

# Grade 5

# 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.

[Drop in DESE Introduction text]

## Grade 5 Social Studies

Social Studies		5.PC.1.A.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>	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will apply the guidelines of the Declaration of Independence to show a deep understanding of how they are conveyed to various historical time periods and ongoing current events. These guidelines include, but are not limited to, “all men are created equal,” “inalienable rights,” etc.</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, understanding the principles of the Declaration of Independence and connecting those principles to historical periods as well as current events.</p> <ul style="list-style-type: none"> <li>• The American Revolution</li> <li>• Civil War</li> <li>• Reconstruction</li> <li>• The Industrial Revolution</li> <li>• The Progressive Movement</li> <li>• Women’s Suffrage</li> <li>• World War I</li> <li>• The Great Depression</li> <li>• World War II</li> <li>• Immigration</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Primary sources (excerpts from the Declaration of Independence), secondary sources, mock current event articles, timelines, political cartoons, visual organizers</p>		

## Grade 5 Social Studies

Social Studies		5.PC.1.B.a
<b>Theme</b>	<b>Purposes and principles of the Constitution</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will apply the guidelines established in the U.S. Constitution that were significant during the time period and build a connection to current-day events.		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, the following: <ul style="list-style-type: none"> <li>• The seven principles of the U.S. Constitution and their connection to historical time periods and current-day events</li> <li>• Guidelines that should be addressed including checks and balances, limited government, popular sovereignty, individual rights, and separation of powers</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, pictures representing each principle, excerpts from the Constitution, secondary sources, graphic organizers (KWL, T-charts, Venn diagrams, etc.), timelines		

## Grade 5 Social Studies

Social Studies		5.PC.1.C.a
<b>Theme</b>	<b>Purposes and principles of the Bill of Rights</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will apply the guidelines of the Bill of Rights to time periods from the past and make a connection to relevant events of the present day.		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, the guidelines that make up the Bill of Rights and the historical time periods they are connected to and current events. Those important rights could include freedom of expression, rights of a person accused of a crime, inhumane treatment, etc., regarding the following: <ul style="list-style-type: none"> <li>• Women’s suffrage</li> <li>• Civil Rights movement</li> <li>• Immigration</li> <li>• Slavery</li> <li>• Capital punishment</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, video clips, pictures, secondary sources, graphic organizers, political cartoons		

## Grade 5 Social Studies

Social Studies		5.PC.1.D.a
<b>Theme</b>	<b>Role of citizens and governments in carrying out constitutional principles</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Analyze 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>
The student will closely examine ways citizens can effectively express their opinions, check the power of government, and bring about change over the course of time.		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, the specific experience of certain individuals in history expressing their opinions to seek change:		
<ul style="list-style-type: none"> <li>• Frederick Douglas-wrote a book</li> <li>• John Brown-led an abolitionist anti-slavery revolt</li> <li>• Harriet Beecher Stowe-wrote <i>Uncle Tom’s Cabin</i></li> <li>• Susan B. Anthony-gave speeches and led marches</li> <li>• Martin Luther King Jr.-gave speeches, led marches, organized peaceful protests</li> <li>• Rosa Parks–refused to give up her seat on a bus (civil disobedience)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, videos, pictures, excerpts from speeches, letters, diaries, secondary sources, paintings, book excerpts		

## Grade 5 Social Studies

Social Studies		5.PC.1.E.a
<b>Theme</b>	<b>Character traits and civic attitudes of significant individuals</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe the character traits (a quality that makes a person unique or similar) and civic attitudes (related to the beliefs of people in relationship to their town, state, or nation) of individuals who have made an impact on historic moments in the United States from 1800 to 2000.		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, describing historic individuals who made an impact on U.S. history during the time period of 1800 to 2000. Individuals may include the following:		
<ul style="list-style-type: none"> <li>• Al Capone</li> <li>• Martin Luther King Jr</li> <li>• Neil Armstrong</li> <li>• Frederick Douglass</li> <li>• Sandra Day O’Connor</li> <li>• Abraham Lincoln</li> <li>• General Robert E. Lee</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs , excerpts from speeches, video clips, letters, excerpts from autobiographies		

## Grade 5 Social Studies

Social Studies		5.PC.1.F.a
<b>Theme</b>	Knowledge of the symbols of our state and nation	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will recognize and explain how a national symbol is related to historical events during the 1800 to 2000 time period.		<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, recognizing and explaining some major national symbols during the 1800 to 2000 time period: <ul style="list-style-type: none"> <li>• Statue of Liberty</li> <li>• Bald eagle</li> <li>• Confederate flag</li> <li>• American flag</li> <li>• National anthem</li> <li>• Liberty bell</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photos, song recordings, lyrics, videos, secondary sources, graphic organizers (Venn diagrams, T-Charts, etc.)		

## Grade 5 Social Studies

Social Studies		5.GS.2.A.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 have been debated across historical time periods to current times.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will explain how the role of government has been challenged during the 1800 to 2000 time period.		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, explaining the role of government in certain situations: <ul style="list-style-type: none"> <li>• Civil War–states’ rights</li> <li>• Reconstruction-amendments</li> <li>• Great Depression–The New Deal</li> <li>• Civil Rights movement</li> <li>• Women’s suffrage–19th Amendment</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources (FDR fireside chats), videos, audio clips, photographs		

## Grade 5 Social Studies

Social Studies		5.GS.2.B.a
<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 c. 1800 –2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will be able to explain how disagreements involving individuals and government policy were resolved in courts throughout history during the 1800 to 2000 time period. (Legitimate authorities might include courts, Congress, and the 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>
<p>Content may include, but is not be limited to, explaining how different court cases and other governmental agencies were resolved during the 1800-2000 time period:</p> <ul style="list-style-type: none"> <li>• Dred Scott Decision-the 1857 decision by the Supreme Court that stated slaves are property and therefore can't be citizens and sue in a court of law</li> <li>• <i>Brown v. Board of Education</i>-The 1954 decision that made it illegal to segregate in public schools</li> <li>• Compromise of 1850-California came into the union as a free state; slavery in the territories would be determined by popular sovereignty; created more stringent fugitive slave laws</li> <li>• <i>Plessy vs. Ferguson</i>-1896 Supreme Court decision that stated it was okay to separate blacks and whites as long as the facilities were equal</li> <li>• <i>Marbury vs. Madison</i>- established judicial review—the authority of the Supreme Court to declare a law unconstitutional</li> <li>• Missouri Compromise-The 1820 plan whereby Missouri came into the union as a slave state, Maine came into the union as a free state, and slavery was illegal north of the 36 degrees, 30 minutes.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, excerpts from court cases or key historical documents, photographs, secondary sources, cause/effect charts		

## Grade 5 Social Studies

Social Studies		5.GS.2.C.a
<b>Theme</b>	<b>Processes of governmental systems in decision making</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will look closely at how governmental decisions are made (legislative branch), followed through on (executive branch), and explained (judicial branch) by the federal government from the 1800 to 2000 time period.		<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 explaining how the legislative, executive, and judicial branches functioned in unison together from 1800-2000: <ul style="list-style-type: none"> <li>• Civil War: Legislative Branch passed the 13th, 14th, 15th Amendments: 13th–Abolished slavery 14th–Defined citizenship 15th–Gave voting rights to African American men</li> <li>• Executive Branch-Lincoln issued the Emancipation Proclamation. This proclamation freed slaves in Southern territories and was seen as a strategy to strengthen the Union army.</li> <li>• <i>Plessy v. Ferguson</i> – This landmark case legitimized separation of races until <i>Brown vs. Board of Education</i>.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, excerpts from the Emancipation Proclamation, excerpts from amendments, court cases, secondary sources, three-column charts		

## Grade 5 Social Studies

Social Studies		5.GS.2.D.a
<b>Theme</b>	<b>Functions of governmental systems</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Distinguish between powers and functions of local, state and national government in the past and present.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will compare and contrast the powers of local, state, and federal government in the past and present.		2
		<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 includes, but is not limited to, the following: Local—police and trash State—intrastate highways, taxes, licenses National—currency, post offices, patents, foreign policy		
<b><u>Stimulus Materials</u></b>		
Secondary sources, three-way Venn diagrams		

## Grade 5 Social Studies

Social Studies		5.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>	Outline the territorial expansion of the United States.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will describe how the United States grew from 1800 to 2000.		3
		<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 growth of the United States from 1800 to 2000.		
<ul style="list-style-type: none"> <li>• Texas and the Mexican War</li> <li>• Settlement of the Oregon Territory</li> <li>• Settlement of California</li> <li>• Annexation of Hawaii and Alaska</li> </ul>		
<u>Stimulus Materials</u>		
Primary sources, maps, journal entries from pioneers and Lewis and Clark, treaties		

## Grade 5 Social Studies

Social Studies		5.H.3.A.b
<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 impact of migration on immigrants and the United States c. 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe how the migration of people from other countries came to the United States and changed the makeup of the culture during 1800 to 2000.		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 includes, but is not limited to, describing how the migration affected the culture of the United States as shown through events such as the following:		
<ul style="list-style-type: none"> <li>• Ellis Island–infiltration of European immigrants to the United States</li> <li>• Asians working on the railroad</li> <li>• Pioneers moving from one side of the country to another</li> <li>• Industrial Revolution–people moving from farms to cities</li> <li>• Great Migration–African Americans moving from the rural south to northern cities (Chicago)</li> <li>• Great Depression–migrant workers moving to California for jobs</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, video clips, excerpts from journal entries, excerpts from diaries		

## Grade 5 Social Studies

Social Studies		5.H.3.B.a
<b>Theme</b>	Historical perspective / Thinking / Passage of time	
<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, European Americans and African Americans from c. 1800 – 2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will look closely at the positive and negative interactions from culture to culture, primarily focusing on the following groups during 1800 to 2000:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• European Americans</li> <li>• African Americans</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>Content may include, but is not limited to, looking closely at conflicts among the following groups:</p> <ul style="list-style-type: none"> <li>• White settlers and Native Americans</li> <li>• White settlers and African Americans</li> <li>• Participants in the Indian Wars</li> <li>• Participants in the California Gold Rush</li> <li>• Buffalo Soldiers</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Primary sources, journal or diary entries, video clips, excerpts from speeches by Crazy Horse or Sitting Bull, secondary sources, cause/effect charts, nonfiction passages</p>		

## Grade 5 Social Studies

Social Studies		5.H.3.C.a
<b>Theme</b>	Knowledge of the contributions of significant persons in U.S. history	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify and describe how certain important individuals made an impact on United States history from 1800 to 2000.		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 at the following diverse individuals who made an impact on U.S. history:		
<ul style="list-style-type: none"> <li>• Charles Lindbergh</li> <li>• W. E. B Du Bois</li> <li>• Abraham Lincoln</li> <li>• Martin Luther King Jr.</li> <li>• Neil Armstrong</li> <li>• Eleanor Roosevelt</li> <li>• Crazy Horse</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, excerpts from speeches and writings, videos, journal entries, letters, secondary sources, various nonfiction passages		

## Grade 5 Social Studies

Social Studies		5.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>	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain the causes and effects of major political changes in U.S. history from 1800 to 2000.		<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, the causes and effects that political changes had on U.S. history:</p> <ul style="list-style-type: none"> <li>• Amendments to the Constitution</li> <li>• Industrial Revolution</li> <li>• Gilded Age</li> <li>• Progressive Era reforms</li> <li>• New Deal</li> <li>• Great Society</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, excerpts from Constitution or Amendments, photographs of child labor, wealthy and poverty stricken families, excerpts from <i>The Jungle</i>		

## Grade 5 Social Studies

Social Studies		5.H.3.F.a
<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 c. 1800-2000.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u>
The student will examine the events that led to moving westward and the effects of that movement from 1800 to 2000.		3
		<u><b>Item Format</b></u>
		Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Content may include, but is not limited to, the causes and effects of the following historical events:		
<ul style="list-style-type: none"> <li>• Causes-The discovery of gold</li> <li>• Effects-California becomes a state</li> <li>• Causes-Military interest in Hawaii and economic resources in Alaska</li> <li>• Effect-Hawaii and Alaska become states</li> </ul>		
<u><b>Stimulus Materials</b></u>		
Maps, excerpts from Queen Liliuokalani of Hawaii, cloze notes, T-chart, journal entries, diaries, video clips		

## Grade 5 Social Studies

Social Studies		5.H.3.G.a
<b>Theme</b>	<b>Understanding the causes and consequences of the Civil War</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Identify political, economic and social causes and consequences of the Civil War and Reconstruction.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to identify the political, economic, and social reasons that created change after the Civil War and Reconstruction.		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 not be limited to, the politics involved, the economic consequences, and the social adjustments once the Civil War was over and into Reconstruction:		
Causes–Westward Movement, the Compromise of 1850, the South’s reliance on cotton and slavery, differences in beliefs regarding slavery (Abolitionist Movement)		
Consequences–13th, 14th, 15th Amendments, the South’s economy destroyed and in need of repair, Freedmen’s Bureau, Tuskegee Institute		
<b><u>Stimulus Materials</u></b>		
Timelines, cause/effect charts, maps, text excerpts, political cartoons, pictures of the South’s economy		

## Grade 5 Social Studies

Social Studies		5.H.3.H.a
<b>Theme</b>	<b>Major economic developments in the United States</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Identify political, economic, and social causes and consequences of the Great Depression.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will identify the political, economic, and social causes and consequences of the Great Depression.		<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 not be limited to, the politics involved, the economic consequences, and social adjustments of the Great Depression. Such events that may be included could be:</p> <ul style="list-style-type: none"> <li>• Causes—stock market crash, overconsumption, lack of regulation in banking and stock market industry</li> <li>• Effects—loss of jobs, people living in poverty, banks closed, welfare state, Social Security, 22nd Amendment, growth of the federal government (New Deal legislation)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Flow charts, fireside chats, timelines, charts of different organizations created by New Deal legislation, photographs of poverty, excerpts from 22nd Amendment, stock market graphs, unemployment graphs		

## Grade 5 Social Studies

Social Studies		5.H.3.I.a
<b>Theme</b>	Causes, comparisons, and results of major twentieth-century wars	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Identify political, economic, and social causes and consequences of World War I and WWII on the United States.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify the political, economic, and social causes of World War I and World War II and will identify the effects of World War I and World War II on the United States.		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 be limited to, the politics involved, the economic consequences, and social adjustments of WWI and WWII: World War I <ul style="list-style-type: none"> <li>• Causes-Zimmerman telegram, submarine warfare</li> <li>• Effects-bombs, poison gas, Roaring Twenties, influenza epidemic, Great Migration</li> </ul> World War II <ul style="list-style-type: none"> <li>• Causes-Japanese bombing of Pearl Harbor</li> <li>• Effects-bombing of Nagasaki and Hiroshima</li> <li>• Effects-Japanese Internment Camps in the United States</li> <li>• Effects-Increase of women in the workforce (Rosie the Riveter)</li> <li>• Effects-Creation of All-American Girls Professional Baseball League</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Timelines, flow charts, excerpts from the Zimmerman Telegram, pictures/photos, maps of Great Migration, videos of Pearl Harbor/Nagasaki and Hiroshima		

## Grade 5 Social Studies

Social Studies		5.H.3.I.b
<b>Theme</b>	<b>Causes, comparisons, and results of major twentieth-century wars</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Identify the political, economic and social consequences of the Cold War on the United States.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify effects of the Cold War on the United States, including political, economic, and social consequences.		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 be limited to, the politics involved, the economic consequences, and social adjustments of the Cold War:		
<ul style="list-style-type: none"> <li>• Causes–Berlin Wall, tension between the United States and the Soviet Union, Space Race, difference in governmental ideology</li> <li>• Effects–Vietnam War, Korean War, Bay of Pigs, Cuban Missile Crisis, bomb shelters</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, video clips, space-related videos, cause/effect charts, speech from JFK about Cuban Missile Crisis, pictures of Berlin Wall, excerpt from Churchill’s Iron Curtain speech		

## Grade 5 Social Studies

Social Studies		5.E.4.A.a
<b>Theme</b>	<b>Knowledge of basic economic concepts</b>	
<b>Strand</b>	<b>Knowledge of economic concepts and principles</b>	
<b>MLS</b>	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain how scarcity (the conditions to not have all the goods and services people want), supply (different quantity of a resource, good, or service offered for sale at various prices), demand (different quantity of a resource, good, or service that will be purchased at various prices), opportunity cost (the most important alternative that is given up as a result of a specific economic decision), income (a gain or recurrent benefit usually measured in money that derives from capital or labor, also the amount of such gain received in a period of time), labor (human activity that provides the goods or services in an economy), wages (a payment usually of money for labor or services usually according to contract and on an hourly, daily, or piecework basis), and other economic concepts apply to the nation's past, present, and future.		<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 not be limited to, economic terms and connecting them to the following historical time periods and/or events: <ul style="list-style-type: none"> <li>• Great Depression—scarcity of jobs, wages (lost or reduced income)</li> <li>• Industrial Revolution—wages and profits, safety issues</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, excerpts from novels or personal accounts, secondary sources, matching charts, vocabulary definitions, graphic organizers, graphs or charts of unemployment and bank activity		

## Grade 5 Social Studies

Social Studies		5.E.4.D.a
<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 our nation's economy.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain how various causes throughout history have been a catalyst for economic change in our country.		<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 showing the cause and effect relationship in the following historical events: <ul style="list-style-type: none"> <li>• Eli Whitney—the inventor of the cotton gin, which increased the South's reliance on cotton, slavery, and production</li> <li>• Great Depression—the stock market crashed, which made the government enact stock market regulations</li> <li>• Henry Ford—responsible for building the car and using the assembly line, which increased productivity</li> <li>• The Industrial Revolution—moved our economy from an agricultural society to an industrial society</li> <li>• Technology—changed economy and work force in major industries by using computers and machines</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photos of assembly lines, newspaper articles, video clips, secondary sources, three-way Venn diagrams, diagrams of an assembly line		

## Grade 5 Social Studies

Social Studies		5.E.4.D.b
<b>Theme</b>	<b>Factors that influence the economy</b>	
<b>Strand</b>	<b>Knowledge of economic concepts and principles</b>	
<b>MLS</b>	Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe the economic impact of migration on the immigrants and the United States from 1800 to 2000.		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 be limited to, European immigrants into the United States and Americans migrating to other parts of the country. <ul style="list-style-type: none"> <li>• Tenements—the poor living conditions of many migrants</li> <li>• Treatment of Irish immigrants</li> <li>• Boomtowns—town that sprang up overnight as gold was discovered in the West</li> <li>• Homestead Act—free land in the West draws immigrants to the United States</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, diaries, newspaper articles, sharing about the tenements, journal entries, secondary sources, charts, graphs		

## Grade 5 Social Studies

Social Studies		5.EG.5.A.a
<b>Theme</b>	Reading and constructing maps	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Use geographic sources to acquire information, answer questions and solve problems.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will use various geographic resources to gather information, respond to questions, and problem solve.		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 using geographic sources to gather information, respond to questions, and solve problems:		
<ul style="list-style-type: none"> <li>• Maps</li> <li>• Atlases</li> <li>• Charts</li> <li>• Graphs</li> <li>• Primary sources</li> <li>• Secondary sources</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, pictures, graphs, Lewis and Clark maps, maps of the Oregon trail, maps of California Gold Rush, secondary sources, academic magazines, periodicals, charts		

## Grade 5 Social Studies

Social Studies		5.EG.5.A.b
<b>Theme Strand</b>	Reading and constructing maps Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Construct maps for relevant social studies topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will be able to create maps that relate to various significant social studies events from 1800 to 2000.		<b><u>Item Format</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, creating a map related to social studies events from 1800- to 2000.</p> <ul style="list-style-type: none"> <li>• Civil War battle</li> <li>• Map of the Great Depression</li> <li>• Map of the Dust Bowl</li> <li>• Map of the Oregon Territory</li> <li>• Westward Expansion</li> <li>• Map of the United States</li> <li>• Map of the Louisiana Purchase</li> <li>• Map of the Transcontinental Railroad</li> <li>• Map of the Missouri Compromise</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, authentic maps, journals to create a Civil War map, excerpts from Lewis and Clark journal, secondary sources, charts		

## Grade 5 Social Studies

Social Studies		5.EG.5.B.a
<b>Theme</b>	Understanding the concept of location to make predictions and solve problems	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Name and locate 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>
The student will name and identify regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics from 1800 to 2000.		2
		<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 naming and identifying the following: <ul style="list-style-type: none"> <li>• Regions (North and South during the Civil War)</li> <li>• States</li> <li>• Capitals</li> <li>• River systems (e.g., Mississippi-Missouri River System)</li> <li>• Mountain ranges (e.g., Rocky Mountains, Appalachian Mountains)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, authentic maps, journals from the Civil War, secondary sources, generic physical maps, generic political maps		

## Grade 5 Social Studies

Social Studies		5.EG.5.B.b
<b>Theme Strand</b>	<b>Understanding the concept of location to make predictions and solve problems</b>	
<b>MLS</b>	<b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
	Locate and describe real places, using absolute and relative location.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will be able to locate and describe real places using locations in relation to one another and using lines of latitude and longitude.		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 be limited to, locating places using absolute and relative location:		
<ul style="list-style-type: none"> <li>• latitude and longitude               <ul style="list-style-type: none"> <li>○ Cities could include Jefferson City, St. Louis, Kansas City, Missouri; Washington, D.C.; etc.</li> </ul> </li>   <li>• relative location (using location in relation to one another)               <ul style="list-style-type: none"> <li>○ Describe the location of the Mississippi River in relation to St. Louis.</li> <li>○ Describe the location of the St. Louis Arch in relation to the Mississippi River.</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, authentic map of Missouri, U.S. map, secondary sources, video clip, atlas, Google Earth, Google maps		

## Grade 5 Social Studies

Social Studies		5.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>	Describe and analyze physical characteristics of the nation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe and look closely at the landforms and bodies of water in the United States.		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, describing and looking closely at the following landforms and bodies of water:</p> <ul style="list-style-type: none"> <li>• Great Lakes</li> <li>• Mississippi River</li> <li>• Missouri River</li> <li>• Pacific Ocean</li> <li>• Atlantic Ocean</li> <li>• Arctic Ocean</li> <li>• Gulf of Mexico</li> <li>• Rocky Mountains</li> <li>• Appalachian Mountains</li> <li>• Great Plains</li> <li>• Mojave Desert</li> <li>• Grand Canyon</li> <li>• Glaciers</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs of the Great Lakes or any relative landform, secondary sources, satellite images, maps		

## Grade 5 Social Studies

Social Studies		5.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>	Describe and analyze diverse human characteristics of the nation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe and look closely at the different human characteristics of the United States.		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, different human characteristics: <ul style="list-style-type: none"> <li>• Education</li> <li>• Language</li> <li>• Economies</li> <li>• Religions</li> <li>• Settlement patterns</li> <li>• Ethnic background</li> <li>• Political system</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, artifacts, journal entries/diaries, secondary sources, thematic maps, video clips		

## Grade 5 Social Studies

Social Studies		5.EG.5.D.a
<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>	Evaluate 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>
Students will compare and contrast how physical environments affect people and cause them to adapt to their surroundings, and how people depend on as well as make changes to the physical environments in which they live.		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, the following topics: <ul style="list-style-type: none"> <li>• How people impact and are affected by their physical environment-the Dust Bowl</li> <li>• How people depend on their physical environment–growing cotton in the South</li> <li>• How people adapt to their physical environment–farming the Great Plains</li> <li>• How people change their physical environment-New Deal work programs (WPA)</li> <li>• How various regions of the United States allow for different types of jobs-fishing, mining, farming</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, authentic photographs, maps, letters, journals, articles, secondary sources, nonfiction reading passages, four-column charts		

## Grade 5 Social Studies

Social Studies		5.EG.5.E.a
<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>	Evaluate how changes in communication and transportation technologies affect people's lives.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will evaluate how innovations in communication and transportation technology affected people's lives from 1800s to 2000.		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, the following innovations: <ul style="list-style-type: none"> <li>• Alexander Graham Bell's telephone</li> <li>• Henry Ford's Model T</li> <li>• Eli Whitney's cotton gin</li> <li>• Pony Express, stage coach, postal service, and telegraph</li> <li>• The Wright Brothers' airplane</li> <li>• Charles Lindbergh's transatlantic flight</li> <li>• Neil Armstrong's space travel</li> <li>• Computers</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, letters, blueprints for inventions, secondary sources, flowcharts, cause/effect charts		

## Grade 5 Social Studies

Social Studies		5.EG.5.F.a
<b>Theme Strand</b>	<b>Understanding relationships between and among regions</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Describe 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
<p>The student will describe in detail the five regions in the United States and look closely at how the features of each region affect the people who live there.</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, the five regions and how those regions affect people who live there:</p> <ul style="list-style-type: none"> <li>• Northeast–forestry industry and textile mills</li> <li>• Southeast–cotton and tobacco</li> <li>• Midwest-farming</li> <li>• West–timber industry</li> <li>• Southwest-livestock</li> </ul> <p>Characteristics that could be included in these regions are history, economy, government, society, and today’s culture.</p>		
<b><u>Stimulus Materials</u></b>		
Thematic maps of the United States, Venn diagrams, T-charts		

## Grade 5 Social Studies

Social Studies		5.EG.5.G.a
<b>Theme Strand</b>	Using geography to interpret, explain and predict Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will use geography to understand past events, explain present conditions, and prepare for the future.		<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, understanding geography in the past, in the present, and in the future: <ul style="list-style-type: none"> <li>• Deforestation and pollution of water sources</li> <li>• Route 66</li> <li>• Mining</li> <li>• Settlements near rivers or waterways</li> <li>• Dust Bowl and crop rotation</li> <li>• Erie and Panama Canals</li> </ul>		
<b><u>Stimulus Materials</u></b>		
T-charts, flowcharts, nonfiction passages		

## Grade 5 Social Studies

Social Studies		5.EG.5.G.b
<b>Theme Strand</b>	Using geography to interpret, explain and predict Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will look closely at how geography has impacted migration and the people moving into the United States from 1800 to 2000.		<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 at how geography impacted the decisions of people moving into and throughout the United States: <ul style="list-style-type: none"> <li>• Pioneers on the Oregon Trail</li> <li>• European immigrants</li> <li>• Dust Bowl migrations</li> <li>• California Gold Rush</li> <li>• Chinese immigrants in the West</li> <li>• Great Migration</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, journals, diaries, letters, photographs, secondary sources, nonfiction passages, cause/effect charts		

## Grade 5 Social Studies

Social Studies		5.RI.6.A.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 the U.S. post c.1800	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will show how cultural features are similar and different across historical time periods in the United States after 1800.		<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 not be limited to, showing how cultural features are similar and different across historical time periods in the United States after 1800: <ul style="list-style-type: none"> <li>• Language</li> <li>• Customs</li> <li>• Religions</li> <li>• Food</li> <li>• Lifestyle</li> <li>• Clothing</li> <li>• Holidays</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Venn diagrams, T-charts, nonfiction passages, pictures, letters, artifacts, diaries		

## Grade 5 Social Studies

Social Studies		5.RI.6.A.b
<b>Theme</b>	<b>Cultural characteristics of all people</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will describe in detail the effect that immigration had on the cultures of both the immigrants and the people living in the United States from 1800 to 2000.		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 students describing the effect that immigration had on the cultures of both the immigrants and people living in the United States from 1800 to 2000:		
<ul style="list-style-type: none"> <li>• California Gold Rush—Chinese, Irish, African Americans, Anglo-Saxon people worked together.</li> <li>• Great Migration—African Americans migrated to the North and interacted with whites. Many times they were discriminated against.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Cause/effect charts, Venn diagrams, nonfiction passages, letters, articles, diaries, various online sources		

## Grade 5 Social Studies

Social Studies		5.RI.6.B.a
<b>Theme</b>	<b>Methods of resolving conflicts</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Evaluate constructive processes or methods for resolving conflicts.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will explain productive methods people can take to resolve conflicts or problems.		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 not be limited to, explaining different circumstances where groups of people were in conflict with one another and the methods they took to resolve those problems:		
<ul style="list-style-type: none"> <li>• Missouri Compromise—Missouri came into the Union as a slave state and Maine as a free state</li> <li>• Compromise of 1850—banned slavery in the Western territories, created more strenuous fugitive slave laws, brought California into the Union as a free state</li> <li>• Civil Rights Movement – peaceful protests, sit-ins, speeches by Martin Luther King Jr., boycotts, focus on nonviolence, the March on Washington, the Montgomery Bus Boycott, etc.</li> <li>• The Great Compromise</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Nonfiction passages, letters, video clips, excerpts from speeches, excerpts from the compromises, graphic organizers, T-charts, cause/effect charts		

## Grade 5 Social Studies

Social Studies		5.RI.6.C.a
<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 United States c. 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will be able to investigate stories and songs that illustrate the cultural history of the United States from 1800 to 2000.		<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 not be limited to, students investigating stories and songs that illustrate the cultural history of the United States from 1800 to 2000:</p> <ul style="list-style-type: none"> <li>• “The Star-Spangled Banner”</li> <li>• “Yankee Doodle”</li> <li>• Paul Bunyan, John Henry, Slue-Foot Sue, Pecos Bill, and other American folktales</li> <li>• Daniel Boone</li> <li>• “This Land is Your Land,” by Woodie Guthrie</li> <li>• Roaring Twenties, the Jazz Age, the Blues, the British Invasion, and Negro spirituals</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Lyrics, excerpts from various folk tales, legends, tall tales, song clips		

## Grade 5 Social Studies

Social Studies		5.RI.6.D.a
<b>Theme</b>	<b>Cultural heritage and preservation</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will look closely at how culture has been maintained over time through celebrations, traditions, and memorials.		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, students looking closely at how culture has been maintained over time through celebrations, traditions, and memorials:		
<ul style="list-style-type: none"> <li>• Lincoln Memorial</li> <li>• Washington Monument</li> <li>• Presidents’ Day</li> <li>• Veterans’ Day</li> <li>• Fourth of July</li> <li>• Christmas tree lighting at Rockefeller Center</li> <li>• Throwing out the first pitch at baseball games</li> <li>• Rising and saluting the flag during the Pledge of Allegiance or “The Star-Spangled Banner”</li> <li>• Flag flown at half-mast</li> <li>• Super Bowl/World Series</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures, videos, nonfiction passages or picture books explaining the monuments or celebrations		

## Grade 5 Social Studies

Social Studies		5.RI.6.E.a
<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 the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will look closely at the changing roles among Native Americans, immigrants, African Americans, women, and others from 1800 to 2000.		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 not limited to, looking closely at the changing roles among Native Americans, immigrants, African Americans, women, and others from 1800 to 2000:		
<ul style="list-style-type: none"> <li>• Sitting Bull</li> <li>• Geronimo</li> <li>• Frederick Douglass</li> <li>• Harriet Beecher Stowe</li> <li>• Martin Luther King Jr.</li> <li>• Rosa Parks</li> <li>• Susan B. Anthony</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Photographs, excerpts from speeches, articles, news clips, timelines, editorials		

## Grade 5 Social Studies

Social Studies		5.TS.7.A.a
<b>Theme</b>	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Identify, select, analyze, and evaluate resources to create a product of social science inquiry.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will carefully evaluate and select resources to create a product of social studies inquiry.		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, choosing and evaluating a resource to create a product of social studies inquiry. Resources may include:		
<ul style="list-style-type: none"> <li>• Online sources</li> <li>• Encyclopedia</li> <li>• Reliable online sites</li> <li>• Biographies</li> <li>• Autobiographies</li> <li>• Informational texts</li> <li>• Magazines</li> <li>• Periodicals</li> <li>• National Archives website</li> </ul>		
<u>Stimulus Materials</u>		
Examples from resources, ranking of reliability of sources, charts		

## Grade 5 Social Studies

Social Studies		5.TS.7.A.b
<b>Theme</b>	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Evaluate and use artifacts to share information on social studies topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will determine the value of and use artifacts (something created by humans, usually for a practical purpose) to share information on social studies topics.		3
		<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"> <li>• Creating a replica of a journal</li> <li>• Arrowheads</li> <li>• Original images</li> <li>• Rotary phone</li> <li>• Virtual field trips</li> <li>• Checklist to evaluate an artifact</li> </ul>		
<u>Stimulus Materials</u>		
Artifacts, charts to evaluate, photographs or images		

## Grade 5 Social Studies

Social Studies		5.TS.7.B.a
<b>Theme</b>	Use visual tools to communicate information and ideas	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will use graphic organizers to make predictions and to understand and communicate information and ideas.		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, using a variety of graphic organizers to make predictions, understand, and communicate ideas:		
<ul style="list-style-type: none"> <li>• Predictions-KWL or RAN charts, cloze notes, text features</li> <li>• Understanding-t-charts, notes, Venn diagrams, cause/effect charts</li> <li>• Communicating information-oral presentation, sharing in cooperative learning or peer groups, digital presentations, posters, timelines, etc.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
KWL charts, nonfiction passages, graphic organizers		

## Grade 5 Social Studies

Social Studies		5.TS.7.B.b
<b>Theme</b>	<b>Use visual tools to communicate information and ideas</b>	
<b>Strand</b>	<b>Knowledge of the use of tools of social science inquiry</b>	
<b>MLS</b>	Create and present products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding on social studies topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will create and present products to communicate information and understanding on social studies topics.		<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 using the following products to show understanding of a social studies topic: <ul style="list-style-type: none"> <li>• Maps–Civil War battles, WWI, WWII, topography maps, thematic maps, Erie or Panama Canals</li> <li>• Graphs–unemployment during the Great Depression, Civil War deaths</li> <li>• Timelines–Great Depression, events that led up to the Civil War</li> <li>• Charts–the laws that were reformed during the Progressive Era, events that led to women getting the right to vote</li> <li>• Models–car, airplane, Native American tools or lodging</li> <li>• Diagrams–Eli Whitney’s cotton gin, assembly line, Henry Ford’s building of the Model T</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Various graphs, charts, maps, timelines, nonfiction passages		

## Grade 5 Social Studies

Social Studies		5.TS.7.C.a
<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>	Explain how facts and opinions affect point of view and/or bias in social studies' topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will explain how facts and opinions affect point of view and/or bias (prejudice in favor of or against one thing, person, or group, usually in a way that is considered to be unfair) in social studies topics.		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, explaining facts and opinions that affect a point of view or bias:		
<ul style="list-style-type: none"> <li>• <b>Fact/Opinion–Point of View:</b> Children learn facts and opinions through media, family, and friends, which affects their point of view. Students can learn about the details regarding Lincoln’s assassination, such as the date, time, who did it, means, location, etc. Students investigate those facts and then form an opinion and look at each side’s point of view, such as Southerner’s vs. Northerner’s.</li> <li>• <b>Fact/Opinion–Bias:</b> Children learn facts and opinions through media, family, and friends, which-can influence their prejudice (bias) in favor of one side or another unfairly. Students can learn about the details regarding Lincoln’s assassination, such as the date, time, who did it, means, location, etc. Students investigate those facts but look at only one side and develop an attitude based strictly on opinion.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Nonfiction passages, T-charts (dividing fact/opinion/point of view and fact/opinion/bias), journals, letters, articles, diaries, encyclopedias		

## Grade 5 Social Studies

Social Studies		5.TS.7.C.b
<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>	Identify, research, and defend a point of view/position on a social studies topic.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will select, investigate, and provide evidence to support his or her point of view (attitude toward a subject) on a social studies topic.		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, selecting, investigating, and providing evidence to support their point of view on a social studies topic:		
<ul style="list-style-type: none"> <li>• Women’s suffrage</li> <li>• Prohibition</li> <li>• Civil War</li> <li>• Peaceful protesting</li> </ul>		
Students can learn about any of these topics and defend a side based on the information they gained through the research process.		
<b><u>Stimulus Materials</u></b>		
Pro/con informational texts, editorial cartoons, journal entries written by a former slave and one by a plantation owner, pro/con charts, audio clips		

## Grade 5 Social Studies

Social Studies		5.TS.7.D.a
<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>	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 gather information and present information to peers using various sources. A combination of relevant print materials as well as credible digital sites is recommended.		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, gathering and presenting information to peers using various sources around topics such as the following: <ul style="list-style-type: none"> <li>• Texas and the Mexican War</li> <li>• California Gold Rush</li> <li>• Great Society</li> <li>• Industrial Revolution</li> <li>• Significant people in U.S. history</li> <li>• Significant places in America</li> </ul> <p>This standard should be assessed locally.</p>		
<b><u>Stimulus Materials</u></b>		
Nonfiction passages, graphic organizers, outlines, diaries, articles, journals, letters, photographs, encyclopedias, and various online resources		

## Grade 5 Social Studies

Social Studies		5.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.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will produce an interesting research question about a social studies topic.		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, producing an interesting research question the student wants to know more about regarding the social studies content. The following are examples of topics and questions:</p> <ul style="list-style-type: none"> <li>• Civil War-Is publishing an anti-slavery newsletter a violation of the Constitution? Or is it supported by the Constitution?</li> <li>• WWII-Should the United States have become involved in World War II prior to the bombing of Pearl Harbor?</li> <li>• Industrial Revolution-What should have been the consequence for factories that failed to keep children safe in the work environment?</li> </ul> <p>This standard should be assessed locally.</p>		
<u>Stimulus Materials</u>		
Nonfiction passages (using the passage to formulate a question), letters, diaries, photographs		

## Grade 5 Social Studies

Social Studies		5.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>	Create and apply a research process to investigate a compelling social studies' question.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will develop and put to use a research plan to investigate an interesting social studies question.</p> <p>Step 1: Define the question.</p> <p>Step 2: Find the sources.</p> <p>Step 3: Evaluate the sources.</p> <p>Step 4: Record information regarding the questions.</p> <p>Step 5: Synthesize (put together) the intended project (essay, presentation, timeline, etc.).</p> <p>Step 6: Reflect on process and final product.</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, the following:</p> <ul style="list-style-type: none"> <li>May assess each step within the process to determine a cumulative score</li> </ul> <p>This standard should be assessed locally.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Sequence of the research process for students, various resources (articles, nonfiction texts, letters, etc.), outlines</p>		

## Grade 5 Social Studies

Social Studies		5.TS.7.E.c
<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>	Evaluate 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 compelling social studies question. Student should evaluate sources by the following criteria:</p> <ul style="list-style-type: none"> <li>• Credibility (voice of authority or other)</li> <li>• Date of publication</li> <li>• Ability to answer the question</li> <li>• Type of source (digital, print, web-based, etc.)</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, and is not limited to, using grade-level, reliable resources to look into an interesting social studies question. Resources may include the following:</p> <ul style="list-style-type: none"> <li>• Online sources</li> <li>• Encyclopedia</li> <li>• Reliable online sites</li> <li>• Biographies</li> <li>• Autobiographies</li> <li>• Informational texts</li> <li>• Magazines</li> <li>• Periodicals</li> <li>• National Archives website</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Resources cited above, ranking of reliability of sources, charts		

## Grade 5 Social Studies

Social Studies		5.TS.7.F.a
<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>	Conduct and present research on a social studies' question to an audience, using appropriate sources.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will gather information and present information to peers using various sources.		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, presenting the information gained during the research process using a variety of sources to address a social studies question: <ul style="list-style-type: none"> <li>• What inspired the Wright Brothers to invent the airplane?</li> <li>• What inspired Rosa Parks to not give up her seat?</li> <li>• What inspired Martin Luther King Jr. to lead the Civil Rights Movement?</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, autobiographies, diaries, letters, secondary sources, encyclopedias		

## Grade 5 Social Studies

Social Studies		5.TS.7.G.a
<b>Theme</b>	Supporting a point of view	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Research and defend a point of view/position on a social studies' question.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will gather information regarding a social studies question and defend a point of view or perspective on that topic.		3
		<b><u>Item Format</u></b> 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, researching a topic and forming a point of view over various issues such as the following: <ul style="list-style-type: none"> <li>• Immigration</li> <li>• Removal of Native Americans from their land</li> <li>• Slave vs. Plantation owner</li> <li>• Japan vs. the United States after dropping the atomic bomb</li> <li>• Immigrant workers in textile mills (child labor)</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Primary sources, journal entries, articles, photographs, secondary sources, nonfiction passages		