

# **Florida Interim Assessment Item Bank and Test Platform**

## **Item Specifications**

**Social Studies  
Grades 3–5**



**FLORIDA DEPARTMENT OF EDUCATION**  
[www.fldoe.org](http://www.fldoe.org)

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# TABLE OF CONTENTS

## **I. Introduction**

A. Purpose of the Item Specifications . . . . .	1
B. Scope . . . . .	1
C. Standards Alignment . . . . .	1
1. Next Generation Sunshine State Standards . . . . .	1
2. Common Core State Standards . . . . .	1

## **II. Criteria for Item Development**

A. Overall Considerations for Item Development. . . . .	2
B. Item Contexts . . . . .	2
C. Use of Media. . . . .	3
D. Item Style and Format . . . . .	3
E. Item Types . . . . .	4
1. Selected Response (SR) Items (1 point) . . . . .	4
2. Gridded Response (GR) Items (1 point). . . . .	5
3. Short Response (SHR) Items (1 point). . . . .	5
4. Constructed Response (CR) Items (2 points). . . . .	5
5. Extended Response (ER) Items (4 points) . . . . .	6
6. Essay Response (ESR) Items (6 points) . . . . .	8
7. Performance Task (PT) Items (1–10 points). . . . .	8
F. Complex Stimuli and Reading Passages . . . . .	9
G. Readability. . . . .	9
H. Cognitive Complexity . . . . .	9
1. Overview . . . . .	9
2. Levels of Depth of Knowledge for Social Studies . . . . .	10
I. Item Difficulty . . . . .	12
J. Universal Design . . . . .	12
K. Sample Items . . . . .	12

## **III. Review Procedures for Florida Interim Assessment Item Bank Items**

A. Review for Item Quality . . . . .	13
B. Review for Bias and Sensitivity. . . . .	13

## **IV. Guide to the Individual Benchmark Specifications**

A. Benchmark Classification System. . . . .	13
B. Common Core State Standard Classification System . . . . .	14

## **V. Definitions of Benchmark Specifications . . . . . 15**

## **VI. Individual Benchmark Specifications**

A. Grade 3 Item Specifications . . . . .	16
B. Grade 4 Item Specifications . . . . .	35
C. Grade 5 Item Specifications . . . . .	56

## **Appendices**

Appendix A: Sample Items . . . . .	90
Appendix B: Common Core State Standard Connections . . . . .	102

# I. Introduction

The U.S. Department of Education awarded a Race to the Top grant to Florida in August 2010. An important component of this grant focused on the development of high-quality assessment items and balanced assessments for use by districts, schools, and teachers. The assessment items will be stored in the Florida Interim Assessment Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate customized high-quality assessments for computer-based delivery or paper-and-pencil delivery. The IBTP allows Florida educators to determine what students know and are able to do relative to instruction on Florida's Next Generation Sunshine State Standards and the Common Core State Standards (CCSS).

## A. Purpose of the Item Specifications

The *Item Specifications* define the expectations for content, standards alignment, and format of assessment items for the Item Bank and Test Platform. The *Item Specifications* are intended for use by item writers and reviewers in the development of high-quality assessment items.

## B. Scope

The *Item Specifications* provide general and grade-specific guidelines for the development of all Grades 3–5 Social Studies Assessment items available in the Florida Interim Assessment Item Bank.

## C. Standards Alignment

Items developed for the Florida Interim Assessment Item Bank and Test Platform will align to the Next Generation Sunshine State Standards for Social Studies and, where appropriate and applicable, the Common Core State Standards for Mathematics and Literacy in History/Social Studies.

### 1. Next Generation Sunshine State Standards

Florida's Next Generation Sunshine State Standards (NGSSS) for Social Studies provide the basis for social studies teaching and learning in Florida's public schools. For Grades K–8, the NGSSS are divided into benchmarks that identify what a student should know and be able to do at each grade level. The NGSSS are available at

<http://www.floridastandards.org/homepagelindex.aspx>.

### 2. Common Core State Standards

Appendix B of this document provides a list of the CCSS Mathematics and Literacy Standards associated with the Grades 3–5 social studies courses. Assessment items for social studies should be aligned to one or more of the associated CCSS, whenever appropriate, in addition to the targeted social studies benchmark.

## II. Criteria for Item Development

Social studies item writers for the Florida Interim Assessment Item Bank must have a comprehensive knowledge of social studies curriculum based on the Next Generation Sunshine State Standards and an understanding of the range of cognitive abilities of the target student population. Item writers should understand and consistently apply the guidelines established in this document. Item writers are expected to use their best judgment in writing items that measure the social studies benchmarks of the NGSSS and the CCSS, where appropriate, without introducing extraneous elements that reflect bias for or against a group of students.

### A. Overall Considerations for Item Development

These guidelines are provided to ensure the development of high-quality assessment items for the Florida Interim Assessment Item Bank.

1. Each item should be written to measure primarily one NGSSS benchmark; however, other benchmarks may also be addressed for some item types.
2. Whenever possible, each item will also be aligned to a secondary CCSS Mathematics and/or Literacy standard applicable to a particular grade.
3. Items should be appropriate for students in terms of grade-level instruction, experience and difficulty, cognitive development, and reading level. The reading level of the test items should be on grade level (refer to the glossaries in CPALMS for each course), except for specifically assessed social studies terms or concepts. Some words used in the social studies benchmarks are above grade level.
4. Of the assessment items associated with a given benchmark, 50% or more should meet or exceed the cognitive level (DOK) of the benchmark.
5. Each item should be written clearly and unambiguously to elicit the desired response.
6. Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.

### B. Item Contexts

The context in which an item is presented is called the item context or scenario. These guidelines are provided to assist item writers with development of items within an appropriate context.

1. The item context should be designed to interest students at the targeted level. Scenarios should be appropriate for students in terms of grade-level experience and difficulty, cognitive development, and reading level.
2. The context should be directly related to the question asked. The context should lead the student cognitively to the question. Every effort should be made to keep items as concise as possible without losing cognitive flow or missing the overall idea or concept.

3. Information and/or data in items must be accurate and verifiable using reliable sources. Source documentation should accompany items as needed.
4. All item scenarios, graphics, diagrams, and illustrations must be age-, grade-, and experience-appropriate.
5. The item content should be timely but not likely to become dated.

### C. Use of Media

Media can be used to provide either necessary or supplemental information—that is, some media contain information that is necessary for answering the question, while other media support the context of the question. Items may include diagrams, illustrations, charts, tables, audio files, or video files unless otherwise noted in the Individual Benchmark Specifications.

1. Items should not begin with media. Media in items is always preceded by text.
2. All visual media (tables, charts, graphs, photographs, maps, illustrations, etc.) should be titled. Titles should be in all caps, boldfaced, and centered, and may be placed above or below the visual media.

### D. Item Style and Format

This section presents stylistic guidelines and formatting directions that should be followed while developing items.

1. Items should be clear and concise and should use vocabulary and sentence structure appropriate for the assessed grade level. Writers should refer to the resources provided during item writer training and to the glossaries in CPALMS.
2. The words *most likely* or *best* should be used only when appropriate to the question.
3. Items requiring art should be to scale whenever possible. If not possible, a not-to-scale text box should be included at the bottom left of the art.
4. Graphics in items should be clearly labeled and contain all necessary information.
5. Items using the word *not* should emphasize the word *not* using all uppercase letters (e.g., Which of the following is NOT an example of . . . ). The word *not* should be used sparingly.
6. As appropriate, boldface type should be used to emphasize key words in the item (e.g., **least**, **most**, **greatest**, **percent**, **best**).
7. Masculine pronouns should NOT be used to refer to both sexes. Name(s) should be used whenever possible to avoid gender-specific pronouns (e.g., instead of “The student will make changes so that he . . .”, use “John and Maria will make changes so that they . . .”).

## E. Item Types

This section presents guidelines for development of the following types of items:

- Selected Response (SR) — 1 point
- Gridded Response (GR) — 1 point
- Short Response (SHR) — 1 point
- Constructed Response (CR) — 2 points
- Extended Response (ER) — 4 points
- Essay Response (ESR) — 6 points
- Performance Task (PT) — 1–10 points

### 1. Selected Response (SR) Items (1 point)

Selected response items require students to choose an answer from the choices given. Each item consists of a stem and either three or four answer options, depending on the grade level (see #3 below). One of the answer options is the correct answer, and the remaining options are called distractors. Selected response items may also include a stimulus and/or passage.

1. SR items should take approximately one minute per item to answer.
2. SR items are worth one point each.
3. SR items for grades K, 1, and 2 should have three answer options (A, B, and C). SR items for all other grades and courses should have four answer options (A, B, C, and D).
4. SR items must have only one correct answer option.
5. During item development and review, the correct response should be indicated.
6. During item development and review, the rationale for distractors (incorrect answer choices) should be indicated. The rationale should include information explaining why a student would select that distractor.
7. Distractor rationales should represent social studies misconceptions commonly made by students who have not mastered the assessed concepts.
8. Each distractor should be a believable answer (i.e., plausible, but incorrect).
9. All answer options should be written in a style appropriate to the question asked. For example, a “how” question should have answer options that explain how.
10. Options should have parallel structure whenever possible. Test item options should not have an outlier (e.g., an answer option that is significantly longer than or different from the other options).
11. Items should not be clued or answered by information in the stem or other options.



12. Options such as *none of the above*, *all of the above*, *not here*, *not enough information*, or *cannot be determined* should not be used as answer options.
13. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.
14. Answer options that are single words should be arranged in alphabetical or reverse alphabetical order.
15. Answer options that are phrases or sentences should be arranged from shortest to longest or longest to shortest.
16. Numerical answer options should be arranged in ascending or descending order.
17. Numerical answer options that represent relative magnitude or size should be arranged as they are shown in the stem or in some other logical order.
18. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem, table, chart, or illustration.
19. If the answer options for an item are neither strictly numerical nor denominate numbers, the options should be arranged by the logic presented in the item, by alphabetical order, or by length.

## **2. Gridded Response (GR) Items (1 point)**

Gridded response questions are worth 1 point each. The questions require students to solve problems or interpret charts or graphs and mark their answers by filling in the appropriate bubbles for the numbers on answer grids. Students must accurately complete the grid to receive credit for their answers.

## **3. Short Response (SHR) Items (1 point)**

Short response items usually include a scenario and instructions on how to respond. The recommended time allotment for a student to respond is 3 minutes. A complete answer is worth 1 point. There are no partial points for this item type.

## **4. Constructed Response (CR) Items (2 points)**

Constructed response items usually include a scenario and instructions on how to respond. The recommended time allotment for a student to respond is 5 minutes. A complete answer is worth 2 points and a partial answer is worth

1 point. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows:

SCORING RUBRIC	
2	A score of two indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. When required, student explanations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
1	A score of one indicates that the student has demonstrated an incomplete understanding of the social studies concepts applicable to the prompt or has provided a response that is only partially correct. The student may have arrived at an acceptable conclusion, but with a flawed or weak application of social studies concepts. The student may also have applied the social studies concepts, but failed to fully arrive at the conclusion. The response may contain flaws that detract slightly from the demonstration of understanding.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, or contain clear misunderstandings of the underlying social studies concepts. The response may contain major flaws that detract from the demonstration of understanding.

**Exemplars:** A specific exemplar should be developed for each constructed response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

#### 5. Extended Response (ER) Items (4 points)

Extended response items include a scenario and instructions on how to respond and are worth 4 score points. However, ER items are usually more complex than SHR items and 2-point CR items. The recommended time

allotment for a student to respond is 10–15 minutes. The extended response holistic rubric and exemplar specific to each item are used for scoring as follows:

SCORING RUBRIC	
4	A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
3	A score of three indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The student's response to the prompt is essentially correct, but the social studies explanations and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying social studies concepts.
2	A score of two indicates that the student has demonstrated only a partial understanding of the social studies concepts applicable to the prompt. Although the student may have arrived at an acceptable conclusion, the student's work lacks an essential understanding of the underlying social studies concepts. The response may contain errors related to misunderstanding important aspects of the prompt and misuse of social studies terms.
1	A score of one indicates that the student has demonstrated a very limited understanding of the social studies concepts applicable to the prompt. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the prompt, the student has reached an inadequate conclusion. The response exhibits many flaws or may be incomplete.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, contain clear misunderstandings of the underlying social studies concepts, or be incorrect.

**Exemplars:** A specific exemplar should be developed for each extended response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

#### 6. Essay Response (ESR) Items (6 points)

Essay response items consist of asking a general question or providing a stimulus (such as an article or research paper on a relevant topic), and asking the student to express their thoughts or provide facts about the topic using logic and reason. Essay response items encompass a higher level of thinking and a broader range of skills that includes CCSS literacy standards, both of which are critical to future success in higher education and the workforce.

In most cases, essay responses will go beyond a single paragraph in length, with a distinct introduction, body, and conclusion. An essay response will be worth a total of 6 points, with a rubric structure similar to that of the 4-point extended response. Students should be given about 20 to 30 minutes to complete each item.

**Exemplars:** A specific exemplar should be developed for each essay response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

#### 7. Performance Task (PT) Items (1–10 points)

Performance tasks are used to measure students' ability to *demonstrate* knowledge and skills from one or more benchmarks of the NGSSS and the CCSS. Specifically, performance tasks may require students to create a product, demonstrate a process, or perform an activity that demonstrates proficiency in social studies. They are evaluated using customized scoring rubrics, and each task may be worth 1–10 points. Performance tasks may have the following characteristics:

1. Performance tasks may cover a short time period or may cover an extended period of time.
2. Performance tasks must contain clear and explicit directions for understanding and completing the required component tasks and producing the objective output.
3. All tasks, skills, and/or behaviors required by the performance tasks must be objective, observable, and measurable.
4. All necessary equipment, materials, and resources should be referenced within the text of the performance task.
5. Performance tasks should elicit a range of score points.
6. Performance tasks generally require students to organize, apply, analyze, synthesize, and/or evaluate concepts.

7. Performance tasks may measure performance in authentic situations and outside the classroom, where appropriate and practical.
8. Typical response formats include demonstrations, oral presentations, exhibits, or other products.
9. Every performance task requires companion rubrics to be used for scoring purposes. Rubrics should meet the following criteria:
  - a. The rubrics and performance tasks should be developed in tandem to ensure compatibility.
  - b. Rubrics must be specific to the individual requirements of each performance task; generic rubrics are not acceptable.
  - c. The rubric must allow for efficient and consistent scoring.
  - d. The customized rubric will also serve as an exemplar and should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.
  - e. The highest score descriptor should allow for all foreseeable methods of correctly and thoroughly completing all requirements of the performance task.

A performance task may address one or more benchmarks or standards and may be composed of multiple items. The expectation is the performance tasks will include a demonstration of the student's mastery of the benchmark or standard. Items are expected to have rubrics.

#### **F. Complex Stimuli and Reading Passages**

The cross-curricular focus on aligning Florida IBTP items with the Common Core State Standards for mathematics and literacy make complex reading passages important components of the item bank. A passage is a segment of written work, followed by a series of questions that assess the student's comprehension of reading and the content presented. Some social studies items will be associated with a reading passage, while others will be standalone items.

#### **G. Readability**

Items must be written with readability in mind. In addition, vocabulary must be appropriate for the grade level being tested. The following sources provide information about the reading level of individual words:

Taylor, Stanford E. *EDL Core Vocabularies: Reading, Mathematics, Science, and Social Studies*. Austin, TX: Steck-Vaughn-EDL, 1989.

Mogilner, Alijandra. *Children's Writer's Word Book*. Cincinnati, OH: Writer's Digest Books, 1992.

#### **H. Cognitive Complexity**

##### **1. Overview**

Florida's adoption of the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects presents Florida with an opportunity

to revise its current Depth of Knowledge (DOK) Model of Cognitive Complexity. More information about Florida's Depth of Knowledge levels is available online at <http://www.cpalms.org/cpalms/dok.aspx>.

## 2. Levels of Depth of Knowledge for Social Studies

**Level 1 (Recall)** standards and assessment items require students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. Standards or tasks at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

Some examples that represent but do not constitute all of Level 1 performance are:

- Recognize the importance of U.S. symbols.
- List characteristics of good citizenship.
- Describe different types of jobs in an economic system and the types of tools used.
- Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
- Use latitude and longitude to locate places.
- Describe the role of the three branches of government in the United States

**Level 2 (Basic Application of Concepts & Skills)** includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Some examples that represent but do not constitute all of Level 2 performance are:

- Distinguish between primary and secondary sources.
- Describe technological developments that shaped European exploration.
- Identify and explain significant events leading up to the American Revolution.
- Discuss the concept of Manifest Destiny.



- Explain how the three branches of government in the United States were designed to set up a system of checks and balances.

**Level 3 (Strategic Thinking & Complex Reasoning)** requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to analyze new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Some examples that represent but do not constitute all of Level 3 performance are:

- Describe the introduction, impact, and role of slavery in the colonies.
- Examine and explain the changing roles and impact of significant women during the American Revolution.
- Compare and contrast Federalist and Anti-Federalist views of government.
- Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- Differentiate fact from opinion, utilizing appropriate historical research and fiction/nonfiction support materials.
- Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

**Level 4 (Extended Thinking & Complex Reasoning)** standards and assessment items combine the strategic thinking of Level 3 with the addition of planning, investigating, or developing that will require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should require in-depth analysis using multiple sources. Students should connect and relate ideas and concepts within the content area or among content areas through research in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 standard or assessment item will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performances students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4.

Some examples that represent but do not constitute all of Level 4 performance are:

- Using primary sources, write an analysis of the historical development of significant sociocultural and/or socioeconomic trends and developments (e.g., women’s/worker’s rights, race relations, religious influences).
- Produce a presentation that compares and contrasts various political systems (e.g., democracy, communism, democratic socialism, anarchy, etc.).
- Write an essay linking the significance of geological location and resources on the economic and social development of a country or region.
- Design a study of regional natural resources and assess the impact of human development and use.

#### **I. Item Difficulty**

Item writers will not be expected to make a prediction of difficulty for each item created. However, item writers should develop items that reflect a range of difficulty levels.

#### **J. Universal Design**

The application of universal design principles helps develop assessments that are usable to the greatest number of students, including students with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the items in the Florida Interim Assessment Item Bank maximize readability, legibility, and compatibility with accommodations, and item development includes a review for potential bias and sensitivity issues.

Items must allow for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design, including, but not limited to,

- reduction in wordiness;
- avoidance of ambiguity;
- selection of reader-friendly construction and terminology; and
- consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about item layout and design, including, but not limited to, type size, line length, spacing, and graphics.

#### **K. Sample Items**

Appendix A of this document contains a selection of sample items. The sample items represent a range of cognitive complexities and item types.

### **III. Review Procedures for Florida Interim Assessment Item Bank Items**

Prior to being included in the Florida Interim Assessment Item Bank, items must pass several levels of review as part of the item development process.



## A. Review for Item Quality

Assessment items developed for the Florida Interim Assessment Item Bank are reviewed by Florida educators, the FDOE, and the Item Bank contractors to ensure the quality of the items, including grade-level appropriateness, standards alignment, accuracy, and other criteria for overall item quality.

## B. Review for Bias and Sensitivity

Items are reviewed by groups of Florida educators generally representative of Florida's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities.

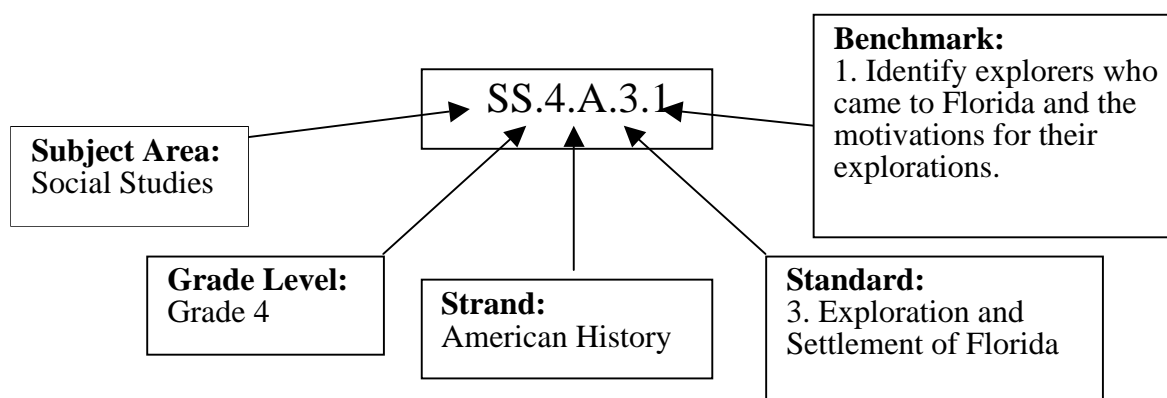
This review is to ensure that the primary purpose of assessing student achievement is not undermined by inadvertently including in the item bank any material that students, parents, or other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and to determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities.

# IV. Guide to the Individual Benchmark Specifications

## A. Benchmark Classification System

Each benchmark in the NGSSS is labeled with a system of numbers and letters.

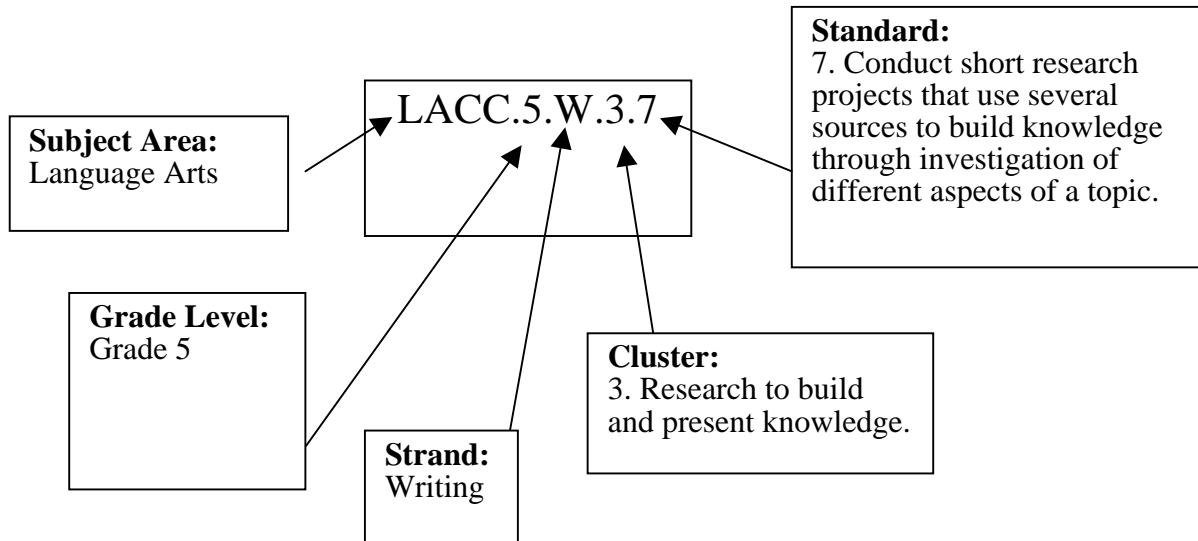
- The two letters in the *first position* of the code identify the **Subject Area**.
- The number(s) in the *second position* represent the **Grade Level**.
- The letter in the *third position* represents the **Strand** to which the benchmark belongs (e.g., *A* represents American History, *G* represents Geography, *E* represents Economics, *W* represents World History, *C* represents Civics and Government, and *H* represents Humanities).
- The number in the *fourth position* represents the **Standard**.
- The number in the *last position* identifies the specific **Benchmark**.



## B. Common Core State Standard Classification System

Each standard in the CCSS is also labeled with a system of numbers and letters.

- The four letters in the *first position* of the code identify the **Subject Area**.
- The number(s) in the *second position* represent the **Grade Level**.
- The letter in the *third position* represents the **Strand**.
- The number in the *fourth position* represents the **Cluster**.
- The number in the *last position* identifies the specific **Standard**.



## V. Definitions of Benchmark Specifications

The *Item Specifications* identify how the benchmarks in Florida’s NGSSS and the CCSS are assessed by items in the Florida Interim Assessment Item Bank. For each assessed benchmark, the following information is provided in the Individual Benchmark Specifications section.

<b>Strand</b>	refers to the general category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics and Government, and Humanities.
<b>Standard</b>	refers to a main idea or description statement of general expectations regarding knowledge and skill development.
<b>Benchmark</b>	refers to specific statements of expected student achievement.
<b>Common Core State Standard Connections</b>	refers to the Common Core Literacy and Mathematics Standards that are closely related to the benchmark. (See Appendix B for a list of CCSS standards associated with this course/grade band.)
<b>Benchmark Clarifications</b>	explain how achievement of the benchmark will be demonstrated by students. The clarification statements explain what students are expected to do when responding to the question.
<b>Content Limits</b>	define the range of content knowledge and degree of difficulty that should be assessed in the items for the benchmark. Content limits may be used to identify content beyond the scope of a targeted benchmark if the content is more appropriately assessed by another benchmark. These statements help to provide validity by ensuring the test items are clearly aligned to the targeted benchmark.

## VI. Individual Benchmark Specifications

### A. Grade 3 Item Specifications

**Course Number:** 5021050 - **Third Grade: The United States Regions and Its Neighbors -**

The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our county and its neighbors.

Benchmark SS.3.A.1.1	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.3.A.1.1: Analyze primary and secondary sources.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze various types of sources including, but not limited to, the following: artifacts, photographs, paintings, maps, images, and documents. Students will compare and contrast primary and secondary sources. Students will analyze information about what they read or observe in primary and secondary source.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Third Grade course.

Benchmark SS.3.A.1.2	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.3.A.1.2: Utilize technology resources to gather information from primary and secondary sources.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will utilize technology resources (primarily computer hardware, software, and websites) in order to gather information from or locate primary and secondary sources. Students will identify proper search techniques when using a computer and/or proper search engines.
Content Limits	Items will not require students to search for specific websites. Items will not require students to analyze the reliability or accuracy of online sites.

Benchmark SS.3.A.1.3	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.3.A.1.3: Define terms related to the social studies.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will define terms related to the social studies, including, but not limited to, the following: history, geography, civics, government, and economics.
Content Limits	Items will not require students to subdivide the types of social studies.  Items will not require students to know any specific dates or facts involved in any of the social studies.

Benchmark SS.3.C.1.1	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	S.S.3.C.1.1: Explain the purpose and need for government.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain the purpose and need for government in terms of safety, organization, services, and protection of rights.
Content Limits	Items will not require students to know the role of democracy within the government.

Benchmark SS.3.C.1.2	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Foundations of Government, Law, and the American Political System</b>
<b>Benchmark</b>	<b>S.S.3.C.1.2: Describe how government gains its power from the people.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe how the government gains its power from the people including, but not limited to, voting and elections.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Third Grade course.

Benchmark SS.3.C.1.3	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Foundations of Government, Law and the American Political System</b>
<b>Benchmark</b>	<b>SS.3.C.1.3: Explain how government was established through a written Constitution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain the function and purpose of a written constitution within a system of government. Students will understand the relationship between the government and a written constitution.
<b>Content Limits</b>	Items will not require students to know the details of the U.S. Constitution. Items will not require students to know the names of the people involved in creating or signing the U.S. Constitution.

Benchmark SS.3.C.2.1	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.3.C.2.1: Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues, including, but not limited to, food drives, book drives, community clean-ups, and voting.</p> <p>Students will identify cooperative individual, group, or community efforts that demonstrate an awareness of civic virtues.</p> <p>Students will explain how actions (such as food or book drives) demonstrate the traits of cooperation within a community.</p> <p>Students will recognize and explain that voting is a form of civic virtue.</p>
Content Limits	<p>Items will not require students to know more than generalities about the contributions of individual or group actions.</p> <p>Items will not require students to understand how to arrange or implement types of civic activities.</p>

Benchmark SS.3.C.3.1	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.3.C.3.1: Identify the levels of government (local, state, federal).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will recognize that the government has local, state, and federal levels and that each one has different responsibilities.</p> <p>Students will identify examples of differences between local, state, and federal levels of government.</p>
Content Limits	<p>Items will not require students to know the size or structure of local, state, or federal government.</p> <p>Items will not require students to know specific leaders in local, state, or federal government.</p>

Benchmark SS.3.C.3.2	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.3.C.3.2: Describe how government is organized at the local level.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe how government is organized at the local level, including, but not limited to, executive branch (mayor), legislative branch (city commissioner), and judicial branch (county and circuit courts).</p> <p>Students will understand that the local level of government has its own unique structure and responsibilities.</p> <p>Students will recognize that the three branches of federal government (executive, legislative, and judicial) also exist at the local level.</p>
Content Limits	Items will not require students to know the names of local government officials.

Benchmark SS.3.C.3.3	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.3.C.3.3: Recognize that every state has a state constitution.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will recognize that every state throughout the nation has a state constitution.</p> <p>Students will differentiate between a state constitution and the federal constitution.</p> <p>Students will recognize the primary ways that a state constitution governs its citizens.</p>
Content Limits	<p>Items will not require students to recognize the year a specific constitution was written.</p> <p>Items will not require students to know the history behind specific constitutions or the names of people involved in their creation.</p>



Benchmark SS.3.C.3.4	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.3.C.3.4: Recognize that the Constitution of the United States is the supreme law of the land.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will recognize the relationship between the Constitution of the United States and rights of the citizens it governs. Students will understand the relationship between the Constitution of the United States and federal laws.
Content Limits	Items will not require students to know the exact wording of any part of the Constitution of the United States. Items will not require students to label or define any part of the Constitution of the United States. Items will not require students to know the historical background of the creation of the Constitution of the United States.

Benchmark SS.3.E.1.1	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	S.S.3.E.1.1: Give examples of how scarcity results in trade.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will use examples to identify how scarcity results in trade, including, but not limited to, oil, video games, and food. Students will define and apply the word <i>scarcity</i> to a specific situation or scenario.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Third Grade course.

Benchmark SS.3.E.1.2	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	S.S.3.E.1.2: List the characteristics of money.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will list the various characteristics of money, including, but not limited to, portable, divisible, recognizable, and durable. Students will define what qualifies as money within a culture. Students will be able to recognize the role money plays within a culture.</p> <p>Students will explain why certain characteristics of money, such as durability and portability, are necessary, and they will compare money with other forms of exchange (i.e., bartering).</p>
Content Limits	Items will not require students to recognize the source and value of money from foreign countries.

Benchmark SS.3.E.1.3	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	S.S.3.E.1.3: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define and apply the terms of buyer, seller, exchange, goods, services, trade, and money.</p> <p>Students will understand the relationship between buyers and sellers and the process for exchanging or trading money for goods or services.</p> <p>Students will recognize that trade sometimes takes place without the exchange of money (i.e., bartering).</p>
Content Limits	Items will not require students to recognize the prices of any goods or services.

Benchmark SS.3.E.1.4	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	S.S.3.E.1.4: Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and compare currencies used in the United States, Canada, Mexico, and the Caribbean (i.e., U.S. dollars, Canadian dollars, Mexican pesos, Cuban pesos, Haitian gourdes, East Caribbean dollars).
Content Limits	Items will not require students to identify images of foreign currencies or images of people or places on foreign currencies. Items will not require students to know how currencies have changed over time.

Benchmark SS.3.G.1.1	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.3.G.1.1: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will use thematic maps, tables, charts, graphs, and photos to analyze a variety of geographic information, such as location, size, shape, population, or topographic details.
Content Limits	Items will not require students to analyze complex graphics. Items will not require students to identify latitude or longitude.

Benchmark SS.3.G.1.2	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.3.G.1.2: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will review basic map elements in order to better understand how to locate regions.</p> <p>Students will locate and define various common elements on maps.</p> <p>Students will understand how map elements help explain the information contained in the map.</p> <p>Students will use map elements to determine the direction and distance between two places on a map.</p>
Content Limits	<p>Items will not require students to explain how map elements were originally used or created.</p> <p>Items will not require students to define latitude and longitude.</p>

Benchmark SS.3.G.1.3	
Strand	G: Geography
Standard	1:The World in Spatial Terms
Benchmark	SS.3.G.1.3: Label the continents and oceans on a world map.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will locate and label the seven continents—Asia, Africa, North America, South America, Antarctica, Europe, and Australia—on an unlabeled map.</p> <p>Students will locate and label the world’s five oceans—the Pacific, the Atlantic, the Indian Ocean, the Southern Ocean, and the Arctic Ocean—on an unlabeled map.</p> <p>Students will identify continents and oceans by shape when shown apart from a complete map.</p>
Content Limits	<p>Items will not require students to provide any details about the size, people, or culture of any of the continents.</p> <p>Items will not require students to provide any details about the size of the landmasses or oceans.</p>

Benchmark SS.3.G.1.4	
Strand	G: Geography
Standard	1:The World in Spatial Terms
Benchmark	SS.3.G.1.4: Name and identify the purpose of maps (physical, political, elevation, population).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will name and identify the purposes of different types of maps, including physical, political, elevation, and population. Students will decide why one map would be more useful than another in different scenarios.
Content Limits	Items will not require students to provide any information about latitude and longitude. Items will not require students to provide any details about cartography. Items will not require students to understand the different elevations of physical features on maps.

Benchmark SS.3.G.1.5	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.3.G.1.5: Compare maps and globes to develop an understanding of the concept of distortion.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will use maps and globes to understand what the concept of distortion means in geography and cartography. Students will compare the effects and extent of distortion on maps with how it affects globes.
Content Limits	Items will not require students to explain how cartographers deal with the issue of distortion. Items will not require students to identify latitude or longitude.

Benchmark SS.3.G.1.6	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1: The World in Spatial Terms</b>
<b>Benchmark</b>	<b>SS.3.G.1.6: Use maps to identify types of scale to measure distances between two places.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will use a variety of maps in order to understand and use the concept of scale.</p> <p>Students will use a variety of maps in order to measure the distances between two places (including, but not limited to, cities, states, countries, and oceans).</p> <p>Students will use a variety of maps to identify what type of measurement is being used to indicate distances.</p> <p>Students will use maps to demonstrate understanding of different measurement systems, including linear, fractional, and word.</p> <p>Students will differentiate between various types of scale, including linear, fractional, and word.</p> <p>Items will use a variety of maps, with specific focus on the type of measurement system being shown and used.</p>
<b>Content Limits</b>	Items will not require students to know who created the methods of measurement.

Benchmark SS.3.G.2.1	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	SS.3.G.2.1: Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will locate and label each one of the countries in North America (Canada, United States, and Mexico) on a variety of maps and/or globes.</p> <p>Students will locate and label each one of the countries and commonwealths in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, and Jamaica).</p> <p>Students will differentiate between countries and commonwealths in North America and compare which ones belong in the Caribbean.</p>
Content Limits	<p>Items will not require students to provide any details about the size, people, or culture of any of the countries or commonwealths.</p> <p>Items will not require students to provide any details about the size of the North American continent or the Caribbean.</p>

Benchmark SS.3.G.2.2	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	SS.3.G.2.2: Identify the five regions of the United States.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify the five regions of the United States on a map or globe, including Northeast, Southeast, Midwest, Southwest, and West.
Content Limits	<p>Items will not require students to provide any information about the climate or population of the regions.</p> <p>Items will not require students to understand the political boundaries within regions.</p>



Benchmark SS.3.G.2.3	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	SS.3.G.2.3: Label the states in each of the five regions of the United States.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will use national maps and globes to label and identify the various states within the five regions (Northeast, Southeast, Midwest, Southwest, and West) of the United States.</p> <p>Students will recognize on a globe or a map the five regions of the United States, as well as the states that belong in each one.</p>
Content Limits	<p>Items will not require students to find the regions of the United States on an international map or globe.</p> <p>Items will not require students to identify any details about the individual states other than their names and locations (within the five U.S. regions).</p>

Benchmark SS.3.G.2.4	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	SS.3.G.2.4: Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will use a variety of maps and globes in order to locate and describe various physical features of the United States, Canada, Mexico, and the Caribbean, including, but not limited to, major physical features such as lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p> <p>Students will recognize how physical and topographical maps or globes represent the physical features of a region.</p>
Content Limits	<p>Items will not require students to compare sizes or other specific details of various physical features.</p> <p>Items will not require students to know the regions of Canada, Mexico, and the Caribbean.</p> <p>Items will not require students to know the cities or states within these regions.</p>



Benchmark SS.3.G.2.5	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Places and Regions</b>
<b>Benchmark</b>	<b>SS.3.G.2.5: Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will locate and label natural and man-made landmarks located in the United States, Canada, Mexico, and the Caribbean.</p> <p>Students will locate landmarks that include, but are not limited to, the Grand Canyon, Gateway Arch, Mount Rushmore, Devil’s Tower, Mt. Denali, Everglades, and Niagara Falls.</p> <p>Students will identify the region (i.e., the United States, Canada, Mexico, or the Caribbean) in which the landmarks are located.</p> <p>Students will differentiate between natural and man-made landmarks.</p> <p>Items will use a variety of world maps and/or photographs of landmarks located in the United States, Canada, Mexico, and the Caribbean</p>
<b>Content Limits</b>	Items will not require students to provide any details about the landmarks (e.g., age, size, formation).

Benchmark SS.3.G.2.6	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	<b>SS.3.G.2.6: Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe places and regions throughout the world, based on studying news stories or reading poems, legends, or songs about a region or area.</p> <p>Students will explain how they formulated their perceptions of places and regions, whether by traditional learning or other media.</p> <p>Students will summarize their perceptions of a place or region based on a variety of input including, but not limited to, interviews, news stories, poems, legends, and songs.</p>
Content Limits	Items will not require students to defend or prove whether their perceptions are completely accurate.

Benchmark SS.3.G.3.1	
Strand	G: Geography
Standard	3: Physical Systems
Benchmark	<b>SS.3.G.3.1: Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will use a variety of maps and/or photographs in order to describe and identify the different climates and vegetation found in the United States, Canada, Mexico, and the Caribbean.</p> <p>Students will be able to look at a map and/or photograph and label what type of climate and vegetation can be found in each region, including, but not limited to, tundra, sandy soil/desert, humidity, and maritime climate.</p>
Content Limits	<p>Items will not require students to identify specific plants or trees in the United States, Canada, Mexico, and the Caribbean.</p> <p>Items will not require students to identify specific temperatures or weather patterns in the United States, Canada, Mexico, and the Caribbean.</p>

Benchmark SS.3.G.3.2	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>3: Physical Systems</b>
<b>Benchmark</b>	<b>SS.3.G.3.2: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will use a variety of maps and/or photographs in order to describe and analyze the natural resources found in the United States, Canada, Mexico, and the Caribbean, including, but not limited to, water, arable land, oil, fish, and minerals.</p> <p>Students will use a variety of maps and photographs to locate specific natural resources found in the United States, Canada, Mexico, and the Caribbean.</p> <p>Students will explain the importance of natural resources to the world.</p>
<b>Content Limits</b>	<p>Items will not require students to name specific locations within the United States, Canada, Mexico, and the Caribbean that are especially rich in any natural resources.</p> <p>Items will not require students to specifically define terms describing natural resources.</p>

Benchmark SS.3.G.4.1	
Strand	G: Geography
Standard	4: Human Systems
Benchmark	SS.3.G.4.1: Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will explain how environmental influences have helped determine where people have settled throughout the United States, Canada, Mexico, and the Caribbean.</p> <p>Students will explain the role of environmental influences on human settlement, including, but not limited to, water access, arable land, access to transportation routes, and overall climate.</p> <p>Students will explain why some areas of the United States, Canada, Mexico, and the Caribbean are more densely or sparsely populated due to environmental influences.</p>
Content Limits	<p>Items will not require students to identify the years human settlements took place.</p> <p>Items will not require students to know the populations of human settlements in the United States, Canada, Mexico, and the Caribbean.</p>

Benchmark SS.3.G.4.2	
Strand	G: Geography
Standard	4: Human Systems
Benchmark	SS.3.G.4.2: Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe the various cultures that have settled throughout the United States, Canada, Mexico, and the Caribbean, including, but not limited to, Native Americans, Africans, and Europeans.</p> <p>Students will identify how various cultures have impacted the United States, Canada, Mexico, and the Caribbean.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Third Grade course.

Benchmark SS.3.G.4.3	
Strand	G: Geography
Standard	4: Human Systems
Benchmark	<b>S.S.3.G.4.3: Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will use a variety of maps and/or photographs to compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</p> <p>Students will compare cultures on a variety of topics, including, but not limited to, housing, music, transportation, food, recreation, language, holidays, beliefs and customs.</p> <p>Students will recognize the five regions of the United States, as well as the boundaries of Canada, Mexico, and the Caribbean, and demonstrate a clear awareness of how these populations differ in various cultural characteristics.</p>
Content Limits	<p>Items will not require students to know more than generalities about cultural characteristics (e.g., specific details about brands of transportation, musicians or songs of a particular style of music, slang or dialect of languages, dates of holidays, or history of beliefs or customs).</p> <p>Items will not require students to know the reasons behind the differences in cultural characteristics from one region of the United States to another, or in Canada, Mexico, or the Caribbean.</p>

Benchmark SS.3.G.4.4	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>4: Human Systems</b>
<b>Benchmark</b>	<b>S.S.3.G.4.4: Identify contributions from various ethnic groups to the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify contributions to the arts, language, music, or traditions from various ethnic groups to the United States, such as Native Americans, Hispanics, Africans, Asians, and Europeans.</p> <p>Students will recognize the difference between the various ethnic groups within the United States and match the group to the contribution.</p>
<b>Content Limits</b>	<p>Items will not require students to know more than generalities about the contributions of each one of the ethnic groups.</p> <p>Items will not require students to know the years, dates, or time periods that specific contributions were made by any specific ethnic group.</p>

## B. Grade 4 Item Specifications

**Course Number:** 5021060 - **Fourth Grade: Florida Studies** - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the twentieth Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

Benchmark SS.4.A.1.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>1: Historical Inquiry and Analysis</b>
<b>Benchmark</b>	<b>SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify Florida's major historic figures and events through examining primary and secondary sources. Students will draw from diverse resources to summarize major events in Florida's history. Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.A.1.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>1: Historical Inquiry and Analysis</b>
<b>Benchmark</b>	<b>SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will draw from print and electronic media to describe significant moments in Florida history. Students will compare and contrast information from multiple resources to describe key historic events in Florida. Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.
<b>Content Limits</b>	Items will not require students to cite their resources.

Benchmark SS.4.A.2.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>2: Pre-Columbian Florida</b>
<b>Benchmark</b>	<b>SS.4.A.2.1: Compare Native American tribes in Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify Florida’s different Native American tribes. Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga. Students will summarize the lifestyles of different Florida tribes.
<b>Content Limits</b>	Items will not require students to memorize exact dates. Items will focus on those tribes settled in pre-Columbian Florida.

Benchmark SS.4.A.3.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify explorers who landed in Florida. Students will explain why explorers came to Florida and the outcome of their expeditions. Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan de Luna, and an understanding that 2013 is the quincentennial of the founding of Florida.
<b>Content Limits</b>	Items will not require students to memorize exact dates of expeditions.



Benchmark SS.4.A.3.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.2: Describe causes and effects of European colonization on the Native American tribes of Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will define and describe European colonization of Florida.</p> <p>Students will identify the causes for European colonization in Florida.</p> <p>Students will apply knowledge gained from primary and secondary resources to summarize the effects of European colonization on Native American tribes. Examples may include, but are not limited to, protection of ships, colonization, disease, death, and the spread of religion.</p>
<b>Content Limits</b>	Items will not require students to cite their resources.

Benchmark SS.4.A.3.3	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will summarize St. Augustine’s significance in Florida history and United States history.</p> <p>Students will describe the significance of the year 2015 marking the 450th anniversary of St. Augustine’s founding.</p> <p>Examples may include, but are not limited to, the 450th anniversary in 2015 of the founding of St. Augustine as the first continuous town in the United States, predating other colonial settlements.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.A.3.4	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.4: Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will define the term mission.</p> <p>Students will explain the purpose of missions.</p> <p>Students will describe daily life practices at missions, highlighting Florida’s San Luis de Talimali mission.</p>
<b>Content Limits</b>	Items will not require students to memorize specific dates.

Benchmark SS.4.A.3.5	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.5: Identify the significance of Fort Mose as the first free African community in the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe Fort Mose’s role as the country’s first legally sanctioned free African settlement.</p> <p>Students will chronicle Fort Mose’s ensuing years as a sanctuary for African people seeking freedom from English slavery.</p> <p>Students will summarize Fort Mose’s significance as a precursor site to the Underground Railroad.</p> <p>Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.</p>
<b>Content Limits</b>	Items will not require students to memorize specific dates.

Benchmark SS.4.A.3.6	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.6: Identify the effects of Spanish rule in Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the period of Spanish rule in Florida.</p> <p>Students will identify the effects of Spanish rule in Florida, focusing on agriculture, weapons, architecture, place names, and culture.</p> <p>Students will draw from multiple sources to summarize contemporary examples of the Spanish linguistic and cultural influences in Florida.</p> <p>Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.</p>
<b>Content Limits</b>	Items will not require students to memorize specific dates or names of individuals.

Benchmark SS.4.A.3.7	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.7: Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will summarize Florida's early history, before it became a territory of the United States.</p> <p>Students will list the nations that controlled Florida during this period.</p>
<b>Content Limits</b>	Items will not require students to memorize specific dates.

Benchmark SS.4.A.3.8	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.8: Explain how the Seminole tribe formed and the purpose for their migration.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain the reasons for the large migration of Creeks to Florida and how they became known as Seminoles. Students will chronicle the tribe's evolution through the British, second Spanish, and Black Seminoles periods.
<b>Content Limits</b>	Items will not require detailed knowledge of Seminole culture before the arrival of European explorers.

Benchmark SS.4.A.3.9	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.9: Explain how Florida (Adams-Onis Treaty) became a U.S. territory.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will chronicle Florida's shift from being a Spanish territory to a U.S. territory. Students will explain the role of the Adams-Onis Treaty in Florida history. Students will identify the principle people involved in the Adams-Onis Treaty, including John Quincy Adams and Luis de Onis.
<b>Content Limits</b>	Items will not require students to interpret the legal language of the treaty.

Benchmark SS.4.A.3.10	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.3.10: Identify the causes and effects of the Seminole Wars.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will outline the events and conflicts leading up to the First Seminole War.</p> <p>Students will distinguish between and describe the First, Second, and Third Seminole Wars.</p> <p>Students will summarize the outcomes of First, Second, and Third Seminole Wars, including Andrew Jackson’s invasion of Florida, the treaties signed, the migration to Indian Territory, and the 1868 Florida Constitution.</p> <p>Examples may include, but are not limited to, Jackson’s invasion of Florida (First Seminole War) without federal permission.</p>
<b>Content Limits</b>	Items will not require students to memorize exact dates.

Benchmark SS.4.A.4.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>4: Growth of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.4.1: Explain the effects of technological advances on Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify early technological advances in Florida, including steam engines and steamboats.</p> <p>Students will describe the effects technological advances, such as steam engines and steamboats, had on daily life in Florida.</p> <p>Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.</p>
<b>Content Limits</b>	Items will focus on technological advances from 1821 to the Civil War.

Benchmark SS.4.A.4.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>4: Growth of Florida</b>
<b>Benchmark</b>	<b>SS.4.A.4.2 Describe pioneer life in Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the daily life practices of early Florida pioneers.</p> <p>Students will compare and contrast the experiences of men, women, and children in the Florida Territory.</p> <p>Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.</p>
<b>Content Limits</b>	Items will focus on pioneer life in Florida between 1821 and statehood.

Benchmark SS.4.A.5.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: Crisis of the Union: Civil War and Reconstruction in Florida</b>
<b>Benchmark</b>	<b>SS.4.A.5.1: Describe Florida’s involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the conditions leading up to Florida’s secession from the Union.</p> <p>Students will summarize Florida’s involvement in the Civil War.</p> <p>Students will identify major moments in Florida’s Civil War history, including secession, port blockades, and significant battles.</p> <p>Examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.</p>
<b>Content Limits</b>	Items will not require students to memorize exact dates.

Benchmark SS.4.A.5.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: Crisis of the Union: Civil War and Reconstruction in Florida</b>
<b>Benchmark</b>	<b>SS.4.A.5.2: Summarize challenges Floridians faced during Reconstruction.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the events surrounding Reconstruction.</p> <p>Students will describe the challenges of Reconstruction in Florida, including segregation.</p> <p>Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.</p>
<b>Content Limits</b>	Items will not require students to memorize exact dates.

Benchmark SS.4.A.6.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Industrialization and Emergence of Modern Florida</b>
<b>Benchmark</b>	<b>SS.4.A.6.1: Describe the economic development of Florida’s major industries.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will provide examples of Florida’s major industries, including timber, citrus, railroads, and shrimping.</p> <p>Students will correlate the availability of resources and consumer demand with the success of industries.</p> <p>Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).</p>
<b>Content Limits</b>	Items will not require students to interpret or use complex economic terminology.



Benchmark SS.4.A.6.2	
Strand	A: American History
Standard	6: Industrialization and Emergence of Modern Florida
Benchmark	SS.4.A.6.2: Summarize contributions immigrant groups made to Florida.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will list prominent immigrant groups from Florida’s past and present.</p> <p>Students will describe major contributions of immigrant groups to Florida’s culture and daily life.</p> <p>Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.A.6.3	
Strand	A: American History
Standard	6: Industrialization and Emergence of Modern Florida
Benchmark	SS.4.A.6.3: Describe the contributions of significant individuals to Florida.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify significant figures in Florida history.</p> <p>Students will describe the impact of significant figures on Florida.</p> <p>Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, and Marjorie Kinnan Rawlings.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.A.6.4	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Industrialization and Emergence of Modern Florida</b>
<b>Benchmark</b>	<b>SS.4.A.6.4: Describe effects of the Spanish American War on Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify Florida’s role in the Spanish American War. Students will explain the outcome and economic impact of the Spanish American War on Florida.
<b>Content Limits</b>	Items will not require students to memorize exact dates.

Benchmark SS.4.A.7.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>7: Roaring 20’s, the Great Depression, and WWII in Florida</b>
<b>Benchmark</b>	<b>SS.4.A.7.1: Describe the causes and effects of the 1920’s Florida land boom and bust.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will outline Florida’s economic state during the 1920s. Students will describe the causes and effects of the land boom and bust. Examples may include, but are not limited to, land speculation.
<b>Content Limits</b>	Items will not require students to interpret or use complex economic terminology.

Benchmark SS.4.A.7.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>7: Roaring 20's, the Great Depression, and WWII in Florida</b>
<b>Benchmark</b>	<b>SS.4.A.7.2: Summarize challenges Floridians faced during the Great Depression.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will chronicle the economic factors leading to the Great Depression.</p> <p>Students will describe the impact of the Great Depression on daily life in Florida.</p> <p>Students will summarize the economic factors and historic events that contributed to the end of the Great Depression.</p> <p>Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.</p>
<b>Content Limits</b>	Items will not require students to interpret or use complex economic terminology.

Benchmark SS.4.A.7.3	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>7: Roaring 20's, the Great Depression, and WWII in Florida</b>
<b>Benchmark</b>	<b>SS.4.A.7.3: Identify Florida's role in World War II.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe Florida's involvement in World War II.</p> <p>Students will identify major locations of Florida's training bases during World War II.</p> <p>Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.A.8.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>8: Contemporary Florida into the 21st Century</b>
<b>Benchmark</b>	<b>SS.4.A.8.1: Identify Florida’s role in the Civil Rights Movement.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will chronicle significant events of the Florida civil rights movement, including the Tallahassee bus boycotts in 1956 and the Tallahassee sit-ins in 1960.</p> <p>Students will correlate Florida’s role in the civil rights movement with the national civil rights movement.</p> <p>Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers Harry T. and Harriette V. Moore.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.A.8.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>8: Contemporary Florida into the 21st Century</b>
<b>Benchmark</b>	<b>SS.4.A.8.2: Describe how and why immigration impacts Florida today.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify Florida’s historic and current immigrant groups.</p> <p>Students will identify and explain reasons why immigrants settled in Florida.</p> <p>Students will summarize the contributions of diverse immigrant groups to Florida’s culture and governance.</p> <p>Students will describe the challenges faced by immigrant groups in Florida.</p>
<b>Content Limits</b>	Items will not require students to use foreign terminology.

Benchmark SS.4.A.8.3	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>8: Contemporary Florida into the 21st Century</b>
<b>Benchmark</b>	<b>SS.4.A.8.3: Describe the effect of the United States space program on Florida’s economy and growth.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will discuss the development of the national space program. Students will identify how the national space program impacts Florida’s economy and population.
<b>Content Limits</b>	Items will not require students to interpret complex scientific terms.

Benchmark SS.4.A.8.4	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>8: Contemporary Florida into the 21st Century</b>
<b>Benchmark</b>	<b>SS.4.A.8.4: Explain how tourism affects Florida’s economy and growth.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the major components of Florida’s tourist industry, including cultural sites, eco-tourism, beaches, natural wonders, and amusement parks. Students will explain how tourism impacts Florida’s economy.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.A.9.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>9: Chronological Thinking</b>
<b>Benchmark</b>	<b>SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will distinguish among Florida’s early history, recent history, and present day. Students will apply their timeline skills to sequence major events in Florida’s history.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.C.1.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1. Foundations of government, law, and the American political system</b>
<b>Benchmark</b>	<b>SS.4.C.1.1: Describe how Florida’s constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the purpose of the Florida constitution. Students will explain how Florida’s constitution protects citizens’ rights. Students will show, using examples, how elements of the Florida constitution guide the structure, function and purposes of state government.
<b>Content Limits</b>	Items will not require students to interpret legal language or recall specific sections of the Florida Constitution.

Benchmark SS.4.C.2.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2. Civic and political participation</b>
<b>Benchmark</b>	<b>SS.4.C.2.1: Discuss public issues in Florida that impact the daily lives of its citizens.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain how public issues impact citizens' daily lives.
<b>Content Limits</b>	Items will not require students to memorize statistics.

Benchmark SS.4.C.2.2	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2. Civic and political participation</b>
<b>Benchmark</b>	<b>SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will summarize ways citizens can influence government and public policy.</p> <p>Students will identify community and state problems.</p> <p>Students will describe how citizens, including children, can help solve community and state problems.</p> <p>Examples may include, but are not limited to, voting, petitioning, conservation, recycling.</p>
<b>Content Limits</b>	Items will not require students to interpret legal language.



Benchmark SS.4.C.2.3	
Strand	C: Civics and Government
Standard	2. Civic and political participation
Benchmark	SS.4.C.2.3: Explain the importance of public service, voting, and volunteerism.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define and list different types of public service.</p> <p>Students will explain the importance and impact of public service and voting.</p> <p>Students will identify different types of volunteerism and their impact.</p>
Content Limits	Items will not require students to interpret statistics.

Benchmark SS.4.C.3.1	
Strand	C: Civics and Government
Standard	3. Structure and functions of government
Benchmark	SS.4.C.3.1: Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify the legislative, judicial, and executive branches of Florida's government.</p> <p>Students will identify and compare the powers of Florida's three branches of government.</p> <p>Students will provide an example of actions taken by each of Florida's three branches of government.</p>
Content Limits	Items will not require students to interpret legal language.

Benchmark SS.4.C.3.2	
Strand	C: Civics and Government
Standard	3. Structure and functions of government
Benchmark	SS.4.C.3.2: Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify roles in state government, such as governor, state representative, and senator.</p> <p>Students will identify roles in local government, such as mayor and city commissioner.</p> <p>Students will compare and contrast the scope of power between state and local government officials.</p>
Content Limits	Items will not require students to interpret legal language.

Benchmark SS.4.E.1.1	
Strand	E: Economics
Standard	1. Beginning economics
Benchmark	SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify major Florida entrepreneurs.</p> <p>Students will describe entrepreneurs' impact on Florida's culture.</p> <p>Students will summarize entrepreneurs' impact on Florida's economy.</p> <p>Examples may include, but are not limited to, Henry Flagler, Walt Disney, Ed Ball, Alfred duPont, Julia Tuttle, Vincente Martinez Ybor.</p>
Content Limits	Items will not require students to memorize personal details about entrepreneurs that are not directly related to their accomplishments.

Benchmark SS.4.E.1.2	
Strand	E: Economics
Standard	1. Beginning economics
Benchmark	SS.4.E.1.2: Explain Florida’s role in the national and international economy and conditions that attract businesses to the state.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe Florida’s major contributions to the national and international economy, including agriculture, phosphate production, and the space industry.</p> <p>Students will summarize the economic impact of Florida’s tourist industry.</p> <p>Students will explain how Florida attracts businesses to the state.</p> <p>Examples may include, but are not limited to, tourism, agriculture, phosphate, space industry.</p>
Content Limits	Items will not require students to use economic terminology.

Benchmark SS.4.G.1.1	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.4.G.1.1: Identify physical features of Florida.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify Florida’s major physical features, including bodies of water and areas with major islands, such as the Florida Keys.</p> <p>Students will locate Florida’s major bodies of water on a state map.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fourth Grade course.

Benchmark SS.4.G.1.2	
Strand	G: Geography
Standard	1. The World in Spatial Terms
Benchmark	SS.4.G.1.2: Locate and label cultural features on a Florida map.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define and list the cultural features of Florida, including Tallahassee, major cities, sites of important historical events and major tourist attractions.</p> <p>Students will label Florida’s cultural features on a Florida map. Examples may include, but are not limited to, the state capital, major cities, and major tourist attractions.</p>
Content Limits	Items will not require students to identify locations of small cities and towns unless presented in a geographical or historic context.

Benchmark SS.4.G.1.3	
Strand	G: Geography
Standard	1. The World in Spatial Terms
Benchmark	SS.4.G.1.3: Explain how weather impacts Florida.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe Florida’s weather patterns by season.</p> <p>Students will describe the impacts of Florida’s storms, including hurricanes and thunderstorms.</p> <p>Students will explain the economic, architectural, scientific, and social impacts weather has on Florida.</p> <p>Examples may include, but are not limited to, hurricanes, thunderstorms, drought, frost, and mild climate.</p>
Content Limits	Items will not require students to interpret technical data or display deep knowledge of weather and its causes.

Benchmark SS.4.G.1.4	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1. The World in Spatial Terms</b>
<b>Benchmark</b>	<b>SS.4.G.1.4: Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify map elements such as title, compass rose, symbols, legend, scale, longitude, and latitude.</p> <p>Students will apply their knowledge of the compass rose to indicate cardinal directions and intermediate directions on a map.</p> <p>Students will interpret information on political and physical maps to explain locations and distances.</p> <p>Students will compare locations of two places using map elements.</p>
<b>Content Limits</b>	Items will not require students to interpret thematic maps using map elements.

### C. Grade 5 Item Specifications

**Course Number:** 5021070 - **Fifth Grade: United States History** - The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events that influenced the initial inhabitation, exploration, colonization, and early national periods of American history.

Benchmark SS.5.A.1.1	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.5.A.1.1: Use primary and secondary sources to understand history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze primary and secondary sources. Students will draw conclusions from primary and secondary sources. Students will use primary and secondary sources to interpret historical events.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.1.2	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.5.A.1.2: Utilize timelines to identify and discuss American History time periods.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify events or dates from a timeline. Students will order historical events using a historical timeline. Students will interpret information from historical timelines.
Content Limits	Items will not include timelines covering world history, except as they relate to American history.

Benchmark SS.5.A.2.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>2: Pre-Columbian North America</b>
<b>Benchmark</b>	<b>SS.5.A.2.1: Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the cultural aspects of various ancient American civilizations.</p> <p>Students will identify similarities and differences between two different civilizations.</p> <p>Items will use examples of ancient civilizations including, but not limited to, Aztecs, Mayas and Mound Builders, Anasazi, and Inuit. Items may include information about each civilization's political system, economic development, and/or social structure.</p>
<b>Content Limits</b>	<p>Items will not require students to compare civilizations to European societies of the same time period.</p> <p>Items will be limited to the civilizations listed in the benchmark.</p>



Benchmark SS.5.A.2.2	
Strand	A: American History
Standard	2: Pre-Columbian North America
Benchmark	<b>SS.5.A.2.2: Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify the four geographic regions that North American tribes primarily occupied. Students will describe major characteristics of Native American tribes.
Content Limits	Items will not require knowing all of the specific names of Native American tribes, but rather the tribes that exemplified the four main geographic regions of North America. Items will be limited to the cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River.

Benchmark SS.5.A.2.3	
Strand	A: American History
Standard	2: Pre-Columbian North America
Benchmark	<b>SS.5.A.2.3: Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will describe the cultural aspects of various Native American tribes. Students will evaluate how geography contributed to cultural similarities and differences among Native American tribes. Students will compare and contrast the cultural aspects of two Native American tribes. Items may address Native American cultural aspects before European contact.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.3.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of North America</b>
<b>Benchmark</b>	<b>SS.5.A.3.1: Describe technological developments that shaped European exploration.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the European technological developments (e.g., mapmaking, navigation, shipbuilding) that occurred shortly before the European exploration of North America.</p> <p>Students will describe the significance of technology to European exploration.</p> <p>Students will explain how new technology led to world exploration.</p>
<b>Content Limits</b>	Items will not require students to identify the inventors of specific technologies.

Benchmark SS.5.A.3.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of North America</b>
<b>Benchmark</b>	<b>SS.5.A.3.2: Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will classify key information about European explorers, including their nationality, sponsoring country, motives, dates of travel, routes taken to North America, and major accomplishments.</p> <p>Students will locate on a map routes taken by European explorers.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.3.3	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Exploration and Settlement of North America</b>
<b>Benchmark</b>	<b>SS.5.A.3.3: Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine contact between Europeans and Native Americans and how they interacted.</p> <p>Students will examine the enslavement of Native Americans by Europeans.</p> <p>Students will examine the introduction of slaves from Africa.</p> <p>Students will identify areas of North America occupied by various European countries.</p> <p>Students will analyze the motives of the English, French, Dutch, and Spanish in North America.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.4.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>4: Colonization of North America</b>
<b>Benchmark</b>	<b>SS.5.A.4.1: Identify the economic, political and socio-cultural motivation for colonial settlement.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the economic and political reasons for colonial settlement.</p> <p>Students will identify socio-cultural reasons for colonial settlement.</p> <p>Students will identify religious reasons for colonial settlement.</p> <p>Items may include, but are not limited to, examples of Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade.</p>
<b>Content Limits</b>	Items will not require students to identify European reaction to colonial settlement.

Benchmark SS.5.A.4.2	
Strand	A: American History
Standard	4: Colonization of North America
Benchmark	SS.5.A.4.2: Compare characteristics of New England, Middle, and Southern colonies.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe the societal and cultural similarities and differences of the New England, Middle, and Southern colonies.</p> <p>Students will describe and and/or analyze how geography and climate influenced the New England, Middle, and Southern colonies.</p> <p>Students will explain how natural resources influenced the occupations and economics of the New England, Middle, and Southern colonies.</p> <p>Students will identify the colonies included in the New England, Middle, and Southern colonies.</p>
Content Limits	Items will not require students to identify or compare the characteristics of territories outside of the New England, Middle, and Southern colonies.

Benchmark SS.5.A.4.3	
Strand	A: American History
Standard	4: Colonization of North America
Benchmark	SS.5.A.4.3: Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify individuals responsible for the development of governments in the New England, Middle, and Southern colonies.</p> <p>Students will identify individuals who sought to educate and improve the conditions of others.</p> <p>Items may include, but are not limited to, examples such as William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, and Lord Baltimore.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.4.4	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>4: Colonization of North America</b>
<b>Benchmark</b>	<b>SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the main industries and occupations of the thirteen colonies.</p> <p>Students will describe how governments developed in the thirteen colonies.</p> <p>Students will explain the role of religion in the thirteen colonies.</p>
<b>Content Limits</b>	Items will not require students to identify the political, economic, or social aspects in territories outside the thirteen colonies.

Benchmark SS.5.A.4.5	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>4: Colonization of North America</b>
<b>Benchmark</b>	<b>SS.5.A.4.5: Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the imports and exports of Africa, the West Indies, the British Colonies, and Europe.</p> <p>Students will identify on a map the primary locations of the Triangular Trade.</p> <p>Students will explain the importance of the Triangular Trade.</p>
<b>Content Limits</b>	Items will not require students to identify specific cities or ports of the Triangular Trade.

<b>Benchmark SS.5.A.4.6</b>	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>4: Colonization of North America</b>
<b>Benchmark</b>	<b>SS.5.A.4.6: Describe the introduction, impact, and role of slavery in the colonies.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the cultural and economic factors that contributed to the introduction of slavery in the British colonies. Students will explain the difference between indentured servitude and slavery.</p> <p>Students will describe what the slave trade was and its impact on African lives.</p> <p>Students will describe the role of slavery and evaluate how it impacted colonial development.</p> <p>Items may include, but are not limited to, examples such as cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, and differences in treatment of slaves by region and assigned job (e.g., house slave versus field slave).</p>
<b>Content Limits</b>	Items will not assess the history of slavery in other parts of the British Empire.

Benchmark SS.5.A.5.1	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.1: Identify and explain significant events leading up to the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the significance of the French and Indian War and its impact on England, the colonists, and Native Americans.</p> <p>Students will explain the primary conflicts American colonists had with England and analyze how these unresolved conflicts led to the American Revolution.</p> <p>Students will identify key events that led to the American Revolution.</p> <p>Students will describe why American colonists protested against England and the colonists' methods of protest.</p> <p>Items may include, but are not limited to, examples such as the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, and the Powder Alarms.</p>
<b>Content Limits</b>	Items will not require knowledge of specific dates.



Benchmark SS.5.A.5.2	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.2: Identify significant individuals and groups who played a role in the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify political leaders of the American Revolution.</p> <p>Students will evaluate the impact that significant individuals and groups had on the American Revolution.</p> <p>Items may include, but are not limited to, examples such as King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere, Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, and Francis Marion.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.5.3	
Strand	A: American History
Standard	5: American Revolution & Birth of a New Nation
Benchmark	SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will explain the purpose of the Mayflower Compact and Declaration of Independence.</p> <p>Students will explain the significance of the Declaration of Independence to both the colonists and England.</p> <p>Students will identify the motivation of Thomas Paine’s pamphlet <i>Common Sense</i>.</p> <p>Students will evaluate the impact Magna Carta, the English Bill of Rights, the Mayflower Compact, and <i>Common Sense</i> had in influencing the American independence.</p> <p>Items may include, but are not limited to, excerpts of the Magna Carta, the English Bill of Rights, the Mayflower Compact, <i>Common Sense</i>, and the Declaration of Independence.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.5.4	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.4: Examine and explain the changing roles and impact of significant women during the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe a woman’s typical role during the American Revolution.</p> <p>Students will identify women who fought on the battlefield alongside men during the American Revolution.</p> <p>Students will explain the influences of Abigail Adams and Martha Washington during the American Revolution.</p> <p>Students will identify women who made an impact in the American Revolution and explain their contributions to the war effort.</p> <p>Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, and Margaret Gage.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.5.5	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.5: Examine and compare major battles and military campaigns of the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify and describe the first battles of the American Revolution.</p> <p>Students will identify and describe the effects of major battles of the American Revolution.</p> <p>Students will explain why the Battle of Saratoga was a turning point in the American Revolution.</p> <p>Students will explain the significance of the Battle of Yorktown.</p> <p>Examples of battles may include, but are not limited to, Lexington and Concord, Saratoga, Yorktown, Savannah, Charleston, Trenton, Princeton, and Bunker Hill.</p>
<b>Content Limits</b>	Items will not require students to know exact dates of battles.

Benchmark SS.5.A.5.6	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.6: Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the contributions that France made to the outcome of the American Revolution.</p> <p>Students will explain why foreign alliances were important to the outcome of the American Revolution.</p> <p>Students will identify the contributions that individuals from other countries made to the American Revolution.</p> <p>Examples may include, but are not limited to, France, Spain, the Netherlands, Marquis de Lafayette, Bernardo de Galvez, Baron Friedrich von Steuben, and Casimir Pulaski.</p>
<b>Content Limits</b>	Items will not require students to identify the global implications of the American Revolution.

Benchmark SS.5.A.5.7	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.7: Explain economic, military, and political factors which led to the end of the Revolutionary War.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain the British southern strategy and how its failure led to the end of the war.</p> <p>Students will explain the Treaty of Paris and what it meant for the colonists.</p> <p>Students will explain the economics of the war for both England and the colonists.</p> <p>Examples may include, but are not limited to, foreign alliances, rising cost for England, and Treaty of Paris.</p>
<b>Content Limits</b>	Items will not require students to memorize specific dates.

Benchmark SS.5.A.5.8	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.8: Evaluate the personal and political hardships resulting from the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the effects the American Revolution had on families and individuals (both Patriots and Tories).</p> <p>Students will describe what life was like during the Revolutionary War for both the soldiers and the families left at home.</p> <p>Students will explain how inflation affected the colonies during the American Revolution.</p> <p>Students will explain the political challenges colonists faced because of the American Revolution.</p> <p>Examples may include, but are not limited to, financing the war effort, wartime inflation, profiteering, loss of family and property, and dissent within families and between colonies.</p>
<b>Content Limits</b>	Items will not require students to identify the effect the American Revolution had on England.

Benchmark SS.5.A.5.9	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: American Revolution &amp; Birth of a New Nation</b>
<b>Benchmark</b>	<b>SS.5.A.5.9: Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the effect land policies developed under the Confederation Congress had on American settlers.</p> <p>Students will describe the impact land policies developed under the Confederation Congress had on Native Americans.</p> <p>Students will describe the reasons the Confederation Congress made slavery against the law in the Northwest Territory when it was legal in some of the original thirteen states.</p>
<b>Content Limits</b>	Items will not require students to know land policies outside of the Northwest Territory.

Benchmark SS.5.A.5.10	
Strand	A: American History
Standard	5: American Revolution & Birth of a New Nation
Benchmark	SS.5.A.5.10: Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify the significance of the Constitution of the United States of America.</p> <p>Students will explain how the issue of representation was resolved during the Constitutional Convention.</p> <p>Students will describe why some people opposed the new Constitution.</p> <p>Students will describe the new federal system that was created by the Constitution.</p> <p>Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, and “bundle of compromises.”</p>
Content Limits	Items will not assess a student’s memorization of the Constitution.

Benchmark SS.5.A.6.1	
Strand	A: American History
Standard	6: Growth and Westward Expansion
Benchmark	SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify reasons why the United States was interested in North American territory controlled by France.</p> <p>Students will identify the key countries and individuals involved in the Louisiana Purchase.</p> <p>Students will explain the effects of the Louisiana Purchase on the United States.</p>
Content Limits	Items will not require students to know the specific borders that the Louisiana Purchase included.

Benchmark SS.5.A.6.2	
Strand	A: American History
Standard	6: Growth and Westward Expansion
Benchmark	SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will explain the purpose and expectations for Lewis and Clark on their western expedition.</p> <p>Students will describe Tecumseh’s contributions to the Native American nations.</p> <p>Items may include examples such as Meriwether Lewis, William Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, and Jean Baptiste Point Du Sable.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.A.6.3	
Strand	A: American History
Standard	6: Growth and Westward Expansion
Benchmark	SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify 19th-century advances in transportation and communication.</p> <p>Students will describe how 19th-century advancements contributed toward westward expansion.</p> <p>Students will explain the impact the steam-powered boat had on the economy of the United States.</p> <p>Students will explain the impact the railroads had on the economy of the United States.</p> <p>Students will explain the impact the Pony Express and the telegraph had on communication during the westward expansion.</p>
Content Limits	Items will not assess the memorization of specific dates of inventions.



Benchmark SS.5.A.6.4	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Growth and Westward Expansion</b>
<b>Benchmark</b>	<b>SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain the purpose of Lewis and Clark’s expedition to the west.</p> <p>Students will describe the importance explorations west of the Mississippi River had for the United States government.</p> <p>Students will explain the importance of finding water sources in areas west of the Mississippi River.</p> <p>Students will examine how exploring land west of the Mississippi River led to the continued expansion and settlement of the U.S.</p> <p>Students will identify trails settlers used to reach the west coast of North America.</p> <p>Items may include examples such as Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, and the Oregon Trail.</p>
<b>Content Limits</b>	Items will not require students to identify exact locations of explorations on a map.

Benchmark SS.5.A.6.5	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Growth and Westward Expansion</b>
<b>Benchmark</b>	<b>SS.5.A.6.5: Identify the causes and effects of the War of 1812.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the causes of the War of 1812.</p> <p>Students will identify the effects the War of 1812 had on the Native Americans, the United States, and England.</p> <p>Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, and border forts.</p>
<b>Content Limits</b>	Items will not require students to identify specific battle dates.

Benchmark SS.5.A.6.6	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Growth and Westward Expansion</b>
<b>Benchmark</b>	<b>SS.5.A.6.6: Explain how westward expansion affected Native Americans.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain how westward expansion affected the lives of Native Americans.</p> <p>Students will describe the intent of the Indian Removal Act.</p> <p>Students will explain the consequences of the Indian Removal Act.</p> <p>Students will explain the Trail of Tears and the meaning behind its name.</p>
<b>Content Limits</b>	Items will not require student to identify specific dates of events.

Benchmark SS.5.A.6.7	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Growth and Westward Expansion</b>
<b>Benchmark</b>	<b>SS.5.A.6.7: Discuss the concept of Manifest Destiny.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe Manifest Destiny and evaluate its impact on United States society.</p> <p>Students will identify the ways that the United States spread across the entire North American continent from east to west.</p> <p>Students will explain what events took place that allowed the United States to expand westward.</p>
<b>Content Limits</b>	Items will not require the student to know exact dates events occurred.

Benchmark SS.5.A.6.8	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Growth and Westward Expansion</b>
<b>Benchmark</b>	<b>SS.5.A.6.8: Describe the causes and effects of the Missouri Compromise.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify causes for the Missouri Compromise. Students will identify effects of the Missouri Compromise. Students will identify the issues Congress debated when they created the Missouri Compromise.
<b>Content Limits</b>	Items will not require students to know which states were free states and which states were slave states.

Benchmark SS.5.A.6.9	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>6: Growth and Westward Expansion</b>
<b>Benchmark</b>	<b>SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the geographic features and hardships the settlers experienced as they traveled on the overland trails to the west.  Students will describe the lifestyle on the wagon trail including, but not limited to, how settlers traveled, modes of shelter, food preparation, and dangers.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.C.1.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Foundations of Government, Law, and the American Political System</b>
<b>Benchmark</b>	<b>SS.5.C.1.1: Explain how and why the United States government was created.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify economic problems the United States faced after the Revolutionary War.</p> <p>Students will identify political problems the United States faced after the Revolutionary War.</p> <p>Students will describe the powers the Articles of Confederation did and did not give Congress.</p> <p>Students will explain the goals of the Constitutional Convention.</p> <p>Students will describe the compromises made during the writing of the Constitution.</p>
<b>Content Limits</b>	Items will not assess a student's memorization of any historical documents.

Benchmark SS.5.C.1.2	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Foundations of Government, Law, and the American Political System</b>
<b>Benchmark</b>	<b>SS.5.C.1.2: Define a constitution, and discuss its purposes.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will define the term <i>constitution</i>.</p> <p>Students will describe the purpose of a constitution and how it affects society in the United States.</p>
<b>Content Limits</b>	Items will not require students know specific aspects of the United States Constitution from memory.

Benchmark SS.5.C.1.3	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.5.C.1.3: Explain the definition and origin of rights.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define the term natural rights, as outlined by John Locke.</p> <p>Students will identify John Locke and analyze how his philosophy influenced ideas of the Declaration of Independence.</p> <p>Students will describe the rights citizens are born with according to the Declaration of Independence.</p>
Content Limits	Items will not require students know any parts of historical documents from memory.

Benchmark SS.5.C.1.4	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.5.C.1.4: Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe the grievances against the English contained in the Declaration of Independence.</p> <p>Students will analyze the weaknesses of the Articles of Confederation, specifically noting its limits to federal authority.</p> <p>Students will identify powers the Articles of Confederation gave the state and the national governments.</p>
Content Limits	Items will not require students know any parts of historical documents from memory.

Benchmark SS.5.C.1.5	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.5.C.1.5: Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define the meaning and purpose of the Bill of Rights.</p> <p>Students will explain the philosophical and practical concerns that led individuals to support or oppose the addition of a Bill of Rights to the Constitution.</p>
Content Limits	Items will not require students to remember which rights are protected by which amendments.

Benchmark SS.5.C.1.6	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.5.C.1.6: Compare Federalist and Anti-Federalist views of government.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify the key components of the Anti-Federalist government that leaders set up under the Articles of Confederation.</p> <p>Students will identify the Anti-Federalists' views on the role of state and national government.</p> <p>Students will identify key components of a federal system of government as envisioned by the Federalists.</p> <p>Students will compare and contrast the Federalist and Anti-Federalist views of government.</p>
Content Limits	Items will not require students to memorize names of leaders on either side.

Benchmark SS.5.C.2.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Civic and Political Participation</b>
<b>Benchmark</b>	<b>SS.5.C.2.1: Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain why many colonists would choose to side with the British during the American Revolution.</p> <p>Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.</p> <p>Students will examine the potential motivations behind the “undecided” decision to avoid taking a side during the American Revolution.</p> <p>Students will compare and contrast Patriots, Loyalists, and “undecideds” in terms of political philosophy.</p>
<b>Content Limits</b>	Items will provide an objective view on each philosophy and will not require students to assess the validity of any position.

Benchmark SS.5.C.2.2	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Civic and Political Participation</b>
<b>Benchmark</b>	<b>SS.5.C.2.2: Compare forms of political participation in the colonial period to today.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe forms of political participation in the colonial period.</p> <p>Students will identify ways citizens participate in the political process today.</p> <p>Students will compare forms of political participation during the colonial period to forms of political participation today, focusing on who participates and how they participate.</p>
<b>Content Limits</b>	Items addressing political participation for the colonial period will include the original thirteen English colonies only.



Benchmark SS.5.C.2.3	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.5.C.2.3: Analyze how the Constitution has expanded voting rights from our nation’s early history to today.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will explain how groups have gained the right to vote since the Bill of Rights.</p> <p>Students will analyze major events that contributed to changing attitudes regarding expanded suffrage (e.g., populism, the Civil War, women’s role during World War I, the civil rights movement).</p>
Content Limits	Items will not require students to know the exact dates groups were allowed to vote or the number of the amendment of the Constitution that made it legal for the group to vote.

Benchmark SS.5.C.2.4	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.5.C.2.4: Evaluate the importance of civic responsibilities in American democracy.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify responsibilities citizens are expected to fulfill.</p> <p>Students will evaluate the importance of civic responsibilities in American democracy.</p> <p>Examples may include, but are not limited to, respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, and protesting.</p>
Content Limits	Items will not assess reasons why citizens may not fulfill their civic responsibilities.

Benchmark SS.5.C.2.5	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Civic and Political Participation</b>
<b>Benchmark</b>	<b>SS.5.C.2.5: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain the importance of going beyond civic and political responsibilities to improve government and society.</p> <p>Students will describe what could happen to a democracy if no one went beyond basic civic and political responsibilities.</p> <p>Examples may include, but are not limited to, running for office, initiating changes in laws or public policy, working on political campaigns, and working with others on civic issues.</p>
<b>Content Limits</b>	Items will not require students to identify specific individuals who have worked to improve government and society.

Benchmark SS.5.C.3.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Structure and Functions of Government</b>
<b>Benchmark</b>	<b>SS.5.C.3.1: Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify responsibilities of the legislative, executive, and judicial branches of the United States government as defined in Articles I, II, and III of the U.S. Constitution.</p> <p>Students will explain why the Constitution divided the federal government into three branches.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.C.3.2	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.5.C.3.2: Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define the terms popular sovereignty, rule of law, separation of powers, checks and balances, and federalism.</p> <p>Students will explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p> <p>Student will describe why the Constitution and Bill of Rights were written to limit the powers of the federal government.</p>
Content Limits	Items will not assess a student’s memorization of any historical document, including the Constitution or the Bill of Rights.

Benchmark SS.5.C.3.3	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.5.C.3.3: Give examples of powers granted to the federal government and those reserved for the states.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify powers granted to federal and state governments.</p> <p>Students will compare and contrast the powers granted to the federal government to the powers reserved for the state government.</p> <p>Examples may include, but are not limited to, coining money, declaring war, creating public schools, making traffic laws, education, and the postal service.</p>
Content Limits	Items will not assess a student’s memorization of any historical document.

Benchmark SS.5.C.3.4	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.5.C.3.4: Describe the amendment process as defined in Article V of the Constitution and give examples.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify examples of amendments that have been ratified and become part of the Constitution.</p> <p>Students will explain why the writers of the Constitution included Article V into the document.</p> <p>Examples may include, but are not limited to, the Bill of Rights, 26<sup>th</sup> Amendment, and how the Constitution was designed to be changed.</p>
Content Limits	Items will not assess a student’s memorization of any historical document.

Benchmark SS.5.C.3.5	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.5.C.3.5: Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify rights granted citizens in the Bill of Rights.</p> <p>Students will explain the importance of the Bill of Rights to United States citizens.</p> <p>Examples may include, but are not limited to, freedom of speech, freedom of religion, the right to assemble, right to a fair trial, and rights of the accused.</p>
Content Limits	Items will not require students to recall constitutional rights by specific amendment number.

Benchmark SS.5.C.3.6	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.5.C.3.6: Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify the judicial branch of government as the branch that interprets law and settles conflict.</p> <p>Students will identify the Supreme Court as the highest court in the United States.</p> <p>Students will describe the role of the courts in the American legal system in settling conflicts.</p> <p>Students will explain the importance of having a judicial branch in the national government.</p>
Content Limits	Items will not assess a student’s knowledge of the judges of the Supreme Court.

Benchmark SS.5.E.1.1	
Strand	E: Economics
Standard	1: Market Economy
Benchmark	SS.5.E.1.1: Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe how Native Americans used trade during pre-Columbian times.</p> <p>Students will explain the economic costs and benefits of the fur trade to Europeans and Native Americans.</p> <p>Students will identify items the Native Americans and Europeans wanted for trade with each other.</p> <p>Students will identify trades and industries that contributed to economic growth in North America from pre-Columbian times to 1850 and evaluate their importance.</p> <p>Students will identify items North America imported and exported during the Triangular Trade.</p>
Content Limits	Items will not require students to memorize specific dates of events.

Benchmark SS.5.E.1.2	
Strand	E: Economics
Standard	1: Market Economy
Benchmark	<b>SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define “market economy.”</p> <p>Students will identify examples of how the colonial and early American economy exhibited characteristics of a market economy.</p> <p>Students will explain how supply and demand work in a market economy.</p>
Content Limits	Items will not require students to memorize specific dates of events.

Benchmark SS.5.E.1.3	
Strand	E: Economics
Standard	1: Market Economy
Benchmark	<b>SS.5.E.1.3: Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify inventions that made an impact on business productivity. Examples may include, but are not limited to, Franklin stove, bifocals, double-sided needle, cotton gin, Turtle submarine.</p> <p>Students will explain and evaluate how the cotton mill had an impact on business productivity.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.E.2.1	
Strand	E: Economics
Standard	2: The International Economy
Benchmark	SS.5.E.2.1: Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will explain the positive and negative effects voluntary trade had among Native Americans, European explorers, and colonists.</p> <p>Students will identify trade items that were exchanged by Native Americans, European explorers, and colonists.</p> <p>Students will analyze the short- and long-term effects voluntary trade had among the Native Americans, European explorers, and colonists.</p>
Content Limits	Items will not require students to assess trade knowledge later than 1850.

Benchmark SS.5.G.1.1	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will interpret information from maps based on historical events.</p> <p>Students will explain geographic features on a physical map.</p> <p>Students will describe information found on a political map.</p> <p>Students will compare information on physical, political, and thematic maps.</p> <p>Items may include examples such as maps, globes, and Geographic Information Systems (GIS).</p>
Content Limits	Items will not include historical maps without accompanying dates to put the map in context.



Benchmark SS.5.G.1.2	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.5.G.1.2: Use latitude and longitude to locate places.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify the lines of latitude and longitude. Students will locate absolute locations using latitude and longitude. Students will explain the purpose of latitude and longitude lines.
Content Limits	Items will not require students to construct the lines of latitude and longitude from memory.

Benchmark SS.5.G.1.3	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.5.G.1.3: Identify major United States physical features on a map of North America.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain geographic features found on a physical map of the North America. Students will describe the key geographic features of North America, including, but not limited to, mountain ranges, rivers, and deserts. Items may include examples such as Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, and Mojave Desert.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.G.1.4	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will construct maps that feature physical geography. Students will develop charts to display geographic information. Students will create graphs to display physical characteristics (e.g., the height of mountains or the lengths of rivers).</p> <p>Items may include examples such as Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, and Mojave Desert.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.G.1.5	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.5.G.1.5: Identify and locate the original thirteen colonies on a map of North America.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	None
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Fifth Grade course.

Benchmark SS.5.G.1.6	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.5.G.1.6: Locate and identify states, capitals, and United States Territories on a map.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify each state's capital city from a list of state names as well as on a labeled map.</p> <p>Students will identify a state given the name of its capital.</p> <p>Students will locate and identify states and United States territories on an unlabeled map.</p>
Content Limits	Items will not require students to identify states and capitals on maps without political borders included.

Benchmark SS.5.G.2.1	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	SS.5.G.2.1: Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify factors that led to states' current boundaries, focusing on a variety of push-pull factors.</p> <p>Students will describe how the Appalachian Mountains created a natural barrier for early Americans.</p> <p>Students will describe how territories became states.</p>
Content Limits	Items will not require students to identify political or military disputes that have resulted in altered borders.

Benchmark SS.5.G.3.1	
Strand	G: Geography
Standard	3: Environment and Society
Benchmark	SS.5.G.3.1: Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will explain how natural events can affect human and physical environments.</p> <p>Students will describe how long-term geological events, such as glacial movements or the formation of the Bering Land Bridge, impacted human movements in North America before 1850.</p>
Content Limits	Items will not require students to memorize specific dates of events.

Benchmark SS.5.G.4.1	
Strand	G: Geography
Standard	4: Uses of Geography
Benchmark	SS.5.G.4.1: Use geographic knowledge and skills when discussing current events.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify a location discussed during current events.</p> <p>Students will use geographic tools to identify places of importance in current events.</p> <p>Students will identify how knowledge of geography is used in televised news reports, newspaper articles, and weather forecasts.</p> <p>Items may require students to recognize patterns, identify events on maps, and use graphs to determine how geography has impacted significant events.</p>
Content Limits	Items with current events will not include information that students may find offensive or disturbing.

Benchmark SS.5.G.4.2	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>4: Uses of Geography</b>
<b>Benchmark</b>	<b>SS.5.G.4.2: Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify patterns of natural events on physical maps.</p> <p>Students will describe solutions for avoiding or preparing for natural events.</p> <p>Students will use mapping skills to find solutions to such problems as finding detours during road construction.</p> <p>Students will graph information from maps to identify and analyze patterns.</p>
<b>Content Limits</b>	Items will not require students to memorize specific dates of events.

## Appendix A: Sample Items

### Sample Item 1

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
4/Social Studies	SR	2	SS.4.G.1.4: Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).	N/A	1

The map below shows St. Augustine during the 1700s.



According to the map, if you walked from San Marcos to Ft. Mose you would move in which direction?

- A. north
- B. south
- C. east
- D. west

**Correct Answer:** A. north

**Rationales:**

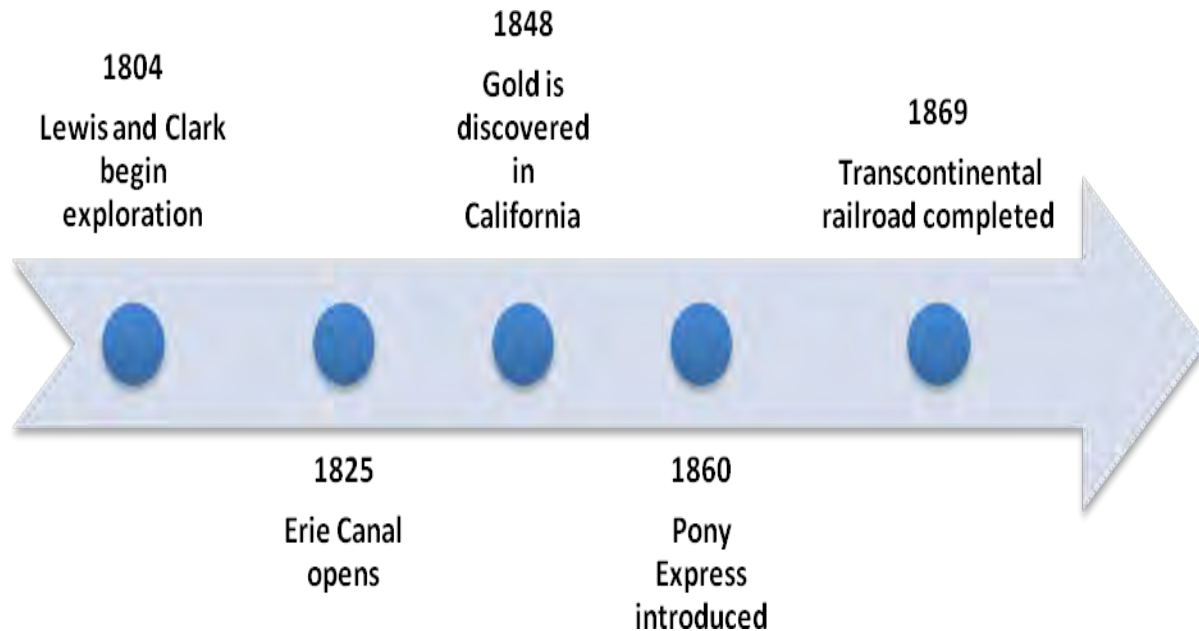
<b>A</b>	Correct. According to the compass rose, moving “up” on the map would mean a person was moving north.
<b>B</b>	If a student misunderstood the starting and finishing location, he or she may incorrectly think a person would travel south.
<b>C</b>	The line pointing east on the compass rose has an arrow similar to the one pointing north. This may confuse some students.
<b>D</b>	A student with a very limited understanding of a compass rose may confuse north and west.

Readability: 5.2

### Sample Item 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
5/Social Studies	SHR	2	SS.5.A.1.2: Utilize timelines to identify and discuss American History time periods.	N/A	1

The timeline below shows events that made Americans want to move west.



Based on the information in the timeline and your knowledge of westward expansion, what was the first year someone in California was able to send a letter quickly to someone in New York?

Scoring Exemplar	
Correct Answer	1860

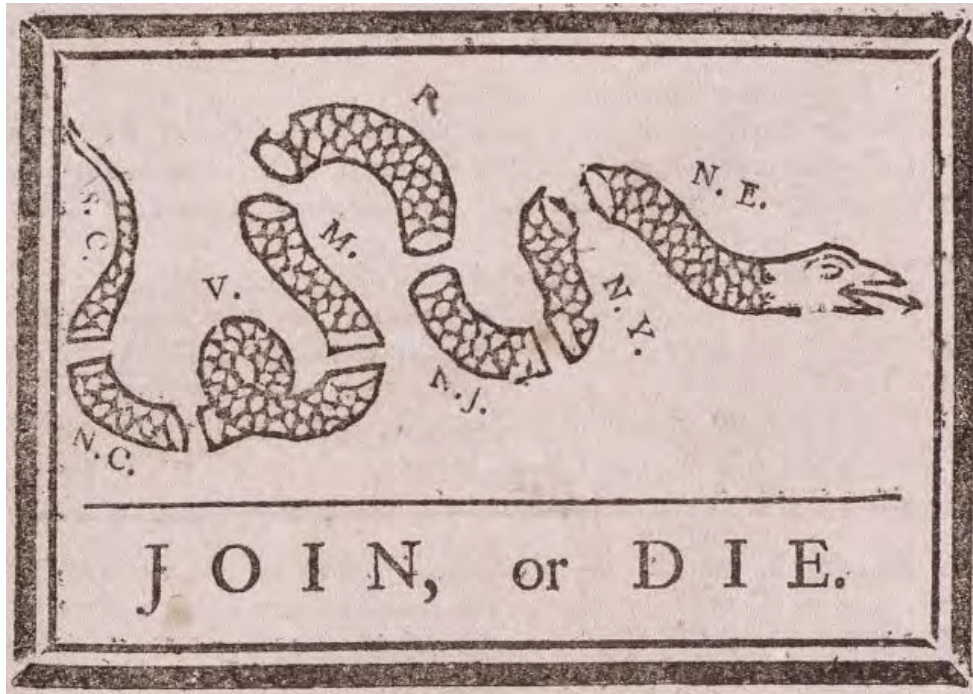
Readability: 5.8.



### Sample Item 3

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
5/Social Studies	CR	3	SS.5.A.1.1: Use primary and secondary sources to understand history.	LACC.3.RI.3.7	2

The image below was made by Ben Franklin in 1754 and was popular in the American colonies during both the French and Indian War and the American Revolution.



Source: Library of Congress, public domain

Based on your knowledge of the American colonies in the late 1700s, what does the message in the image mean? In a sentence, explain your answer.

### Scoring Rubric and Exemplar

Rubric	
2	A score of two indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. When required, student explanations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
1	A score of one indicates that the student has demonstrated an incomplete understanding of the social studies concepts applicable to the prompt or has provided a response that is only partially correct. The student may have arrived at an acceptable conclusion but with a flawed or weak application of social studies concepts. The student may also have applied the social studies concepts but failed to fully arrive at the conclusion. The response may contain flaws that detract slightly from the demonstration of understanding.

<b>0</b>	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts embodied in the task. The student’s explanation may be uninterpretable, lack sufficient information to determine the student’s understanding, or contain clear misunderstandings of the underlying social studies concepts, or it may be incorrect.
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<b>Exemplar</b>	
<b>2</b>	Ben Franklin’s picture means that the colonies have to join together or they will not be able to survive. Just like the snake needs all its parts connected to live, the colonies need to be united to win wars and remain independent.

Readability: 7.1

#### Sample Item 4

<b>Grade/Course</b>	<b>Item Type</b>	<b>DOK</b>	<b>NGSSS Benchmark</b>	<b>CCSS Benchmark</b>	<b>Point Value</b>
4/Social Studies	ER	2	SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.	LACC.4.W.1.2	4

The box below lists some of the explorers of Florida.

- Juan Ponce de Leon
- Juan Garrido
- Esteban Dorantes
- Tristan deLuna

In a paragraph, choose two explorers from the box and compare their motives for exploration. Then describe each explorer’s importance to the history of Florida.

## Scoring Rubric and Exemplar

Rubric	
4	A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
3	A score of three indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The student's response to the prompt is essentially correct, but the social studies explanations and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying social studies concepts.
2	A score of two indicates that the student has demonstrated only a partial understanding of the social studies concepts applicable to the prompt. Although the student may have arrived at an acceptable conclusion, the student's work lacks an essential understanding of the underlying social studies concepts. The response may contain errors related to misunderstanding important aspects of the prompt and misuse of social studies terms.
1	A score of one indicates that the student has demonstrated a very limited understanding of the social studies concepts applicable to the prompt. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the prompt, the student has reached an inadequate conclusion. The response exhibits many flaws or may be incomplete.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, or contain clear misunderstandings of the underlying social studies concepts or it may be incorrect.

Exemplar	
4	Juan Ponce de Leon was the first European to explore Florida. He traveled from Spain to North America searching for new lands. He gave Florida its name. Lots of people believe he was also searching for the mythical Fountain of Youth. He never found the Fountain of Youth, but his trip led to many more Spanish expeditions to Florida. This helped the Spanish establish an early claim on our state. Tristan de Luna sailed to Florida after Ponce de Leon. De Luna was sent by the Spanish king to conquer Florida. He established one of the earliest European colonies near Pensacola. Though the colony was abandoned, it was almost 100 years before another European colony would be established in Florida.

Readability: 5.8

#### Sample Item 5

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
3/Social Studies	ESR	3	S.S.3.C.1.2: Describe how government gains its power from the people.	LACC.4.W.1.2	6

Abraham Lincoln was one of the most admired Presidents of the United States. In one of his speeches, he said the United States government is “of the people, by the people, for the people.”

Think about what Lincoln said. Then, write an essay answering these three questions.

- What does Lincoln’s quote say about the role of the people in the United States government?
- What is one way people can change the United States government?
- How do these actions change the way the government acts?

**Scoring Rubric and Exemplar:**

Rubric	
6	A score of six indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The response demonstrates a thorough understanding of the connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. There are no major conceptual errors, though there may be non-detracting minor conceptual errors.
5	A score of five indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The response demonstrates an understanding of the connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used. There are no conceptual errors, though there may be minor conceptual errors.
4	A score of four indicates that the student has demonstrated a satisfactory understanding of the social studies concepts applicable to the prompt. The response may attempt connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to most parts of the prompt. There are minor errors in the use of social studies terminology. There are minor conceptual errors or omissions.
3	A score of three indicates that the student has demonstrated a limited understanding of the social studies concepts applicable to the prompt. The response demonstrates a limited attempt to make connections between the social studies concepts and the real-life application. The student attempted to provide a response to two or more parts of the prompt. There is limited use of social studies terminology. The response contains some major conceptual errors or omissions. The response shows limited understanding.
2	A score of two indicates that the student has some understanding of the social studies concepts applicable to the prompt. The response does not demonstrate an attempt to make connections between the social studies concepts and the real-life application. The student attempted to provide a response to one or more parts of the prompt. The use of social studies terminology may be missing. The response contains many major conceptual errors and omissions. The response shows minimal understanding.
1	A score of one indicates that the student made a limited attempt to answer the prompt. Social studies terminology is missing. The response contains many major conceptual errors or omissions. The explanation shows no understanding.
0	A score of zero indicates the student has demonstrated no understanding of the social studies concept or the response is completely unintelligible.

## Exemplar

6

President Lincoln was saying that this country's government was made by the people. He was also saying it was made to support the people. This gives them the right to decide what is best for them. They can also say what they do not want the government to do.

One of the most important ways that people can change the government is by voting. Voting is a way people can say what leaders they want. It also says which ones they do not want. It is a chance for people to say yes or no! We like this! We don't like that! How they vote shows how they feel.

The government responds to people voting by acting in ways people like. If a politician wants to be elected again, he needs to make sure the people like the decisions he makes. Since the people who run the government have to listen to people to be re-elected, they try to make the government run in ways that the people support.

Readability: 5.8

### Sample Item 6

5 points

#### Introduction:

This task will ask students to describe their perspective of a place based on reading a children's poem about a region. First, students will be asked to answer one selected-response item that focuses on the setting of the poem. Answering that question will provide a springboard for the extended-response task, in which the students consider their own environment and share what they learn with the class.

**Stimulus: (Excerpt from “Song of Hiawatha” by Henry W. Longfellow)**

**This is part of the poem “The Song of Hiawatha” by Henry W. Longfellow. Read the poem. Then answer the questions that follow.**

Then the little Hiawatha  
Learned of every bird its language,  
Learned their names and all their secrets,  
How they built their nests in summer,  
Where they hid themselves in winter,  
Talked with them whene’er [whenever] he  
met them,  
Called them ‘Hiawatha’s Chickens.’  
Of all beasts [animals] he learned the  
language,  
Learned their names and all their secrets,  
How the beavers built their lodges [homes],  
Where the squirrels hid their acorns,  
How the reindeer ran so swiftly [quickly],  
Why the rabbit was so timid [shy],  
Talked with them whene’er [whenever] he  
met them,  
Call them “Hiawatha’s Brothers.”

Source: “The Song of Hiawatha” by Henry W. Longfellow, public domain

**Component 1**

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
3/Social Studies	SR	2	SS.3.G.2.6: Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.	LACC.3.RI.1.1	1

Which line from the poem helps us understand where Hiawatha lives?

- A. Learned their names and all their secrets,
- B. Talked with them whene’er [whenever] he met them,
- C. Called them ‘Hiawatha’s Chickens.’
- D. How the reindeer ran so swiftly [quickly],



## Component 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
3/Social Studies	ER	4	SS.3.G.2.6: Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.	LACC.3.W.3.7	4

Now think about the town or city you live in. On your way home from school today, pay close attention to what you see. Then answer these three questions.

- How would you describe your town?
- What do you see every day?
- Name one thing that is special about your town.

After you have answered these questions, choose one person you know and ask that person the same three questions. This person can be a classmate, a parent, or another relative or friend.

Look at your answers to the three questions and then look at the other person's answers. Are they very different? Are some answers the same? Did you learn something new about your town?

Using your own answers to the questions and the other person's answers, share with your class what you learned about the town you live in. You may write a poem, tell a story, or draw a picture to show what you learned.

## Modified Rubric/Exemplar

### Teacher Instructions:

This five-point performance task item requires students to complete one selected response item (1 point) about a poem excerpt and then complete a multi-part extended-response task, outside and inside the classroom (4 points).

<b>1 point</b>	<b>Component 1</b> D. How the reindeer ran so swiftly (quickly), <b>Rationales:</b> A. This response does not provide information about the setting. B. This response indicates that Hiawatha is not alone, but provides no information about the setting. C. Although this line indicates that there are animals present, there is no information about the type of animals, which would have provided a clue to the setting.
<b>4 points</b>	<b>Component 2</b> A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding. Students write a poem, story, or draw a picture which shows how they see their community and compares that with their classmate's view.

## Appendix B: Common Core State Standard Connections

### Grade 3

#### Grade 3 Reading Standards for Literacy in Social Studies

<b>LACC.3.RI.1.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>LACC.3.RI.1.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>LACC.3.RI.1.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>LACC.3.RI.2.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>LACC.3.RI.2.6</b>	Distinguish their own point of view from that of the author of a text.
<b>LACC.3.RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>LACC.3.RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>LACC.3.RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>LACC.3.RI.4.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

#### Grade 3 Writing Standards for Literacy in Social Studies

<b>LACC.3.W.1.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details.</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p>
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<b>LACC.3.W.1.2a</b>	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
<b>LACC.3.W.1.2b</b>	Develop the topic with facts, definitions, and details.
<b>LACC.3.W.1.2c</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<b>LACC.3.W.1.2d</b>	Provide a concluding statement or section.
<b>LACC.3.W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>LACC.3.W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Grade 3 Mathematics Standards for Social Studies

<b>MACC.K12.MP.1.1</b>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
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<p><b>MACC.K12.MP.3.1</b></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><b>MACC.K12.MP.5.1</b></p>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>

<b>MACC.K12.MP.6.1</b>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
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## Grade 4

### Grade 4 Reading Standards for Literacy in Social Studies

<b>LACC.4.RI.1.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>LACC.4.RI.1.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LACC.4.RI.1.3</b>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>LACC.4.RI.2.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>LACC.4.RI.2.5</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>LACC.4.RI.2.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>LACC.4.RI.3.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<b>LACC.4.RI.3.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>LACC.4.RI.3.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

<b>LACC.4.RI.4.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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#### Grade 4 Writing Standards for Literacy in Social Studies

<b>LACC.4.W.1.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>
<b>LACC.4.W.1.2a</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>LACC.4.W.1.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>LACC.4.W.1.2c</b>	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).
<b>LACC.4.W.1.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
<b>LACC.4.W.3.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>LACC.4.W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



<b>MACC.K12.MP.1.1</b>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
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<p><b>MACC.K12.MP.3.1</b></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><b>MACC.K12.MP.5.1</b></p>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>

<b>MACC.K12.MP.6.1</b>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
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## Grade 5

### Grade 5 Reading Standards for Literacy in Social Studies

<b>LACC.5.RI.1.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>LACC.5.RI.1.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>LACC.5.RI.1.3</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>LACC.5.RI.2.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<b>LACC.5.RI.2.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>LACC.5.RI.2.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>LACC.5.RI.3.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>LACC.5.RI.3.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>LACC.5.RI.3.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

<b>LACC.5.RI.4.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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### Grade 5 Writing Standards for Literacy in Social Studies

<b>LACC.5.W.1.2</b>	<p><b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>
<b>LACC.5.W.1.2a</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>LACC.5.W.1.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>LACC.5.W.1.2c</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
<b>LACC.5.W.1.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>LACC.5.W.1.2e</b>	Provide a concluding statement or section related to the information or explanation presented.

<b>LACC.5.W.1.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
<b>LACC.5.W.3.7</b>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<b>LACC.5.W.4.10</b>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**MACC.K12.MP.1.1**

**Make sense of problems and persevere in solving them.**

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<p><b>MACC.K12.MP.3.1</b></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><b>MACC.K12.MP.5.1</b></p>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>



**MACC.K12.MP.6.1****Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.