

# Grade 4

# 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 4 Social Studies

Social Studies		4.PC.1.A
<b>Theme</b>	<b>Purposes and principles of the Declaration of Independence</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will determine important foundational principles of the Declaration of Independence by reading and analyzing specific selections of the document with assistance. Those principles include inalienable rights, government by the consent of the governed, and the redress of grievances.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Understanding that inalienable rights, consent of the governed, and redress of grievances were listed as part of the Declaration of Independence</li> <li>• Demonstrate a basic conceptual understanding of inalienable rights, consent of the governed, and redress of grievances</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Declaration of Independence, audio clips, cause-and-effect diagrams, modern petitions, non-examples of our inalienable rights, examples of local rights and responsibilities		

## Grade 4 Social Studies

Social Studies		4.PC.1.B.b
<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 the major purposes of the U.S. Constitution.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify and explain the major purposes of the U.S. Constitution (correcting the flaws of the Articles of Confederation, building the law of the land, shaping our democracy).		1
		<b><u>Item Format</u></b>
		Selected response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, understanding the purposes of the U.S. Constitution:		
<ul style="list-style-type: none"> <li>• Correcting the flaws of the Articles of Confederation</li> <li>• Building the law of the land</li> <li>• Shaping our democracy</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Excerpts from the U.S. Constitution, audio clips, video clips, local constitutions, primary sources, timelines, compare/contrast graphic organizers		

## Grade 4 Social Studies

Social Studies		4.PC.1.B
<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>	With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will determine important foundational principles of the U.S. Constitution by reading, researching, and analyzing specific selections of the document with assistance. For example, those principles may include limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Understanding that principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty are established within the U.S. Constitution.</li> <li>• Define and demonstrate a basic conceptual understanding of limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty</li> </ul> Should not be measured on a large-scale assessment, as the standard specifies “with assistance”		
<b><u>Stimulus Materials</u></b>		
Current events, excerpts from the U.S. Constitution, excerpts of case laws, graphic organizers, graphics representing the principles, audio clips, video clips, graphs, tables, paired texts (fiction/nonfiction), fictional scenarios		



## Grade 4 Social Studies

Social Studies		4.PC.1.C.a
<b>Theme</b>	Purposes and principles of the Bill of Rights	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Explain the major purpose of the Bill of Rights.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will explain the major purpose of the Bill of Rights (protecting the basic rights and freedoms of individuals, such as religious freedom, freedom of speech, and peaceful assembly).		2
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to:		
<ul style="list-style-type: none"> <li>• Understanding that the Bill of Rights was written to protect basic rights and freedoms of individuals.</li> <li>• Examples:               <ul style="list-style-type: none"> <li>○ Religious freedom</li> <li>○ Freedom of speech</li> <li>○ Peaceful assembly</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Bill of Rights, scenarios of groups of people who have been denied basic rights and freedoms		

## Grade 4 Social Studies

Social Studies		4.PC.1.C.b
<b>Theme</b>	Purposes and principles of the Bill of Rights	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Identify important principles in the Bill of Rights.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will identify important principles in the Bill of Rights.		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:		
<ul style="list-style-type: none"> <li>• Basic rights specifically listed in Amendments 1-8.</li> <li>• Rights not specifically listed in Amendment 9.</li> </ul>		
<u>Stimulus Materials</u>		
Bill of Rights (Amendments 1-10), nonlinguistic representations of the important principles		

## Grade 4 Social Studies

Social Studies		4.PC.1.D
<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>	Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will examine how citizens have effectively voiced opinions, monitored government, and brought about change both prior to 1800 and in the present.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Events leading up to and including the creation of the founding documents               <ul style="list-style-type: none"> <li>○ Boston Tea Party, Intolerable Acts, writing of Declaration of Independence, etc.</li> <li>○ The role of citizens in bringing about change</li> </ul> </li> <li>• Present-day events               <ul style="list-style-type: none"> <li>○ Voting</li> <li>○ Protesting</li> <li>○ The role of citizens in bringing about change and the protections provided for those citizens</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Timelines, cause-and-effect organizers, flow charts, compare and contrast organizers, excerpts about events such as Stamp Act, Townsend Act, Battle of Lexington and Concord, Paul Revere’s Ride, Thomas Paine’s Common Sense, Samuel Adams, nonlinguistic representation, media clips		

## Grade 4 Social Studies

Social Studies		4.PC.1.E
<b>Theme Strand MLS</b>	<b>Character traits and civic attitudes of significant individuals</b> <b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b> Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe character traits of historically significant individuals in American history prior to 1800 and their civic attitudes. Character traits are qualities that make people unique. Civic attitudes are related to the beliefs of people in relationship to their town, city, or local area.		3
		<b><u>Item Format</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Identify and describe character traits and civic attitudes of historically significant individuals in American history prior to 1800. Individuals may include, but are not limited to:               <ul style="list-style-type: none"> <li>○ George Washington</li> <li>○ Martha Washington</li> <li>○ Nathanael Greene</li> <li>○ Abigail Adams</li> <li>○ Thomas Jefferson</li> </ul> </li> <li>• Identify and describe the civic attitudes of significant groups of people in American history prior to 1800. Groups may include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Sons of Liberty</li> <li>○ Loyalists</li> <li>○ Patriots</li> <li>○ Continental Congress</li> </ul> </li> </ul>		<b><u>Sample Stems</u></b>
		<b><u>Stimulus Materials</u></b>
Video and audio clips, character-analysis graphic organizers, images, speeches		

## Grade 4 Social Studies

Social Studies		4.PC.1.F
<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 associated with historical events and time periods being studied.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will recognize national symbols associated with historical events during the specific time period being studied and explain the significance of the symbols.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identify a given national symbol associated with a specific historical event.</li> <li>• Explain the significance of a given national symbol as it relates to a specific historical time period or event.</li> </ul> <p>This is limited to national symbols specifically related American history up to and including 1800, such as:</p> <ul style="list-style-type: none"> <li>• Founding Documents</li> <li>• Liberty Bell</li> <li>• The Great Seal of the U.S.A.</li> <li>• Yankee Doodle</li> <li>• Original United States flag</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Archive pictures or descriptions		

## Grade 4 Social Studies

Social Studies		4.GS.2.A
<b>Theme</b>	<b>Purposes and roles of government</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Explain how the purpose and roles of government were debated c. early settlements to 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will explain the need to establish government and how the roles of government have been debated over time through 1800.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
The content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Mayflower Compact</li> <li>• Constitution of the Iroquois Nations</li> <li>• Declaration of Independence</li> <li>• Articles of Confederation</li> <li>• Constitutional Convention (Virginia Plan and New Jersey Plan)</li> <li>• Change from colonies to independent states</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Timelines, primary documents, flow chart, text		

## Grade 4 Social Studies

Social Studies		4.GS.2.B
<b>Theme</b>	Dispute resolution	
<b>Strand</b>	Knowledge of principles and processes of governance systems	
<b>MLS</b>	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will analyze the peaceful resolutions of court disputes and other legitimate authorities in U.S. history from early settlements to 1800. "Legitimate authority" is defined as a body of authority empowered to make decisions in accordance with established law (such as courts, Continental Congress, king, president).		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, analyzing peaceful resolutions of disputes by identifying the conflicts, opposing views, actions taken to resolve the disputes, and ultimate outcomes of the dispute such as: <ul style="list-style-type: none"> <li>• Establishment of Jamestown</li> <li>• Continental Congress</li> <li>• State assemblies</li> <li>• Bill of Rights</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Images, historic speeches, scenarios		

## Grade 4 Social Studies

Social Studies		4.GS.2.C
<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>	Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will explain the following processes within the federal government:</p> <ul style="list-style-type: none"> <li>• How authoritative decisions are made</li> <li>• How authoritative decisions are enforced</li> <li>• How authoritative decisions are interpreted</li> </ul> <p>This could include decisions made across historical time periods up to 1800 and/or in current events.</p>		2
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Explaining how our balance of government allows for the creation, enforcement, and interpretation of authoritative decisions.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>“School House Rock” films/videos, flow charts/diagrams, scenarios, case studies, campaign materials</p>		



## Grade 4 Social Studies

Social Studies		4.GS.2.D
<b>Theme</b>	Functions of governmental systems	
<b>Strand</b>	Knowledge of principles and processes of governance systems	
<b>MLS</b>	Identify and explain the functions of the three branches of government in the federal government.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify the three branches of the federal government.</li> <li>Explain the function of each branch of government.</li> </ul>		1
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Identifying the legislative, executive, and judicial branches at the federal level.</li> <li>Explaining each branch's appropriate function as creating, interpreting, and/or enforcing legislation.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Flow charts, graphic organizers, video clips, audio clips, scenarios		

## Grade 4 Social Studies

Social Studies		4.H.3.A.a
<b>Theme</b>	Understand the movement of people from many regions of the world to North America	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Describe the migrations of Native Americans prior to 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe the migrations of Native Americans prior to 1800. This should include who migrated and why, migration patterns (where and how), and time frames.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to:		
<ul style="list-style-type: none"> <li>• Identify reasons people migrate               <ul style="list-style-type: none"> <li>○ Resources</li> <li>○ Climate</li> <li>○ Overpopulation</li> <li>○ Basic needs</li> </ul> </li> <li>• Describe the migration across the land bridge from Asia to North America</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, charts, graphic organizers, text excerpts, images		

## Grade 4 Social Studies

Social Studies		4.H.3.A.b
<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 continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will describe the discovery and exploration of the Americas by Europeans prior to 1800. This may include basic knowledge of early explorers such as Christopher Columbus, Ponce de Leon, Henry Hudson, Leif Erikson, their purposes for exploration, countries of origin, areas explored, routes taken, and general time of exploration.</p> <p>The student will describe the early settlement of the Americas by Europeans prior to 1800. This may include basic knowledge of significant early settlements such as St. Augustine, Jamestown, and Plymouth Rock; the importance of waterways to the settlements; their locations; time of year when initially settled; and challenges faced by the settlers.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identify why explorations are made (adventure, honor, fame, economics, trade, freedoms, and health).</li> <li>• Describe discoveries and exploration of North America including, but not limited to:               <ul style="list-style-type: none"> <li>○ Routes</li> <li>○ Land claimed by European countries</li> <li>○ Basic knowledge of significant early explorers</li> <li>○ Time periods of discovery (not memorization of specific dates)</li> <li>○ Importance of waterways for transportation</li> </ul> </li> <li>• Describe significant early settlements               <ul style="list-style-type: none"> <li>○ Location</li> <li>○ Importance of waterways to settlement</li> <li>○ Time of year</li> <li>○ Challenges faced by early settlers</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Timelines, maps from differing time periods, journals, virtual field trips, graphic organizers		

## Grade 4 Social Studies

Social Studies		4.H.3.A.c
<b>Theme</b>	Understand the movement of people from many regions of the world to North America	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will describe the reasons African peoples were enslaved and brought to North America prior to 1800. This should include information such as how, when, and why slaves were brought to North America from Africa.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identify when the first African slaves were brought to North America (1619, Jamestown)</li> <li>• Identify specific regions of Africa from which slaves were captured</li> <li>• Identify specific regions in North America to which slaves were brought</li> <li>• Describe reasons African peoples were enslaved and brought to North America               <ul style="list-style-type: none"> <li>○ Slave trade</li> <li>○ Plantation laborers</li> <li>○ Acceptable practice in European countries</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, primary source documents (e.g., bill of sale), historical documents , images, excerpts from historical fiction		

## Grade 4 Social Studies

Social Studies		4.H.3.B
<b>Theme</b>	<b>Historical perspective / Thinking / Passage of time</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will identify distinct cultural groups (Native Americans, European immigrants, enslaved and free African Americans, etc.) living in America prior to 1800. The student will describe how the groups interacted, both positively and negatively and the conflicts among the groups. The student should consider cause, effects, and resulting outcomes.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Interactions <ul style="list-style-type: none"> <li>○ Jamestown</li> <li>○ Pilgrims</li> <li>○ Fur trappers and traders</li> <li>○ French and Indian War</li> <li>○ Livestock</li> <li>○ Agricultural</li> <li>○ Language</li> <li>○ Guides for exploration</li> <li>○ Disease</li> <li>○ Forced migration</li> <li>○ Alcohol and tobacco</li> <li>○ Slaves and masters</li> <li>○ Conflicts</li> <li>○ Religion</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps of the same areas across time, timelines, journals, scenarios, photographs, paired text, charts, diagrams, music, cause-and-effect charts, outcome tables		

## Grade 4 Social Studies

Social Studies		4.H.3.C
<b>Theme</b>	Knowledge of the contributions of significant persons in U.S. history	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify historically significant individuals who contributed to early America (not yet established as a country) and the newly established United States through 1800.</li> <li>Describe the contributions of the historically significant individuals in these time periods.</li> </ul>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, identifying the people and describing their contributions:</p> <ul style="list-style-type: none"> <li>Variety of explorers (including those prior to the Revolutionary era)</li> <li>Founding Fathers</li> <li>King George III</li> <li>Pocahontas</li> <li>Squanto</li> <li>William Penn</li> <li>Nathanael Greene</li> <li>Abigail Adams</li> <li>Crispus Attucks</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary source excerpts, letters, journals, images, graphic organizers, maps		

## Grade 4 Social Studies

Social Studies		4.H.3.D.a
<b>Theme Strand MLS</b>	<p><b>Perspectives on the American Revolution</b></p> <p><b>Knowledge of continuity and change in the history of Missouri and the United States</b></p> <p>Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Identify causes of the American Revolution.</li> <li>• Explain the perspectives of:               <ul style="list-style-type: none"> <li>○ Patriots</li> <li>○ Loyalists</li> <li>○ Native Americans</li> <li>○ African Americans</li> <li>○ European allies</li> </ul> </li> </ul>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying causes of the American Revolution such as:               <ul style="list-style-type: none"> <li>○ Establishment of the colonies and growing unity among the colonies</li> <li>○ French and Indian War</li> <li>○ Boston Protests</li> <li>○ Intolerable Acts</li> <li>○ Taxes</li> <li>○ Boston Blockade</li> <li>○ First Continental Congress</li> </ul> </li> <li>• Explaining perspectives of Patriots, Loyalists, Native Americans, African Americans, and European allies in regard to given events</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Primary documents such as correspondences between different groups of people, cause-and-effect organizers, excerpts from historical fiction, images, maps</p>		

## Grade 4 Social Studies

Social Studies		4.H.3.D.b
<b>Theme</b>	<b>Perspectives on the American Revolution</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Explain the factors that contributed to the colonists' success.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify specific examples of colonists' successes and describe the factors that led to those successes.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Examples of successes: <ul style="list-style-type: none"> <li>○ Declared independence</li> <li>○ Founded a government</li> <li>○ Elected first president</li> <li>○ Colonies united in a common cause</li> </ul> </li> <li>• Examples of factors contributing to success: <ul style="list-style-type: none"> <li>○ People dedicated to a common cause</li> <li>○ Communication</li> <li>○ Planning (e.g., continual movement of munitions)</li> <li>○ Ability to draw on the strengths of the people (trained in military, education, tenacity)</li> <li>○ Home-front advantage and sense of urgency (resources, reality)</li> <li>○ Native American allies</li> <li>○ Location and geographic features</li> <li>○ Personal character traits</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, scenarios, images, founding documents, character-trait organizers		



## Grade 4 Social Studies

Social Studies		4.H.3.E.a
<b>Theme</b>	Political developments and reform movements in the U.S.	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will describe what was happening historically during the writing of the Declaration of Independence, the Constitution and the Bill of Rights. The student will consider where and when it was occurring, why it was occurring, and the involvement of significant historical figures.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, how the documents reflected the needs of the people at that time: <ul style="list-style-type: none"> <li>• Need to declare independence</li> <li>• Need to establish our own government and establish laws of the land</li> <li>• Need to protect the individual rights of the people (white, male landowners)</li> <li>• Need to unite the independent states into one government/country</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Founding documents, timeline, flow chart, texts, journals, images of historical events, organizers		

## Grade 4 Social Studies

Social Studies		4.H.3.E.b
<b>Theme</b>	<b>Political developments and reform movements in the U.S.</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will describe how the Declaration of Independence, the Constitution, and the Bill of Rights affected the country as a whole and groups of people in the United States prior to c 1800. This may include groups such as Native Americans, Loyalists, Patriots, enslaved and free African Americans, and women.</p>		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Equality meant freedom from England, not necessarily equal rights (All men are created equal)</li> <li>• Freedoms did not pertain to               <ul style="list-style-type: none"> <li>○ Women</li> <li>○ African Americans</li> <li>○ Native Americans</li> </ul> </li> <li>• Patriot rewards and cost of fighting for freedom</li> <li>• Loyalist movement and hardships</li> <li>• Daily life (lack of access to imported goods, quartering, shortages)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Text excerpts, journals, timelines, founding documents, images, petitions from African Americans		

## Grade 4 Social Studies

Social Studies		4.H.3.F
<b>Theme</b>	<b>Westward Expansion and settlement in the U.S.</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Investigate the causes and consequences of westward expansion prior to 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will closely examine the causes and effects of westward expansion prior to 1800 (Old Northwest Territory, Old Southwest Territory, which includes Mississippi, Alabama, Kentucky)		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Causes               <ul style="list-style-type: none"> <li>○ Revolutionary War</li> <li>○ Growing population and immigration</li> <li>○ Availability of land</li> <li>○ Sense of adventure/exploration</li> <li>○ Manifest destiny</li> </ul> </li> <li>• Effects               <ul style="list-style-type: none"> <li>○ Growth of country</li> <li>○ More states/territories</li> <li>○ Slavery-increase and debate</li> <li>○ Inventions</li> <li>○ Relocation of Native Americans</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Map including old Northwest and Southwest Territories, population maps, charts, graphs, stories recounting journeys (historical fiction, journals)		

## Grade 4 Social Studies

Social Studies		4.E.4.A.a
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Compare and contrast saving and financial investment.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will define saving (a conscious decision to withhold a portion of one’s income from consumption) and financial investment (placing a portion of one’s income in the trust of a business in the hopes of generating a long-term profit, e.g., stocks, mutual funds, bonds). The student will compare and contrast saving and financial investment, taking into consideration such things as duration, risk level, access to cash, and return potential.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Definition of saving</li> <li>• Types of saving</li> <li>• Definition of financial investment</li> <li>• Types of financial investments (stocks, bonds, mutual funds, etc.)</li> <li>• Duration</li> <li>• Risk levels</li> <li>• Access to cash</li> <li>• Potential for financial gain</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Bank descriptions of saving accounts, saving passbooks, scenarios, stock-market reports, portfolio reports		

## Grade 4 Social Studies

Social Studies		4.E.4.A.b
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Explain the relationship between profit and loss in economic decisions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will define profit (what remains when cost has been subtracted from revenue) and loss (money that has been spent above the amount that was earned). The student will explain how the potential for profit and/or loss drives economic decisions.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Defining profit</li> <li>• Defining loss</li> <li>• Use estimated profit or loss to make a business decision</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Business spreadsheets, scenarios, graphs, tables		

## Grade 4 Social Studies

Social Studies		4.E.4.A.c
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Distinguish among natural, capital and human resources.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 1
<p>The student will define natural resources (naturally existing materials such as land, water, soil, animals, fossil fuels, etc.), capital resources (goods made and used to produce other goods and services, such as buildings, tools, and equipment, etc.), and human resources (people). The student will be able to label a given resource within the appropriate category and/or give an example of resources within each category.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Defining natural resource</li> <li>• Defining capital resource</li> <li>• Defining human resource</li> <li>• Identifying a given resource as natural, capital, or human</li> <li>• Giving examples of natural resources</li> <li>• Giving examples of capital resources</li> <li>• Giving examples of human resources</li> </ul> <p>Limit to resources found within the studied regions and time periods.</p>		
<b><u>Stimulus Materials</u></b>		
Maps, images, job descriptions, community descriptions, scenarios, tables, graphs		

## Grade 4 Social Studies

Social Studies		4.E.4.B
<b>Theme</b>	Understanding the consequences of economic decisions	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Conduct a public cost- benefit analysis.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will understand the terms “cost” and “benefit.” The student will define “cost-benefit analysis” (a process of examining the advantages [benefits] and disadvantages [costs] when arriving at a decision). The student will complete a public cost-benefit analysis, identifying the costs and benefits, and make a recommendation for a given situation.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Defining “cost-benefit analysis”</li> <li>• Defining “cost”</li> <li>• Defining “benefit”</li> <li>• Identify costs</li> <li>• Identify benefits</li> <li>• Completing a public cost-benefit analysis for a given situation</li> </ul> <p>Must be given a template to conduct cost-benefit analysis.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Graphs, organizers, scenarios, templates</p>		

## Grade 4 Social Studies

Social Studies		4.E.4.C
<b>Theme</b>	Understanding various types of taxes and their purposes	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Explain how the government utilizes taxes to provide goods and services.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will explain how the government uses taxes to provide goods and services.		1
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to:		
<ul style="list-style-type: none"> <li>• Listing goods provided by taxes, such as               <ul style="list-style-type: none"> <li>○ Bridges</li> <li>○ Roads</li> <li>○ Road signs</li> <li>○ Schools</li> <li>○ Parks</li> <li>○ Libraries</li> </ul> </li> <li>• Listing services provided by taxes, such as               <ul style="list-style-type: none"> <li>○ Military</li> <li>○ Police</li> <li>○ Teachers</li> <li>○ Firefighter</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Community maps, pictures, scenarios		



## Grade 4 Social Studies

Social Studies		4.E.4.D
<b>Theme</b>	<b>Factors that influence the economy</b>	
<b>Strand</b>	<b>Knowledge of economic concepts and principles</b>	
<b>MLS</b>	Explain factors, past and present, that influence changes in state and regional economies.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will identify the factors that influenced state (Missouri) and regional (Midwest) economies in the past and the changes that they caused.</p> <p>The student will identify the factors that influenced state (Missouri) and regional economies (Midwest) in the present and the changes they cause.</p> <p>Some factors may include flooding, technology, movement of people, weather, transportation, war, industry, and resources.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Factors must be given.</p> <p>Factors must be limited to concepts addressed in the fourth grade standards.</p> <p>On a local assessment, factors should be tied to the local economy.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Pictures of past and present, photographs, maps, journals, excerpts from texts (nonfiction and historical fiction), current events, scenarios, demographic data (poverty rates, education levels, languages, etc.)</p>		

## Grade 4 Social Studies

Social Studies		4.EG.5.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>	Construct and interpret historical and current maps.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will create both historical and current maps using a given template (basic shape of the area) and insert important features (such as physical, political, economic, and climate information).</p> <p>The student will interpret both historical and current maps. Interpretation may include identifying changes (i.e. movement of Native American population across time), inferring cause and effect of change (i.e. new cities/settlements), and using map symbols/key.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Constructing maps by adding the desired features to a given template (basic shape of area)</li> <li>• Constructing a key</li> <li>• Interpreting maps to answer specific questions</li> </ul> <p>Should not be expected to construct maps to scale. Time periods should be limited to those addressed in fourth grade standards. Content should be limited to concepts addressed in fourth grade standards.</p>		
<b><u>Stimulus Materials</u></b>		
Maps, pictures, scenarios, templates		

## Grade 4 Social Studies

Social Studies		4.EG.5.B
<b>Theme</b>	<b>Understanding the concept of location to make predictions and solve problems</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>	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will be able to label and locate specific regions (Colonial America, Old Northwest and Old Southwest, Northeast, Southeast, Midwest, Southwest, West), states and capitals (all 50), river systems (Missouri, Mississippi, and Ohio Rivers), and mountain ranges (Appalachian, Sierra Nevada and Rocky Mountains) within the United States.</p> <p>The student will locate additional regions and river systems tied to historical or current events.</p>		<p>1</p> <p><b><u>Item Format</u></b></p> <p>Selected response Constructed response Technology enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Regions-Colonial America, Old Northwest, Old Southwest, Northeast, Southeast, Midwest, Southwest, West</li> <li>• States-label and locate all 50</li> <li>• Capitals-label with location provided</li> <li>• River Systems-label and locate Missouri, Mississippi and Ohio Rivers</li> <li>• Mountain Ranges-label and locate Appalachian, Sierra Nevada, and Rocky Mountains</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures, maps, globe, list of geographical features, historical scenarios, current events		

## Grade 4 Social Studies

Social Studies		4.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 compare physical characteristics of specific regions within the nation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify regions within the United States and their physical characteristics (climate, topography, relationship to water, ecosystems, etc.). The student will compare regions using the identified physical characteristics.		2
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to:		
<ul style="list-style-type: none"> <li>• Identifying and comparing physical characteristics such as               <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Topography</li> <li>○ Relationship to water</li> <li>○ Ecosystems</li> </ul> </li> <li>• Regions such as               <ul style="list-style-type: none"> <li>○ Mountain regions</li> <li>○ Great Plains</li> <li>○ Coastal regions</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures, maps, organizers, graphs, Venn diagram, scenarios		

## Grade 4 Social Studies

Social Studies		4.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 compare diverse human geographic characteristics of the nation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will identify major human characteristics (such as education levels, population density, ethnic background, languages, dominant religions, settlement patterns, economies, and political systems) within regions of the United States. The student will compare regions using identified human characteristics.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying and comparing human characteristics such as               <ul style="list-style-type: none"> <li>○ Education level</li> <li>○ Population density</li> <li>○ Languages</li> <li>○ Religions</li> <li>○ Settlement patterns</li> <li>○ Economies</li> <li>○ Political systems</li> </ul> </li> <li>• Regions such as               <ul style="list-style-type: none"> <li>○ Agricultural areas</li> <li>○ Urban areas</li> <li>○ Industrial areas</li> <li>○ Plantations</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Demographic data, census materials, maps, pictures, excerpts from texts, scenarios, organizers, Venn diagrams, journals		

## Grade 4 Social Studies

Social Studies		4.EG.5.D
<b>Theme</b>	<b>Relationships within places Human- Environment Interactions</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>	Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will identify how and why people in the past and present:</p> <ul style="list-style-type: none"> <li>• Have been/are affected by their physical environments (type of housing, clothing, food, transportation, etc.)</li> <li>• Depended upon their physical environments (housing, food, transportation, recreation, defense, etc.)</li> <li>• Adapted to their environment (type of housing, clothing, food, industry, resources, recreation, etc.)</li> <li>• Changed their environment (deforestation, urban sprawl, stripping resources, damming water sources, pollution, etc.)</li> </ul>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, identifying how and why people:</p> <ul style="list-style-type: none"> <li>• Are affected by physical environments</li> <li>• Depend upon their physical environments</li> <li>• Adapt to their physical environments (how the environment affects us)</li> <li>• Change their physical environments (how we affect the environment)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Graphs, charts, cause/effect organizer, photographs, maps		

## Grade 4 Social Studies

Social Studies		4.EG.5.E
<b>Theme</b>	Understanding relationships between and among places	
<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>	Analyze how changes in communication and transportation technologies affect people's lives.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will identify changes in communication and transportation technologies and describe how those changes affect people's lives. Examples may include telephones, email, cell phones, social media, video chat, newspapers, water transportation, trains, airplanes, non-motorized transportation, cars, etc.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying changes in communication technologies and describing how those changes affected people's lives: <ul style="list-style-type: none"> <li>○ Written communications (letter, telegraph, newspapers and magazines, email, text, social media, etc.)</li> <li>○ Spoken communication (word of mouth, landline phones, cell phones, video chats, etc.)</li> </ul> </li> <li>• Identifying changes in transportation technologies and describing how those changes affected people's lives: <ul style="list-style-type: none"> <li>○ Mass transportation (stage coach, ships, railroads, buses, planes, etc.)</li> <li>○ Individual transportation (on foot, horses, covered wagon, gasoline powered car, hybrid car, etc.)</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures, images, journals, excerpts from texts, maps, organizers, timeline, flow charts		

## Grade 4 Social Studies

Social Studies		4.EG.5.F
<b>Theme</b>	Understanding relationships between and among regions	
<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 different regions in the United States and analyze how their characteristics affect people who live there.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will identify the five different regions in the United States (Northeast, Southeast, Midwest, Southwest, and West) and describe how their characteristics affect the people who live there (climate, topography, resources, economy, etc.).		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• The five defined regions of the United States               <ul style="list-style-type: none"> <li>○ Northeast</li> <li>○ Southeast</li> <li>○ Midwest</li> <li>○ Southwest</li> <li>○ West</li> </ul> </li> <li>• Characteristics               <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Topography</li> <li>○ Resources</li> <li>○ Economy</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures/photographs, maps, three-column charts, scenarios, graphs, tables		



## Grade 4 Social Studies

Social Studies		4.EG.5.G
<b>Theme</b>	<b>Using geography to interpret, explain and predict</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>	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will use geography to interpret the past (for example, why settlements were made in given areas, determining boundaries, development of major industries, development of major cities, migration, etc.) as appropriate to fourth-grade times and topics.</p> <p>The student will use geography to predict future consequences (for example, continuing industry growth and development, career choices, residential and business development, recreation and tourism, migration, etc.) as appropriate to fourth-grade topics.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Using geography to interpret the past (land bridge to 1800) <ul style="list-style-type: none"> <li>○ Migration</li> <li>○ Boundaries</li> <li>○ Location of settlements</li> <li>○ Development of industry</li> <li>○ Development of major cities</li> </ul> </li> <li>• Using geography to predict future consequences <ul style="list-style-type: none"> <li>○ Migration</li> <li>○ Industry growth and development</li> <li>○ Career choice</li> <li>○ Residential and business development</li> <li>○ Recreation and tourism</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures and photographs, maps, graphs, tables, charts, census data, journals, advertisements and brochures, webpages (screenshot), scenarios		

## Grade 4 Social Studies

Social Studies		4.RI.6.A
<b>Theme</b>	Cultural characteristics of all people	
<b>Strand</b>	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
<b>MLS</b>	Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will identify cultural characteristics (such as language, celebrations, customs, holidays, artistic expression, food, dress, tradition, religion, etc.) of specific historic time periods in the U.S. prior to 1800 (such as the land bridge, early Native Americans, early European explorers, colonial America, Revolutionary era, slave trade, etc.) and compare the cultural characteristics of the differing periods.</p>		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Time periods               <ul style="list-style-type: none"> <li>○ Land-bridge and early Native Americans</li> <li>○ Early European explorers</li> <li>○ Colonial and Revolutionary America</li> <li>○ Slave trade</li> </ul> </li> <li>• Cultural characteristics               <ul style="list-style-type: none"> <li>○ Language</li> <li>○ Holidays and celebrations</li> <li>○ Customs and traditions</li> <li>○ Artistic expression</li> <li>○ Religion</li> <li>○ Food and dress</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Journal entries, text excerpts, images, pictures, maps, organizers, charts		

## Grade 4 Social Studies

Social Studies		4.RI.6.B
<b>Theme</b>	<b>Methods of resolving conflicts</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Apply constructive processes or methods for resolving conflicts.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will apply a constructive problem-solving method for resolving conflicts. One such process may include the following steps:</p> <ol style="list-style-type: none"> <li>1. Identify the problem.</li> <li>2. List potential solutions.</li> <li>3. Evaluate potential solutions.</li> <li>4. Agree upon a solution.</li> </ol> <p>This process may be applied to historically significant events (Constitutional Convention, founding documents, Missouri Compromise, etc.), current conflicts, personal conflicts, or scenarios.</p>		<p>3</p> <p><b><u>Item Format</u></b></p> <p>Selected response Constructed response Technology enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The content may include, but is not limited to, following a process to arrive at a peaceful resolution.</p> <p>Student should be given an organizer to support the process.</p>		
<b><u>Stimulus Materials</u></b>		
Scenarios, organizers, charts, text, image of problem		

## Grade 4 Social Studies

Social Studies		4.RI.6.C
<b>Theme</b>	Ideas and beliefs of different cultures	
<b>Strand</b>	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
<b>MLS</b>	Research stories and songs that reflect the cultural history of the early United States prior to 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze historical stories and songs prior to c. 1800 for cultural influence.</p> <p>Sources might include: <i>Grimm’s Fairy Tales</i>, <i>The New England Primer</i>, the Bible, <i>Robinson Crusoe</i>, <i>The Arabian Nights</i>, Aesop’s Fables, <i>Metamorphoses</i>, <i>The Odyssey</i>, Native American stories and legends, etc.</p> <p>Songs might include: “Yankee Doodle,” “God Save the King, America,” “Chester, British Grenadiers,” “The Liberty Song,” “In the Good Old Colony Days,” hymns, Psalms, and African-American spirituals.</p> <p>Cultural influences may include: Purpose of the literature (to teach lessons, manners, morals, etc. that reflected the values of the time), historically significant events, daily life, etc.</p>		2
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>Given a story or lyrics from a song, the student will identify the components that reflect the cultural or historical influences.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures, excerpts, song lyrics, stories, primary sources		

## Grade 4 Social Studies

Social Studies		4.RI.6.D
<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>	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will look closely at how culture has been maintained over time through celebrations, traditions, and memorials.		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to students looking closely at how culture has been maintained over time through celebrations, traditions, and memorials. For example: <ul style="list-style-type: none"> <li>• Parades</li> <li>• Memorial services</li> <li>• Museums</li> <li>• Oral history</li> <li>• Reenactments</li> <li>• Time capsules</li> <li>• Historical sites</li> <li>• Books and historical writings</li> <li>• Websites and electronic media</li> <li>• History clubs, historical societies</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, letters, photographs, audio and video clips, paired texts, National Archives, portraits, artistic expression		

## Grade 4 Social Studies

Social Studies		4.RI.6.E
<b>Theme</b>	<b>Changing of roles of various groups</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will look closely at changing roles among Native Americans, immigrants, African Americans, women, and others from early migration to c. 1800.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to looking closely at the changing roles among Native Americans, Immigrants, African Americans, women and others, from early migration to c. 1800, such as: <ul style="list-style-type: none"> <li>• Native Americans moving from inhabiting lands at free will to forced migration and reservations</li> <li>• Native American decline in population because of disease, war, and lack of resources</li> <li>• Native American interactions with Europeans</li> <li>• African Americans as slaves and soldiers</li> <li>• Immigrants as explorers, settlers, servants to the king, indentured servants, founders of a new country</li> <li>• Women as domestic property, merchants, Molly Pitchers, contributors to society</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, letters, photographs, audio and video clips, paired texts, National Archives, portraits, artistic expression		

## Grade 4 Social Studies

Social Studies		4.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>	Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will, with guidance and support, choose credible sources that are appropriate for their purpose and topic. As students analyze and evaluate sources, they may consider such thing as:</p> <ul style="list-style-type: none"> <li>• Periodization (does it fall within the correct time period?)</li> <li>• Multiple perspectives</li> <li>• Primary versus secondary sources</li> <li>• Purpose of original source</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>This item should not be assessed in isolation.</p> <p>Content may be assessed by, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Given a scenario, the student will select appropriate, credible resources from a list of described resources.</li> <li>• This should not be assessed on a large-scale assessment, as the standard specifies “with assistance.”</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Resource examples, scoring guides, checklists, rubrics, conferencing		

## Grade 4 Social Studies

Social Studies		4.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>	Analyze 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 choose appropriate artifacts to convey the information about a given topic that the student intends to share with a specific audience. The student may consider periodization, information to be shared, region, and cultural origins (e.g., European, Native American, African American, etc.).</p> <p>Potential artifacts could include:</p> <ul style="list-style-type: none"> <li>• Building structures</li> <li>• Materials</li> <li>• Works of art</li> <li>• Fossils</li> <li>• Pottery</li> <li>• Tools</li> <li>• Clothing</li> <li>• Musical instruments</li> </ul>		4
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may be assessed by, but is not limited to, performance event at the conclusion of a unit of study or research project.</p> <p>Local assessment only</p>		
<b><u>Stimulus Materials</u></b>		
Artifacts, images of artifacts, technology, audio files, newspapers, journals		



## Grade 4 Social Studies

Social Studies		4.TS.7.B.a
<b>Theme</b>	<b>Use visual tools to communicate information and ideas</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will, with guidance and support as needed, use visual tools (maps, graphs, images, graphic organizers, etc.) and informational text (nonfiction text, newspaper articles, etc.) to read, interpret, draw conclusions, make predictions, and share information and ideas (orally, in writing, within a project, etc.) with others.</p>		<b><u>Item Format</u></b> Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, grade-level and content appropriate:</p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Graphs</li> <li>• Images</li> <li>• Nonfiction texts</li> <li>• Newspaper articles</li> <li>• Magazine/journal articles</li> <li>• Online sources</li> <li>• Flyers</li> </ul> <p>Local assessment only</p>		
<b><u>Stimulus Materials</u></b>		
Maps, graphs, images, nonfiction texts, articles, flyers		

## Grade 4 Social Studies

Social Studies		4.TS.7.B.b
<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>	Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will create products including, but not limited to, maps, graphs, timelines, charts, diagrams, and models to share information with others.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• End of unit products</li> <li>• Stand-alone and/or embedded within larger projects</li> <li>• Maps</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Charts</li> <li>• Models</li> <li>• Diagrams</li> <li>• Social studies-specific content on large-scale assessment</li> <li>• May be cross-curricular on local assessment</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, graphs, timelines, charts, models, diagrams, nonfiction text, scenarios		

## Grade 4 Social Studies

Social Studies		4.TS.7.C
<b>Theme</b>	<b>Understanding and supporting fact, opinion, bias and point of view in sources</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Distinguish between fact and opinion and recognize bias and point of view in social studies topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will distinguish between fact and opinion within text and visual materials. The student will identify bias and point of view within text and visual materials.		1
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Major topics and time periods addressed in the fourth-grade standards (founding documents, Revolutionary War, significant historical figures, etc.)</li> <li>• Close reading of images</li> <li>• Grade-appropriate texts/materials</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources (art, newspaper articles, pamphlets, etc.), paired texts, visuals, advertisements		

## Grade 4 Social Studies

Social Studies		4.TS.7.D
<b>Theme</b>	<b>Conducting and presenting research with appropriate resources</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	With assistance, conduct and present social studies research to an audience using appropriate sources.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will conduct social studies research using appropriate sources. The student will present social studies research in an appropriate format (written, visual, oral, digital, etc.) to an audience. The student will be provided with assistance and support to meet this standard.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate sources               <ul style="list-style-type: none"> <li>○ Credibility</li> <li>○ Date of publication</li> <li>○ Type of source (digital, print, web-based, etc.)</li> <li>○ Origin</li> </ul> </li> <li>• Presentation format-written, visual, digital, oral may be used for local assessment</li> <li>• Sharing key information</li> </ul> <p>Cannot be tested on a large-scale assessment as standard specifies “with assistance.”</p>		
<b><u>Stimulus Materials</u></b>		
Scenarios and sample sources, excerpts, visual sources, interview, polls, surveys		

## Grade 4 Social Studies

Social Studies		4.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>	Generate compelling research questions about a social studies topic.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
Students will identify and create meaningful research questions to guide their investigation of a social studies topic.		2
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to:		
<ul style="list-style-type: none"> <li>• Create a meaningful research question               <ul style="list-style-type: none"> <li>○ On topic</li> <li>○ Relevant</li> <li>○ Supporting resources</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Research topic ideas, sample questions, checklists/organizers		

## Grade 4 Social Studies

Social Studies		4.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>	Apply a research process to a compelling social studies question.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will apply a research process to a meaningful social studies question. An example of this process could be:</p> <ul style="list-style-type: none"> <li>Step 1: Identify and develop your topic around your compelling questions.</li> <li>Step 2: Do a preliminary search for information.</li> <li>Step 3: Locate credible sources.</li> <li>Step 4: Read your sources.</li> <li>Step 5: Take notes and organize information using fourth-grade ELA standards.</li> <li>Step 6: Create your final research project, including a bibliographic source page.</li> </ul>		<p>3</p>
		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Should not be measured on a large-scale assessment May assess each step within the process to determine a cumulative score</p>		
<b><u>Stimulus Materials</u></b>		
Scoring guide, anchor papers, organizers, project checklists, source materials		

## Grade 4 Social Studies

Social Studies		4.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>	Identify and use appropriate resources for investigating a compelling social studies question.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will identify and use appropriate resources to investigate a social studies question. Student should evaluate source by :</p> <ul style="list-style-type: none"> <li>• Credibility</li> <li>• Date of publication</li> <li>• Ability to answer the question</li> <li>• Type of source (digital, print, web-based, etc.)</li> <li>• Origin</li> <li>• Voice of authority</li> <li>• Accessibility</li> <li>• Readability</li> </ul>		2
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Determining the appropriateness of a resource, considering credibility, date of publication, ability to answer the question, type of source, origin, voice of authority, accessibility, readability</li> <li>• Choosing an appropriate resource to answer a question</li> </ul> <p>May be assessed locally.</p>		
<b><u>Stimulus Materials</u></b>		
Sample sources, scenarios/research questions, works-cited page		

## Grade 4 Social Studies

Social Studies		4.TS.7.F
<b>Theme</b>	<b>Conducting and presenting research with appropriate resources</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Research an appropriate social studies question and share results with an audience.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will conduct social studies research to answer a social studies question. The student will share the social studies research in an appropriate format (written, visual, oral, digital, etc.) with an audience.		3
		<b><u>Item Format</u></b>
		Selected response Constructed response Technology enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate sources               <ul style="list-style-type: none"> <li>○ Credibility</li> <li>○ Date of publication</li> <li>○ Type of source (digital, print, web-based, etc.)</li> <li>○ Origin</li> </ul> </li> <li>• Presentation format—written, visual, digital, oral may be used for local assessment</li> </ul> <p>Cannot be tested on a large scale assessment as standard specifies, “with assistance.”</p>		
<b><u>Stimulus Materials</u></b>		
Scoring guide, anchor papers, organizers, project checklist, source materials, scenarios, sample sources, excerpts, visual sources, interview, polls, surveys		