

# Grade K

# 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 K Social Studies

Social Studies		K.PC.1.B
<b>Theme</b>	Purposes and principles of the Constitution	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Identify reasons for making rules within the school.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify the reasons for making rules and why we need them within the school.		2
		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b>
		Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, a discussion of what a rule is and why having rules and expectations is useful to the common good of the school. Settings where rules are applied include the following:</p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Playground</li> <li>• Cafeteria</li> <li>• Restroom</li> <li>• Hallway</li> <li>• Appropriate voice levels for each setting</li> </ul> <p>This could include making a poster to show examples and non-examples of different expectations in each setting of the school.</p>		
<b><u>Stimulus Materials</u></b>		
Role-play scenarios, examples and non-examples, photographs, texts, social stories, anchor charts, graphic organizers, digital media		

## Grade K Social Studies

Social Studies		K.PC.1.C
<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>	Discuss the concept of individual rights.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will discuss the concept of individual rights as a kindergarten student.		2
		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, a discussion of what an individual is and an individual's rights. Examples of these rights include: <ul style="list-style-type: none"> <li>• Privacy</li> <li>• Safety</li> <li>• Speech</li> </ul> This could include using social stories or role-playing to ensure an understanding of individual rights.		
<b><u>Stimulus Materials</u></b>		
Role-play scenarios, social stories, digital media, anchor charts, guest speakers, texts		

## Grade K Social Studies

Social Studies		K.PC.1.E
<b>Theme</b>	Character traits and civic attitudes of significant individuals	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Describe the character traits of role models within your family or school.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will describe the character traits of role models (e.g., parents, relatives, teachers, principal) within their family or school.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing character traits and their identifying features.</li> <li>• defining what a role model is.</li> <li>• giving examples of role models.</li> <li>• showing how a character trait is related to a role model (e.g., match role models with character traits).</li> <li>• identifying and categorizing characteristics of role models.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Role-play scenarios, social stories, digital media, anchor charts, graphic organizers, texts		



## Grade K Social Studies

Social Studies		K.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>	Identify the flag as a symbol of our nation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will identify the flag as a symbol of the United States of America.		1
		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>defining vocabulary: symbol, nation, flag.</li> <li>discussing of what the flag looks like and what it represents.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Pictures, digital media, anchor charts, texts		

## Grade K Social Studies

Social Studies		K.PC.1.F.b
<b>Theme</b>	Knowledge of the symbols of our state and nation	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Recite the Pledge of Allegiance.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 1
The student will recite the Pledge of Allegiance. The student will learn the expectation for “saying the Pledge of Allegiance” is to stand, face the flag, place his or her right hand over his or her heart, and recite the words.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, a discussion of what the Pledge of Allegiance is and being able to recall the words when reciting with a group.		
<b><u>Stimulus Materials</u></b>		
Copy of the Pledge of Allegiance, digital media, flag		

## Grade K Social Studies

Social Studies		K.GS.2.C
<b>Theme</b>	Processes of governmental systems in decision making	
<b>Strand</b>	Knowledge of principles and processes of governance systems	
<b>MLS</b>	Describe why groups need to make decisions and how those decisions are made in families and classrooms.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will have a basic understanding of choice. The student will describe how and why groups will make decisions within families or classrooms. The student will identify reasons we need to make decisions based on already established expectations and the democratic decision-making process (e.g., classroom vote, majority rule, being fair, cooperative learning).		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• classroom discussion.</li> <li>• Review of classroom rules and expectations.</li> <li>• the classroom decision-making process.</li> <li>• causes and effects related to decisions being made within the family and classroom.</li> <li>• the relationship between home and school communities.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Role-play scenarios, social stories, digital media, anchor charts, graphic organizers, texts, guest speakers		

## Grade K Social Studies

Social Studies		K.GS.2.D
<b>Theme</b>	Functions of governmental systems	
<b>Strand</b>	Knowledge of principles and processes of governance systems	
<b>MLS</b>	Describe roles and responsibilities of people in authority in families and in groups.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will describe the roles and responsibilities (i.e., jobs and expectations) of people in authority (i.e., with a leadership role) in the student’s life. This could include roles and responsibilities of people such as teachers, coaches, scout leaders, and family leaders. The student will understand that even though all family units are not exactly the same, generally the grown-ups in a family protect and take care of the children in that family.</p>		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• discussing the vocabulary of roles, responsibilities, and authority.</li> <li>• comparing and contrasting the different roles of authority figures.</li> <li>• constructing a family chain of command.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Graphic organizers, texts, guest speakers, anchor charts, social stories		

## Grade K Social Studies

Social Studies		K.H.3.B.a
<b>Theme</b>	Historical perspective / Thinking / Passage of time	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Create a personal history.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 4
The student will create a personal history that includes some details. This could include a timeline of his or her childhood, a certain period of his or her life, or a special event.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of personal, history, events, timeline.</li> <li>• modeling an example of a timeline or a narrative.</li> <li>• creating a sequence of his or her life (e.g., timeline, narrative, drawing, sequence mapping, family tree).</li> <li>• writing a description (i.e., labels, phrases, or sentences) of the events.</li> <li>• giving an oral telling of his or her personal history.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Graphic organizers, texts, anchor charts, photographs, artifacts, teacher example, home/school connection		

## Grade K Social Studies

Social Studies		K.H.3.B.b
<b>Theme</b>	Historical perspective / Thinking / Passage of time	
<b>Strand</b>	Knowledge of continuity and change in the history of Missouri and the United States	
<b>MLS</b>	Compare your family's life in the past and present.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will compare his or her life or a part of his or her life with a family member of a different generation. This could include comparing past life experiences (e.g., education, technology, work, dress, diet, transportation, entertainment) to the student's current life situation.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary such as past, present, and point of view.</li> <li>• creating and conducting an interview with a family member from a different generation.</li> <li>• comparing and contrasting (i.e., how is it the same and how is it different).</li> <li>• classifying (sorting) pictures from the past and present into categories.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, graphic organizers, digital media, interview question stems, guest speakers, photographs, home and school connections, interactive activities, artifacts		

## Grade K Social Studies

Social Studies		K.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>	Describe the contributions of people typically studied in K-5 programs associated with national holidays.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will understand the importance of the people, their contributions, and the meaning of the national holidays. This could include George Washington, Abraham Lincoln, Martin Luther King Jr., Squanto, and Christopher Columbus.</p>		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• discussing the vocabulary of national holidays and specific vocabulary associated with each historical figure.</li> <li>• discussing and creating a graphic organizer that shows the difference between popular holidays (e.g., Halloween, Valentine’s Day) and national (i.e., federal mandated) holidays.</li> <li>• discussing the contributions of each of the historical figures.</li> <li>• creating posters for each of the historical figures as a class, in a small group, or as an individual.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Texts, digital media, graphic organizers, photographs, anchor charts</p>		

## Grade K Social Studies

Social Studies		K.E.4.A.a
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Describe examples of scarcity within your family and school.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will understand what it means when an item is scarce and why that could be a problem. The student will name items, resources, or people that are not easily available at home or school. This could include shortages at home and school such as paper, pencils, texts, time and materials. As a class, discuss and define the word scarcity, and use the word scarce when it is applicable in classroom conversations to increase students' vocabulary and understanding of what the word means.</p>		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• discussing the vocabulary of scarcity and shortages</li> <li>• relating content to common family activities (e.g., ordering pizza to share, one bathroom in a house with multiple family members).</li> <li>• Relating content to sharing and the importance of having enough (e.g., treats for a class party).</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Graphic organizers, texts, anchor charts, digital media, social stories		



## Grade K Social Studies

Social Studies		K.E.4.A.b
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Describe examples of opportunity cost within your family and school.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will describe examples of opportunity cost (i.e., the value of your choice and what you gave up to get it) within your family and school. This could include things family members do to provide for students and/or choices students make at school. This can relate to classroom routines and expectations using “if and then” statements (e.g., If you choose to go to the movies after school, then you will not be able to go to the park.).</p>		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• discussing the vocabulary of opportunity cost, value, and choices.</li> <li>• sharing a wide range of examples through social stories and what the opportunity cost is for each of them.</li> <li>• describing the opportunity cost associated with different social situations.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Texts, digital media, anchor charts, social stories, role-play scenarios, cooperative learning activities</p>		

## Grade K Social Studies

Social Studies		K.E.4.A.c
<b>Theme</b>	Knowledge of basic economic concepts	
<b>Strand</b>	Knowledge of economic concepts and principles	
<b>MLS</b>	Describe examples of needs and wants within your family and school.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will have an understanding that a need is something people have to have in order to survive, while a want is something people would like to have but is not needed in order to survive. The student will use this knowledge of needs and wants to give examples of each within his or her family and school.</p>		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Matching Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• discussing the vocabulary of needs and wants.</li> <li>• categorizing the pictures and/or vocabulary words of examples given of needs and wants.</li> <li>• defining the differences between the needs and wants of family and the needs and wants of a school (e.g., a family needs food, clothes, and shelter and wants toys and electronics, while a school needs text books, materials and seating and wants electronics and a playground).</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Texts, anchor charts, graphic organizers, digital media, photographs with labels</p>		

## Grade K Social Studies

Social Studies		K.EG.5.A.a
<b>Theme Strand</b>	<b>Reading and constructing maps</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Identify maps and globes as representations of real places.	
<u><b>Expectation Unwrapped</b></u>  The student will understand that maps stand for or represent real places and globes represent Earth. This could include seeing a map and understanding that it is a representation or picture of a real place. The student will be able to tell what a map represents by looking at the map features and symbols.		<u><b>DOK Ceiling</b></u> 2  <u><b>Item Format</b></u> <b>(Suggested Teacher Assessment)</b> Matching Oral Observation Checklist Informal Assessment
<u><b>Content Limits/Assessment Boundaries</b></u>  Content may include, but is not limited to, <ul style="list-style-type: none"> <li>▪ discussing of what a map and a globe represent and what they show (e.g., oceans, mountains, cities).</li> <li>▪ providing examples of different maps for students to identify what they represent.</li> <li>▪ with discussion, co-constructing a map of the classroom, the school, or a neighborhood. Help students understand that pictures and symbols stand for (i.e., represent) real things and places (e.g., pictures of the various playground equipment stand for the actual equipment pieces).</li> <li>▪ with discussion, co-constructing maps to various locations within the school building (e.g., how to get from the K classroom to the nurse’s office, principal’s office, lunchroom, and playground).</li> </ul>		<u><b>Sample Stems</b></u>
<u><b>Stimulus Materials</b></u>  Maps, globes, anchor charts, digital media, texts		

## Grade K Social Studies

Social Studies		K.EG.5.A.b
<b>Theme Strand</b>	<b>Reading and constructing maps</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>	With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>With assistance, the student will read a map of a familiar place (e.g., classroom, home, bedroom). The student will co-construct and use (i.e., be able to follow, read, and point to a location) on a map of a familiar place (e.g., classroom, school, playground, home, bedroom).</p>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <p style="text-align: center;"><b><u>Item Format</u></b>  <b><u>(Suggested Teacher Assessment)</u></b>            Oral            Individual            Observation Checklist            Informal Assessment</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• constructing a whole class model of a map of the classroom.</li> <li>• with assistance or individually, constructing (creating/drawing) a map of a student’s home or bedroom.</li> <li>• interpreting the maps created to know how to read and use the maps.</li> <li>• after discussion, co-constructing a map of the classroom, the school or a neighborhood. Help students understand that pictures and symbols stand for (i.e., represent) real things and places (e.g., pictures of the various playground equipment stand for the actual equipment pieces).</li> <li>• after discussion, co-constructing maps to various locations within the school building (e.g., how to get from the K classroom to the nurse’s office, principal’s office, lunchroom, and playground).</li> </ul>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>
<p style="text-align: center;"><b><u>Stimulus Materials</u></b></p> <p>Maps, model classroom maps, texts, digital media, anchor charts, teacher-created rubrics</p>		

## Grade K Social Studies

Social Studies		K.EG.5.A.c
<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>	Match legend symbols to map features.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will match legend symbols (i.e., pictures) to map features.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Matching Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of legend, symbols, and features.</li> <li>• introducing directionality.</li> <li>• providing examples of a variety of maps exploring the legend symbols.</li> <li>• exploring different map styles and locating the symbols on the maps.</li> <li>• labeling a large-scale map (e.g., an already created classroom map) with the appropriate symbols.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, classroom maps, anchor charts, texts, digital media, graphic organizers		

## Grade K Social Studies

Social Studies		K.EG.5.B
<b>Theme Strand</b>	Understanding the concept of location to make predictions and solve problems	
<b>MLS</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
	Apply positional words to locations within the classroom.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will apply positional words (e.g., below, above, front, back, left, right, beside) to locations (i.e., places) within the classroom.		3
		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Matching Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of positional and location.</li> <li>• using a classroom map to reinforce locations by using positional words.</li> <li>• using a variety of kid-friendly media that explores positional words.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Cooperative learning activities, kinesthetic activities, classroom maps, anchor charts, texts, digital media		

## Grade K Social Studies

Social Studies		K.RI.6.A
<b>Theme</b>	<b>Cultural characteristics of all people</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will have an understanding and tell about his or her family and class members' ways of life (i.e., traditions), which may include language, celebrations, customs (i.e., beliefs and rituals), holidays, food, and dress. This could include the way different cultures express themselves both artistically, socially, and emotionally.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of cultural characteristics, language, celebrations, customs, artistic expression, and traditions.</li> <li>• creating interview questions.</li> <li>• conducting an interview with a family member.</li> <li>• sharing and presenting pictures and stories from each child's family with the class.</li> <li>• understanding that, in our culture, when someone greets us (e.g., "Good Morning"), we make eye contact and respond with a similar greeting.</li> <li>• practicing looking someone in the eye, shaking hands, and saying hello or making an introduction.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, photographs, digital media, anchor charts, social stories, interview questions		

## Grade K Social Studies

Social Studies		K.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>	Explain how to resolve disputes peacefully in the classroom and on the playground.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
Given an example of a disagreement in the classroom or on the playground, the student will tell positive ways to solve it peacefully.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of disagreement, dispute, positive, appropriate choices, character traits, and peacefully.</li> <li>• using social stories and/or skits.</li> <li>• using videos and texts to show disputes that have worked out appropriately and inappropriately.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, digital media, anchor charts, social stories, role-play scenarios, cooperative learning activities		



## Grade K Social Studies

Social Studies		K.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>	Share stories related to your family cultural traditions and family lore.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will share stories of his or her family traditions, which could include cultural beliefs or customs.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of tradition, culture, beliefs, and customs.</li> <li>• discussing with family the family’s traditions (e.g., holidays, celebrations, vacations) and then bringing stories back to school to share with the class.</li> <li>• creating a poster with drawings or pictures to represent the traditions to share with the class.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, digital media, anchor charts, graphic organizers, photographs		

## Grade K Social Studies

Social Studies		K.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>	Describe how you and your family remember and commemorate your cultural heritage.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will talk about how his or her family honors the way they live their lives, which has been passed down from generation to generation. This includes, but is not limited to, customs, traditions, practices, places, objects, artistic expressions, and values.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of generation, commemorate, heritage, beliefs, values, customs, and traditions.</li> <li>• discussing with family how a student honors and celebrates his or her background or cultural heritage and then sharing with the class.</li> <li>• creating a poster with drawings or pictures to represent the traditions to share with the class.</li> <li>• discussing the differences between the cultures and how each brings value to our community.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, digital media, anchor charts, graphic organizers, photographs		

## Grade K Social Studies

Social Studies		K.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>	Label and analyze different social studies' sources with guidance and support from an adult.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will identify and name social studies sources with support. This could include, but is not limited to, identifying visual, graphic, and auditory aids, identifying primary and secondary sources, and identifying library and media resources.</p>		3
		<b><u>Item Format</u></b> <b>(Suggested Teacher Assessment)</b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• discussing the vocabulary of social studies, sources, primary sources, secondary sources, and resources.</li> <li>• having examples of social studies resources to discuss and identify including the following:               <ul style="list-style-type: none"> <li>○ Visual, graphic, and auditory aids (e.g., posters, recordings)</li> <li>○ Primary sources (e.g., diaries, letters, people, interviews, journals, photos)</li> <li>○ Secondary sources (e.g., newspapers, biographies, encyclopedias)</li> <li>○ Library and media resources (e.g., videos, electronic resources, periodicals, books)</li> </ul> </li> <li>• creating together an anchor chart or classroom resource (e.g., a class book) labeling the different resources.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies resources mentioned above</p>		

## Grade K Social Studies

Social Studies		K.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>	Use artifacts to share information on social studies topics.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will use objects (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) to show understanding of social studies topics.		3
		<b><u>Item Format</u></b> <b>(Suggested Teacher Assessment)</b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of artifacts, cultures, fossils, and pottery.</li> <li>• displaying and discussing photographs and real examples of artifacts.</li> <li>• giving guided practice with learning about and using the social studies artifacts as is relevant to a given social studies topic.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies artifacts mentioned above		

## Grade K Social Studies

Social Studies		K.TS.7.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>	Use visual tools to communicate information.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will use visual tools to express information he or she has learned.		3
		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>• discussing the vocabulary of visual tools.</li> <li>• displaying and discussing visual tools as pertains to current social studies topics.</li> <li>• Using such visual tools as photographs, anchor charts, digital media, digital presentations, maps, timelines, diagrams, graphics, primary sources, and texts.</li> <li>• providing a rubric of how to look at and interpret the visual tools.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Visual tools mentioned above, graphic organizers, photographs, teacher-created rubrics		

## Grade K Social Studies

Social Studies		K.TS.7.D
<b>Theme</b>	Conducting and presenting research with appropriate resources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Share findings about a social studies topic.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will share his or her learning about a social studies topic he or she has been studying in class. This could include, but is not limited to, oral or written presentations. The student could orally share what he or she has learned with a partner, in a small group, or the class.		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, <ul style="list-style-type: none"> <li>classroom discussion of vocabulary pertaining to current social studies topics.</li> <li>guided practice of multiple ways to present or share learning, such as online presentation programs, photographs, drawings, labeling, posters, group projects, or writing.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies presentations mentioned above		

## Grade K Social Studies

Social Studies		K.TS.7.E
<b>Theme</b>	Developing a research plan and identifying resources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Ask questions and find answers about a social studies topic, with assistance.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will be encouraged to ask questions about a social studies topic. The teacher will guide the student to frame the question using correct English structure and help students find answers (i.e., facts). The student will learn about questioning using the five w's (i.e., who, what, when, where, why, and how) and question marks.</p>		<b><u>Item Format</u></b> <b><u>(Suggested Teacher Assessment)</u></b> Oral Individual Observation Checklist Informal Assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> <li>• classroom discussion of vocabulary pertaining to current social studies topics.</li> <li>• modeling through thinking aloud how to ask and answer questions.</li> <li>• guided practice of asking and answering questions.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Texts, digital media, anchor charts, graphic organizers, photographs		