Social Studies

Grade 3		3.TS.7.C.b
Theme	Understanding and supporting fact, opinion, bias and point of view in sources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Identify point of view in social studies topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Within a social studies topic, students will be able to determine the point of view (a person’s position in relation to a subject or issue). This could include different perspectives or viewpoints on a given topic.		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Different viewpoints of a social studies topic <ul style="list-style-type: none"> ○ The perspective of Dred Scott and the perspective of the court system in Missouri ○ The perspective of a Missourian who supported slavery and the perspective of a Missourian who opposed slavery ○ The perspective of a person who favored westward expansion and the perspective of a person who opposed westward expansion 		
<u>Stimulus Materials</u>		
Secondary sources, primary sources, journal entries, letters, video clips, graphic organizers, newspapers		

Grade 3 Social Studies

Grade 3		3.TS.7.D.a
Theme	Conducting and presenting research with appropriate resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Present social studies research to an audience using appropriate sources.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
With assistance, students will conduct research using appropriate sources.		3
With assistance, students will present the research to an appropriate audience.		<u>Item Format</u>
		Constructed Response Technology Enhanced
<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"> • Assess locally • Do not assess in an isolated situation • Conduct <ul style="list-style-type: none"> ○ Students will need to be taught how to locate appropriate sources • Present <ul style="list-style-type: none"> ○ Most important points (verbally, written, or within a project) 		
<u>Stimulus Materials</u>		
Primary sources, Internet (online databases), encyclopedias, magazines, journals, graphic organizers		

Grade 3 Social Studies

Grade 3		3.TS.7.E.a
Theme	Developing a research plan and identifying resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Generate supporting questions about social studies topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Students will be able to develop supporting questions to gain a deeper level of understanding of factual information in order to respond to a compelling question given by the teacher about a social studies research topic.</p> <p>Supporting questions help guide the development of an inquiry by allowing students to gather descriptions, definitions, and processes on which there is general agreement within the disciplines of social studies.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Teacher-given compelling (broad) research question – student-created supporting questions that lead to a better understanding of the research topic <ul style="list-style-type: none"> ○ How do different customs and cultural traditions shape our state? (compelling) <ul style="list-style-type: none"> ▪ What would be the customs of each region? (supporting) ▪ What would be the cultural traditions in each region? (supporting) • Guided question for instruction: What additional information do you need in order to help you answer the compelling question? 		
<u>Stimulus Materials</u>		
Primary sources, Internet (online databases), encyclopedias, magazines, journals, graphic organizers		

Grade 3 Social Studies

Grade 3		3.TS.7.E.b
Theme	Developing a research plan and identifying resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Use steps in a process to investigate a social studies question.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify and demonstrate the steps in a research process to investigate a social studies question.		2
		<u>Item Format</u>
		Selected Response Technology Enhanced
<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"> • Research process <ul style="list-style-type: none"> ○ Identify and develop your topic around your compelling question. ○ Do preliminary search for information. ○ Locate credible sources. ○ Read your notes. ○ Take notes and organize information using 3rd grade ELA standards. ○ Create your final research project including a resource page. 		
<u>Stimulus Materials</u>		
Primary sources, Internet, encyclopedias, secondary sources		

Grade 3 Social Studies

Grade 3		3.TS.7.E.c
Theme	Developing a research plan and identifying resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Use appropriate sources to investigate social studies questions.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will identify and use appropriate primary and secondary sources to investigate a social studies question.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<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"> • Primary sources <ul style="list-style-type: none"> ○ Diaries ○ Interviews ○ Letters ○ Original documents ○ Photographs ○ Artifacts • Secondary sources <ul style="list-style-type: none"> ○ Biographies ○ Journal articles ○ Textbooks ○ Encyclopedias 		
<u>Stimulus Materials</u>		
Teacher-provided topics and questions		

Grade 3 Social Studies

Grade 3		3.TS.7.F.a
Theme	Conducting and presenting research with appropriate resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Investigate an appropriate social studies question and share results with assistance, if needed.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
With assistance (when needed), students will examine and utilize appropriate methods to answer a social studies question and share their results.		<u>Item Format</u> Constructed Response Technology Enhanced
<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"> • Investigate a question <ul style="list-style-type: none"> ○ Use a teacher ○ People around me ○ Internet ○ Encyclopedia ○ Expert in the field • Present information <ul style="list-style-type: none"> ○ Most important points (verbally, written, or within a project) 		
<u>Stimulus Materials</u>		
See materials listed above.		