

Florida Interim Assessment Item Bank and Test Platform

Item Specifications

**Social Studies
Grades K–2**



FLORIDA DEPARTMENT OF EDUCATION
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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. Kindergarten Item Specifications	16
B. Grade 1 Item Specifications	32
C. Grade 2 Item Specifications	49

Appendices

Appendix A: Sample Items 65
Appendix B: Common Core State Standard Connections 75

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 K–2 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 K–2 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.

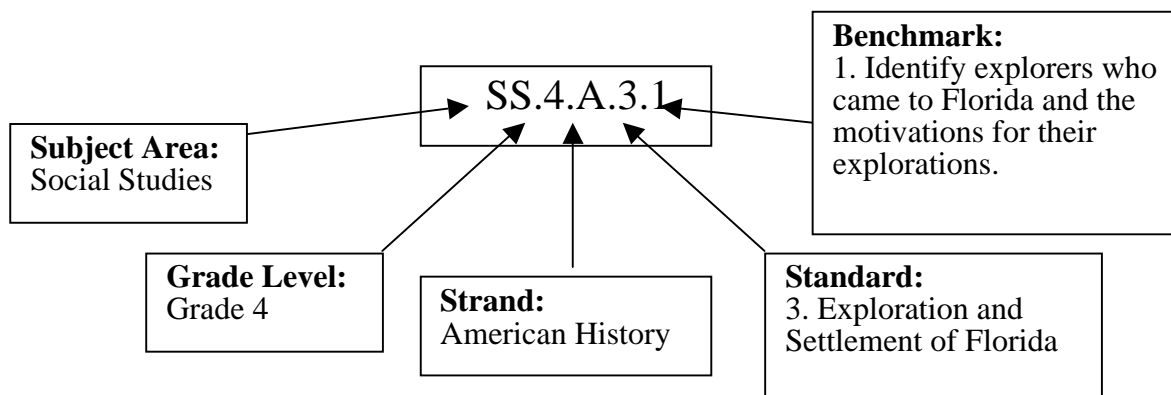
This review is to ensure that the primary purpose of assessing student achievement is not undermined by inadvertently including in the item bank any material that students, parents, or other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, 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.

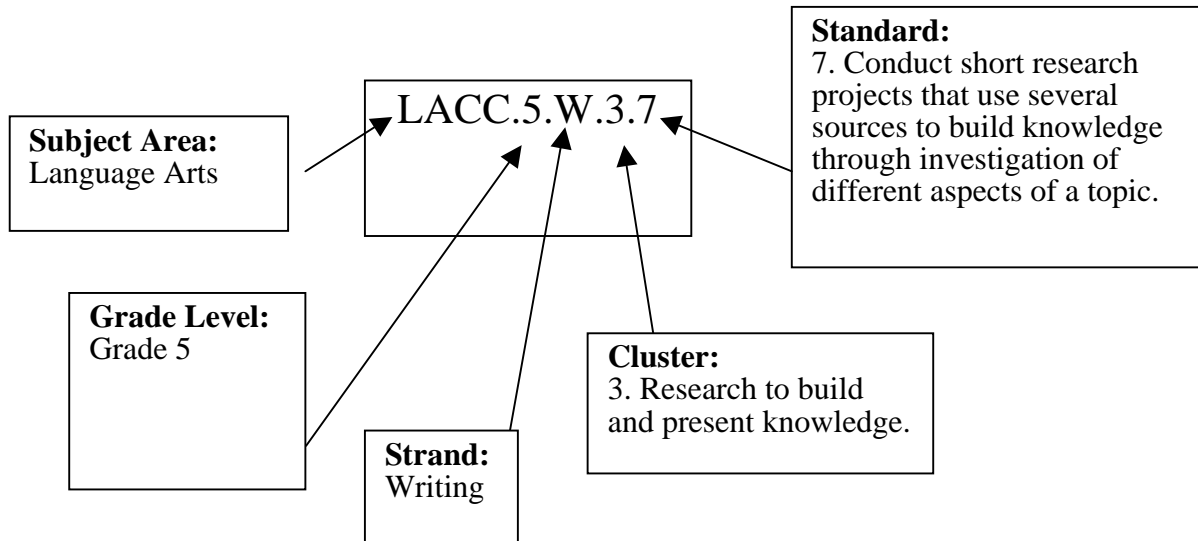
- -The two letters in the *first position* of the code identify the **Subject Area**.
- -The number(s) in the *second position* represent the **Grade Level**.
- -The letter in the *third position* represents the **Strand** to which the benchmark belongs (e.g., *A* represents American History, *G* represents 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.

Strand	refers to the general category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics and Government, and Humanities.
Standard	refers to a main idea or description statement of general expectations regarding knowledge and skill development.
Benchmark	refers to specific statements of expected student achievement.
Common Core State Standard Connections	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.)
Benchmark Clarifications	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.
Content Limits	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. Kindergarten Item Specifications

Course Number: 5021020 - **Living, Learning, and Working Together** - Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

Benchmark SS.K.A.1.1	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.K.A.1.1: Develop an understanding of how to use and create a timeline.
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 order of pictures showing events that happen in a typical school day (e.g., walking or riding to school, eating lunch, recess, reading).</p> <p>Students will create a timeline by order using pictures of a person at three different ages (e.g., baby, child, adult).</p> <p>Students will sort the order of pictures showing three events from history (e.g., horse drawn buggy, car, and spaceship).</p> <p>Items may use pictures to represent events the students will put in order.</p> <p>Items may use a blank timeline with three markings to represent the first, second, and third events students will put in order.</p>
Content Limits	Items will not require students to put events in reverse chronological order.

Benchmark SS.K.A.1.2	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.K.A.1.2: Develop an awareness of a primary source.
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 three primary sources.</p> <p>Items will use examples of primary sources (such as a letter, a recording, a photograph, or telling a friend what you did over the weekend) in either picture form or with the use of actual objects, such as artifacts.</p>
Content Limits	Items will focus on developing an awareness of a primary source and will not include identifying secondary sources.

Benchmark SS.K.A.2.1	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.K.A.2.1: Compare children and families of today with those in the past.
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 sort pictures of items or physical artifacts into the categories of past and present.</p> <p>Students will compare a picture of a family from the past with a picture of a family from the present.</p> <p>Students will hear a story about a grandparent or older family member about their life as a child and compare the information to their own life in the present, representing the differences through drawings.</p> <p>Items may use pictures of families from the past and the present, a Venn diagram, pictures of artifacts, and/or physical artifacts.</p>
Content Limits	Items will not require students to compare their lives with the lives of past children of a much older age.

Benchmark SS.K.A.2.2	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.K.A.2.2: Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage.
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 three people, events, and/or ethnicities that are celebrated by federal holidays.</p> <p>Students will identify holidays that honor a person, event, or ethnic heritage (e.g., Martin Luther King Jr. Day, Independence Day, and Memorial Day).</p> <p>Students will explain one way in which a person, event, or ethnic heritage is celebrated on a given holiday.</p>
Content Limits	Items will focus on significant national holidays and their meanings.

Benchmark SS.K.A.2.3	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.K.A.2.3: Compare our nation’s holidays with holidays of other cultures.
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 compare U.S. holidays with those of other countries (for example, Mexico’s Independence Day compared with America’s Independence Day). Students will choose details of American national holidays from a list, which will include some details of holidays of other cultures.
Content Limits	Items will not require students to have memorized all national holidays and their meanings.

Benchmark SS.K.A.2.4	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.K.A.2.4: Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
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 retell a story about people in the past who have shown character ideals and principals by completing a story board, in which the students will draw a series of 3 to 4 pictures in chronological order. Examples of people from the past may include, but are not limited to, presidents, war veterans, community members, and leaders. Students will be able to recognize and recall characteristics and principles such as honesty, courage, and responsibility.
Content Limits	Items will not require the students to retell a story long after it has been read to them.

Benchmark SS.K.A.2.5	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.K.A.2.5: Recognize the importance of U.S. 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 express one idea represented by one of the American symbols. Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the national anthem, and national and state flags.</p> <p>Students will verbally express one way in which symbols are important.</p> <p>Items may include images of the American symbols.</p>
Content Limits	Items will not require students to memorize the meaning of every American symbol.

Benchmark SS.K.A.3.1	
Strand	A: American History
Standard	3: Chronological Thinking
Benchmark	SS.K.A.3.1: Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Examples of expressions of time may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.</p> <p>Students will label pictures of daytime activities with the terms morning, afternoon, and evening.</p> <p>Students will label weeks on a calendar by coloring “this week,” “last week,” and “next week.”</p>
Content Limits	Items will not require students to create a calendar, only to label a calendar provided to them.

Benchmark SS.K.A.3.2	
Strand	A: American History
Standard	3: Chronological Thinking
Benchmark	SS.K.A.3.2: Explain that calendars represent days of the week and months of the year.
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 label a week-long calendar with the days of the week. Students will label a calendar with the months of the year.
Content Limits	Items will not require students to label an entire month-long calendar with days of the week.

Benchmark SS.K.C.1.1	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.K.C.1.1: Define and give examples of rules and laws, and why they are important.
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 verbally or in writing one classroom/school rule and how it makes the classroom/school better or safer (e.g., no running in the classroom, no cutting in line). Students will explain one common community law (e.g., don't drive too fast, cross the street only at a crosswalk, wear a bicycle helmet, use of a car seat, use of a seatbelt) and what would happen if it were not followed or if the rule/law did not exist.
Content Limits	Items will focus on school rules or common community laws that students will be familiar with (e.g., speed limit, wearing a bicycle helmet, standing in line).

Benchmark SS.K.C.1.2	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.K.C.1.2: Explain the purpose and necessity of rules and laws at home, school, and community.
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 be given one example of a school or community law or rule (such as wearing a seat belt or attending school) and will be expected to explain why it is important.</p> <p>Students will draw a picture that demonstrates the importance of a school or community law or rule.</p> <p>Items will provide a rule or simple law of which students must explain the importance. Items may also need to provide room for students to draw a picture to demonstrate the importance of a law or rule.</p>
Content Limits	Items will not require students to memorize any specific laws, just to explain generally the purpose and necessity of laws and rules.

Benchmark SS.K.C.2.1	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
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 be given several prompts regarding good citizenship, which they will answer with a drawing or in writing. Examples of prompts include: 1) You and a friend both want to use the same toy at the same time. What should happen next?; 2) A student breaks a classroom rule. What will happen next?; 3) Someone borrows a friend’s pencil and it gets lost. What should happen next?</p> <p>Students will list 3 things they should do while playing with a friend in order to be a good citizen.</p> <p>Items will provide several prompts, which the students will respond to in order to demonstrate their understanding of the characteristics of a good citizen.</p> <p>Students will demonstrate an understanding or physically show characteristics of good citizenship in a given situation. Examples include taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.</p>
Content Limits	Items will not require students to express why one should be a good citizen, only to identify the actual characteristics of being a good citizen.

Benchmark SS.K.C.2.2	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.K.C.2.2: Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
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 be given two illustrations of interactions between friends—one in which a problem is being solved in a way consistent with good citizenship (e.g., sharing, helping) and one in which a problem is not being solved using good citizenship (e.g., not sharing, arguing). The student will circle the picture illustrating good citizenship.</p> <p>Students will be given a prompt about how to solve a problem with a friend using good citizenship, which they will answer with a drawing or in writing (e.g., You and your friend both want to use the same toy. How can you solve this problem?).</p> <p>Students will role-play in a situation in which they must show how to solve a problem with a friend using good citizenship.</p> <p>Items will provide illustrations of good citizenship and poor citizenship and/or space for the student to respond to a prompt in drawing or writing.</p>
Content Limits	Items will focus on problems children at the kindergarten level would encounter with their friends (e.g., sharing).

Benchmark SS.K.C.2.3	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.K.C.2.3: Describe fair ways for groups to make decisions.
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 be provided with a prompt describing a situation in which a group decision must be made. The student will respond to the prompt by communicating through a drawing or in writing a fair way in which the decision can be made (e.g., A family is going to decide which movie to watch. How can they decide which movie to watch in a fair way?).</p> <p>Students will communicate, through a drawing or in writing, how they have made fair decisions in a group (e.g., family, classroom, group of friends) in the past.</p> <p>Students will demonstrate a fair way to make a group decision through role play.</p> <p>Students will explain how others have used fair ways to make decisions (e.g., voting, taking turns, holding meetings).</p>
Content Limits	Items will focus on decisions a kindergarten-aged child would face (e.g., who will be able to use a toy first, what playground will be visited, what movie will be watched).

Benchmark SS.K.E.1.1	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.
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 and describe the jobs people do (e.g., firefighter, farmer) and the tools or equipment they use (e.g., fire truck, tractor).</p> <p>Students will match a picture of a police officer, firefighter, teacher, doctor, mail carrier, baker, and farmer with pictures of tools or equipment these people use to do their jobs.</p> <p>Items will provide students with pictures of a police officer, a firefighter, a teacher, a doctor, a mail carrier, a baker, and a farmer and one tool or piece of equipment each uses.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Kindergarten course.

Benchmark SS.K.E.1.2	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.K.E.1.2: Recognize that United States currency comes in different forms.
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 draw a picture of a bill and a coin. Students will label a picture of a bill and a coin. Items will provide an area for students to illustrate a coin and a bill and/or a picture of a coin and a bill for students to label.
Content Limits	Items will not require students to compute the value of money.

Benchmark SS.K.E.1.3	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.
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 be presented with several pictures of people doing different activities (e.g., someone eating, someone playing, someone working at a job). Students will be asked to circle the picture showing someone doing something for which they will earn money. They will be expected to circle the picture of someone working. Students will draw a picture and provide a simple verbal or written description showing someone doing something for which they will earn money (i.e., working at a job). Items will provide several pictures of people doing various activities, one of which will be of someone working at a job. The pictures should be very clear so there is no confusion about what the person in the picture is doing. Items may also need to provide room for students to draw a picture and provide a short caption.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Kindergarten course.

Benchmark SS.K.E.1.4	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.K.E.1.4: Identify the difference between basic needs and wants.
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 be provided with a selection of pictures of needs and wants, which they will label with words or symbols (e.g., an “x” for a need and a circle for a want). Examples of needs would include clothes, food, water, shelter. Examples of wants include toys, video games, and candy.</p> <p>Students will draw a picture of a need and a picture of a want. Items will provide pictures of needs and wants children would be familiar with. Items may also need to provide space for students to draw a need and a want.</p>
Content Limits	Items should expect students to identify needs and wants they would be familiar with, such as toys and food.

Benchmark SS.K.G.1.1	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.K.G.1.1: Describe the relative location of people, places, and things by using positional words.
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 label a picture with the terms near and far, above and below, right and left, and behind and front.</p> <p>Items will provide four pictures showing the concepts of near/far, above/below, right/left, and behind/front.</p>
Content Limits	Items will not require students to measure specific distances between objects.

Benchmark SS.K.G.1.2	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.K.G.1.2: Explain that maps and globes help to locate different places and that globes are a model of the Earth.
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 draw and label a map of their classroom. Students will identify the United States on a picture of a globe. Students will explain that maps and globes are used to locate different places, and globes are used as a model to represent the Earth.
Content Limits	Items will not require students to indicate cardinal directions.

Benchmark SS.K.G.1.3	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.K.G.1.3: Identify cardinal directions (north, south, east, west).
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 east, west, north, and south using a map.
Content Limits	Items will not require students to identify intermediate directions (northwest, northeast, southwest, southeast).

Benchmark SS.K.G.1.4	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.K.G.1.4: Differentiate land and water features on simple maps and globes.
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 land and water on a map of the world by placing one symbol on water and a different symbol on land (example: an “X” and a circle). Students will color water blue and land brown or green on a map of the world.
Content Limits	Items will not require students to name land or water formations (e.g., ocean, continent) or name specific lakes, rivers, oceans, or land masses (e.g., Pacific Ocean, South America).

Benchmark SS.K.G.2.1	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	SS.K.G.2.1: Locate and describe places in the school and community.
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 label a map of their neighborhood, identifying places of interest (e.g., parks, schools, and stores). Students will identify places (e.g., cafeteria, library, gym, their classroom) on a blank map of their school. Items will provide an unlabeled map of their neighborhood and/or an unlabeled map of their school.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Kindergarten course.

Benchmark SS.K.G.2.2	
Strand	G: Geography
Standard	2: Places and Regions
Benchmark	SS.K.G.2.2: Know one’s own phone number, street address, city, or town and that Florida is the state in which the student lives.
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 address an envelope to their own house. Students will write or verbalize their phone number. Students will identify their home address, their telephone number, and the community they live in. Students will recognize that the state they live in is called Florida.
Content Limits	Items will not require students to know their zip code.

Benchmark SS.K.G.3.1	
Strand	G: Geography
Standard	3: Physical System
Benchmark	SS.K.G.3.1: Identify basic landforms.
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 label a forest, a hill, a mountain, a valley, a plain, an island, and a coast on a landscape map. Students will find pictures online or in magazines of forests, hills, mountains, valleys, plains, islands, and coasts, labeling each. Students will draw a picture of a forest, a hill, a mountain, a valley, a plain, an island, and a coast, labeling each. Items will provide room for the students to draw their illustrations and/or an unlabeled landscape map showing a forest, hill, mountain, valley, plain, island, and coast.
Content Limits	Items will not require students to identify a plateau, volcano, canyon, mesa, divide, glacier, harbor, strait, or other more advanced concept land forms.

Benchmark SS.K.G.3.2	
Strand	G: Geography
Standard	3: Physical System
Benchmark	SS.K.G.3.2: Identify basic bodies of water.
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 label an ocean, a lake, a river, a gulf, and a bay on a landscape map.</p> <p>Students will find pictures online or in magazines of oceans, lakes, rivers, gulfs, and bays, labeling each.</p> <p>Students will draw a picture of an ocean, a lake, a river, a gulf, and a bay, labeling each.</p> <p>Items will provide an area for students to draw their illustrations and/or an unlabeled landscape map showing an ocean, lake, river, gulf, and bay.</p>
Content Limits	Items will not require students to identify brooks, creeks, streams, ponds, or coves.

Benchmark SS.K.G.3.3	
Strand	G: Geography
Standard	3: Physical System
Benchmark	SS.K.G.3.3: Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
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 draw a picture or find a picture in a magazine or online of fall, winter, spring, and summer, labeling each.</p> <p>Students will draw a picture or find a picture in a magazine or online of a person dressed for the weather in fall, winter, spring, and summer.</p> <p>Students will label pictures given to them of fall, winter, spring, and summer.</p> <p>Items will provide an area for students to draw their illustrations and/or pictures of fall, winter, spring, and summer for the students to label.</p> <p>Students will identify and explain how the weather affects people and the environment.</p>
Content Limits	Items will require students to illustrate the seasonal weather changes that may occur in a location other than their home (e.g., a location that becomes very cold and has snow in the winter).

B. Grade 1 Item Specifications

Course Number: 5021030 - **Our Community and Beyond** - First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

Benchmark SS.1.A.1.1	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.1.A.1.1: Develop an understanding of a primary source.
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 be given several examples of primary sources (e.g., a video or audio recording, an artifact, a diary entry, a photograph).</p> <p>Students will be asked to provide one example of a primary source. Students will provide a written response.</p> <p>Students will each bring one or more examples of a primary source to school (e.g., photographs, a piece of art they created, an arrowhead they found). The students will share their items with the class and the items can be displayed in the classroom as a “primary source museum.”</p>
Content Limits	Items will focus on primary sources first grade students would be familiar with (e.g., pictures) rather than sources students would not be familiar with (e.g., an autobiography).

Benchmark SS.1.A.1.2	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.1.A.1.2: Understand how to use the media center/other sources to find answers to questions about a historical topic.
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 be given three questions about a historical topic (e.g., St. Augustine, Rosa Parks) that they must answer using the Internet as a research tool.</p> <p>Items will provide three questions on an appropriate historical topic for students to research.</p>
Content Limits	Items will not expect students to answer the questions that will be researched. Instead, the focus of the exercise should be on the actual research techniques.

Benchmark SS.1.A.2.1	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.1.A.2.1: Understand history tells the story of people and events of other times and places.
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 provide three examples of a person or place in history.</p> <p>Students will be given examples of people from history (e.g., George Washington) and people from the present (e.g., mother, father). The students will circle the examples of historical figures.</p> <p>Students will draw a picture and provide a short written explanation of an event that took place in history.</p> <p>Items will provide examples of people from history and from the present for students to differentiate between. Items may also need to provide space for students to draw a picture.</p>
Content Limits	Items will focus on historical people, places, and events with which the students would be familiar, such as school, families, work, and community life.

Benchmark SS.1.A.2.2	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.1.A.2.2: Compare life now with life in the past.
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 compare a picture of a home, clothing, or activities from the past with a picture of a home, clothing, or activities from the present and list their differences and similarities.</p> <p>Students will examine artifacts from the past (e.g., a toy, a bonnet, an arrowhead, a lunch pail, a school slate) and answer the following prompts regarding each artifact: 1) What was this artifact used for in the past? 2) What do we use today to accomplish the same task? 3) Is this object still used today?</p> <p>The items will provide artifacts from the past for the students to examine. Actual items would be preferable, but pictures may be used if the items cannot be obtained.</p>
Content Limits	Items should focus on the comparison of activities children at a first grade level would be familiar with (e.g., household items, clothing, toys) to allow for a full and accurate comparison.

Benchmark SS.1.A.2.3	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.1.A.2.3: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation’s ethnic heritage.
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 be asked to draw a picture or provide a written response to express the event, person, or ethnic heritage celebrated on a specific national holiday (e.g., Martin Luther King Day, Labor Day, and Independence Day).</p> <p>Students will create a poster or similar product focusing on one national holiday. The poster should include information about the meaning of the chosen holiday in the form of pictures, drawings, and/or written information, etc.</p> <p>Students will be provided with the names of major national holidays (e.g., Martin Luther King Day, Independence Day) and ethnic celebrations (e.g., St. Patrick’s Day), as well as pictures or words showing the meaning of those holidays. Students will draw a line to connect the holiday with the correct picture/ explanation.</p> <p>Items will provide students with an area to draw or write a response when asked to express the event, person, or ethnic heritage celebrated on a specific national holiday. Items will also provide samples of national holidays and their meanings for the students to match.</p>
Content Limits	Items will focus on national holidays and celebrations that students have learned about and are familiar with at the first grade level.

Benchmark SS.1.A.2.4	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.1.A.2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
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 be provided with pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). Students will list character ideals of those individuals (e.g., bravery, honesty).</p> <p>Students will be given a character ideal (e.g., bravery) and will identify a person from history who possessed that character ideal.</p> <p>Items will provide students with pictures or the names of historical figures. Items will also provide students with character ideals for which they will name a historical figure.</p>
Content Limits	Items will focus on historical people about whom first graders have significant knowledge.

Benchmark SS.1.A.2.5	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.1.A.2.5: Distinguish between historical fact and fiction using various materials.
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 read two short texts, one historical fact (e.g., Benjamin Franklin and his kite) and the other fiction (e.g., Paul Bunyan and Babe, the big blue ox). Students will circle the text that is fact.</p> <p>Students will examine a picture or drawing of a real historical event and a picture or drawing of historical fiction. The students will list the facts and the fictional attributes of the pictures.</p> <p>Items will provide historical fact and fiction tales and/or an American tall tale for students to compare.</p>
Content Limits	Items will focus on historical facts that first grade students are familiar with so they can differentiate between fact and fiction.

Benchmark SS.1.A.3.1	
Strand	A: American History
Standard	3: Chronological Thinking
Benchmark	SS.1.A.3.1: Use terms related to time to sequentially order events that have occurred in school, home, or community.
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 list three things that happen during the school day, putting them in sequential order. Students will list three things that happen once a week in school or at home, putting them in sequential order. Items will provide students with space to list three events in sequential order.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the First Grade course.

Benchmark SS.1.A.3.2	
Strand	A: American History
Standard	3: Chronological Thinking
Benchmark	SS.1.A.3.2: Create a timeline based on the student’s life or school events, using primary 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 be given copies of photographs of school-day activities, which they will place in order on a timeline. Students will interview another student about their daily activities from morning until bedtime. They will then place the other student’s daily activities in the correct order on a timeline. Items will provide copies of photographs of school-day activities as well as a blank timeline.
Content Limits	Items must make use of primary sources (e.g., photographs, audio or video recordings, birth certificates, report cards, diaries).

Benchmark SS.1.C.1.1	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.1.C.1.1: Explain the purpose of rules and laws in the school and community.
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 choose one of their classroom’s rules and explain what the classroom would be like without that rule. Students will be given a writing prompt explaining a community law, such as the speed limit or using crosswalks. The prompt will ask the students to explain why that law is important.
Content Limits	Items will require students to reflect only on rules and laws that are very familiar and are age appropriate.

Benchmark SS.1.C.1.2	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.1.C.1.2: Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.
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 list three people in their school who have the power and authority to make or enforce rules.
Content Limits	Items should focus on people in the school or local community with whom students are familiar (e.g., teachers, principal, police officer, parents).

Benchmark SS.1.C.1.3	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.1.C.1.3: Give examples of the use of power without authority in the school and community.
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 give three examples of someone using power without the authority to do so (e.g., bullying, peer pressure, stealing).</p> <p>Students will draw and label a picture to show a situation where someone is using power without authority.</p> <p>Items will provide students with prompts for their written and/or drawn responses.</p>
Content Limits	Prompts will use age appropriate language. For example, “Give an example of one person who would try to use power who should not.”

Benchmark SS.1.C.2.1	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.1.C.2.1: Explain the rights and responsibilities students have in the school community.
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 three rights they have as a student (e.g., the right to be treated respectfully, the right to a safe learning environment).</p> <p>Students will list three responsibilities they have as students (e.g., come to school on time, not damaging school property).</p> <p>Items will provide prompts for the students to respond to by listing three items.</p>
Content Limits	Items should focus on the rights and responsibilities of elementary school children.

Benchmark SS.1.C.2.2	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.1.C.2.2: Describe the characteristics of responsible citizenship in the school community.
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 be presented with a list of school citizenship characteristics, which the students must label as responsible (e.g., respect others' property, treat others with kindness, care for the environment) or irresponsible (e.g., being a bully, damaging school property).</p> <p>Students will draw and label a picture showing a student acting responsibly.</p> <p>Students will be given the prompt “Describe three characteristics of a responsible student in the school community.” Students will then write a short journal entry in response, describing the characteristics of a responsible citizen in the school community.</p> <p>Items will present students with a list of responsible and irresponsible characteristics. Items may also provide space for students to draw and label a picture. Items may provide students with a writing prompt.</p>
Content Limits	Items will focus on the responsible characteristics of a student in an elementary school community.

Benchmark SS.1.C.2.3	
Strand C: Civics and Government	
Standard	2: Civic and Political Participation
Benchmark	SS.1.C.2.3: Identify ways students can participate in the betterment of their school and community.
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 three actions they can take to make their school and community a better place (e.g., classroom jobs, take care of school garden, school service projects).</p> <p>Students will identify, from a list of actions, things that they can do to help their school and community by circling the helpful actions (e.g., helpful: don't litter; not helpful: leave messes).</p> <p>Students will be provided with a prompt and space to write a list of three actions they can take to make their school and community a better place. Items will also provide a list of actions, some helpful, some not.</p>
Content Limits	Items will focus on things students can do for the betterment of their school and community.

Benchmark SS.1.C.2.4	
Strand C: Civics and Government	
Standard	2: Civic and Political Participation
Benchmark	SS.1.C.2.4: Show respect and kindness to people and animals.
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 participate in role-playing exercises to demonstrate kindness in various situations featuring people and animals.</p> <p>Students will draw and label a picture showing a way in which we can be kind and show respect to other people.</p> <p>Items will provide prompts for the students to respond to in writing and with a labeled picture.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the First Grade course.

Benchmark SS.1.C.3.1	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.1.C.3.1: Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
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 be given a sample problem (e.g., another student has taken your toy), and they will show how they could solve that problem in a fair and just way through role-playing, sharing, listening, and talking to others.</p> <p>Students will draw and label a picture showing a way in which a conflict might be resolved in a fair and just way.</p> <p>Students will list three ways in which they have resolved conflicts in a fair and just way.</p> <p>Items will provide students with prompts to focus their responses.</p>
Content Limits	Items will focus on ways students at a first grade level would resolve conflicts.

Benchmark SS.1.C.3.2	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.1.C.3.2: Recognize symbols and individuals that represent American constitutional 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 draw three symbols of American constitutional democracy (e.g., American flag, Statue of Liberty, bald eagle).</p> <p>Students will be presented with a number of pictures, some of American symbols (e.g., American flag, Statue of Liberty) and some of other objects (e.g., a house, a puppy). Students will circle the pictures that represent American symbols.</p> <p>Items will provide prompts to guide students with their responses.</p> <p>Items will also provide pictures of American symbols and other objects.</p>
Content Limits	Items will focus on symbols and individuals first grade students have learned about and with which they are familiar.

Benchmark SS.1.E.1.1	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.1.E.1.1: Recognize that money is a method of exchanging goods and services.
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 ways in which they can get something they want (e.g., purchase with money, trade).</p> <p>Students will list things they can use money for (e.g., pay someone for a job, purchase something).</p> <p>Items will provide students with prompts asking students to list ways they can get something they want and for what they can use money. Items will also provide space for students to respond in writing.</p>
Content Limit	Item content is limited to the scope and intent of the instructional benchmark as related to the First Grade course.

Benchmark SS.1.E.1.2	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.1.E.1.2: Define opportunity costs as giving up one thing for another.
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 draw and label a picture to show the meaning of opportunity cost.</p> <p>Students will give three examples of when they have used opportunity cost in their own lives.</p> <p>Items will give students space to respond to prompts with a labeled drawing or written list.</p>
Content Limits	Items will focus on opportunity cost examples from student's lives or common community examples, such as giving up television to do homework and buying candy versus saving for later purchase.

Benchmark SS.1.E.1.3	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.1.E.1.3: Distinguish between examples of goods and services.
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 be given a list of goods (e.g., candy bar, dress) and services (e.g., cleaning, cooking). Students will indicate for each example whether it is a good or a service.</p> <p>Students will draw and label a picture of a good and a picture of a service.</p> <p>Students will make a list of goods and a list of services they have experienced in their own lives.</p> <p>Items will provide students with a list of goods and services with which the students would be familiar. Items may also need to provide students with space to draw a labeled picture and to make written lists.</p>
Content Limits	Items will allow students to identify goods and services they are familiar with from their own lives.

Benchmark SS.1.E.1.4	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.1.E.1.4: Distinguish people as buyers, sellers, and producers of goods and services.
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 be asked to identify the buyer, seller, and producer of goods and services in a picture of a familiar place, such as a restaurant. The students will circle each in a different specified color.</p> <p>Students will be asked to write a description of the roles of buyers, sellers, and producers of goods and services.</p> <p>Students will be provided with a picture of a buyer, a picture of a seller, and a picture of a producer of goods and services, which they must label correctly.</p> <p>Items will provide a picture of a familiar place that shows buyers, sellers, and producers of goods and services. Items may also provide space for students to write the meaning of buyers, sellers, and producers. Items will provide students with pictures representing buyers, sellers, and producers for the students to label.</p>
Content Limits	Items will focus on goods and services students in the first grade would be familiar with (e.g., restaurants, toy stores).

Benchmark SS.1.E.1.5	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.1.E.1.5: Recognize the importance of saving money for future purchases.
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 three things they may need or want to purchase in the future for which they would need to save money (e.g., bicycle, video game, computer).</p> <p>Students will be given a writing prompt asking what would happen if they spent all their money now and didn't save any for the future.</p> <p>Students will be given writing prompts asking them to create a list or a short journal entry.</p>
Content Limits	Items will focus on the importance of saving money, not on interest, investing, or other more advanced topics regarding saving money.

Benchmark SS.1.E.1.6	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.1.E.1.6: Identify that people need to make choices because of scarce resources.
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 be given a writing prompt asking them to solve a problem caused by scarce resources (e.g., Tom and three of his friends were coloring. They all wanted to use a blue marker, but there were only two. What could happen next?)</p> <p>Items will provide students with writing prompts.</p>
Content Limits	Items will focus on asking students about their own life experiences or situations a first grader would encounter.

Benchmark SS.1.G.1.1	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.1.G.1.1: Use physical and political/cultural maps to locate places in 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 label important cities on a political or cultural map of Florida. Examples include, but are not limited to Tallahassee, St. Augustine, student’s hometown.</p> <p>Students will label important places on a physical map of Florida (Examples include, but are not limited to, Lake Okeechobee, Florida Keys, the Everglades).</p> <p>Items will provide a blank political map and a blank physical map of Florida.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the First Grade course.

Benchmark SS.1.G.1.2	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
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 be provided with a world map showing a compass rose, cardinal directions (north, south, east, west), north and south poles, equator, and a legend. Students will be asked to circle each map element in a specified color (Example: circle the compass rose in red).</p> <p>Students will be provided with a blank Florida state map. The students will draw a compass rose showing north, south, east, and west in an appropriate location on the map.</p> <p>Items will provide various blank maps of the school, local community, Florida, and world showing key map and globe elements.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the First Grade course.

Benchmark SS.1.G.1.3	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.1.G.1.3: Construct a basic map using key elements including cardinal directions and map 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 draw a map of their school building and school grounds, including writing north, south, east, and west in the correct locations and map symbols with a legend.</p> <p>Students will draw a map of their home or school, including writing north, south, east, and west in the correct locations and map symbols with a legend.</p> <p>Items will provide students with a large area to draw a map and legend.</p>
Content Limits	Items will not require students to create maps of areas they are unfamiliar with.

Benchmark SS.1.G.1.4	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.1.G.1.4: Identify a variety of physical features using a map and globe.
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 an ocean, peninsula, lake, river, swamp, gulf, hill, mountain, valley, plain, island, coast, and bay on a landscape map by labeling each.</p> <p>Students will identify an ocean, peninsula, lake, river, gulf, mountain range, island, and coast on a globe.</p> <p>Items will provide a blank landscape map or a globe.</p>
Content Limits	Items will allow students to give verbal responses in identifying features on a map.

Benchmark SS.1.G.1.5	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.1.G.1.5: Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
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 be provided with a political map of the state of Florida on which they will label the Gulf of Mexico, the student’s hometown, and the Atlantic Ocean.</p> <p>Students will be provided with a globe on which they will verbally identify the state of Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p>Items will provide a political map of the state of Florida and a globe.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the First Grade course.

Benchmark SS.1.G.1.6	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.1.G.1.6: Describe how location, weather, and physical environment affect the way people live in our community.
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 draw and label a picture of a person who lives in a cold area and a person who lives in a warm area, including the clothing they would wear, the food they might eat, how they might get around, the kind of home they might live in, and what kinds of things they may do.</p> <p>Students will write a journal entry about how their lives would be different if they lived in a very different place, such as Alaska.</p> <p>Items will provide space for students to draw and label pictures and space for students to write a journal entry.</p>
Content Limits	Items will focus on how environment affects a person’s clothing, food, shelter, transportation, and recreation.

C. Grade 2 Item Specifications

Course Number: 5021040 - **Who We Are As Americans** - Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

Benchmark SS.2.A.1.1	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.2.A.1.1: Examine 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	<p>Students will examine primary sources, including, but not limited to, artifacts, documents, maps, and photographs.</p> <p>Students will examine secondary sources, including, but not limited to, newspapers, stamps, textbooks, and reference books.</p> <p>Students will classify sources as primary or secondary and identify the differences.</p> <p>Students will describe how and where to find primary and secondary sources.</p> <p>Items will use photographs, newspaper articles, document reproductions, maps, or excerpts from textbooks or reference books.</p>
Content Limits	Items will not require students to investigate the answers to specific historical questions.

Benchmark SS.2.A.1.2	
Strand	A: American History
Standard	1: Historical Inquiry and Analysis
Benchmark	SS.2.A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
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 discuss how they will approach finding an answer to a question about a historical topic.</p> <p>Students will identify sources that will help them to answer the given questions.</p> <p>Students will use the sources they locate, either in a media center or online, to answer questions about a historical topic.</p> <p>Students will analyze whether the sources they chose to use were helpful in answering their questions.</p> <p>Items will use photographs, newspaper articles, document reproductions, maps, or excerpts from textbooks or reference books. Computers, Internet, and other technologies may be used as well.</p>
Content Limits	Items will not require students to evaluate bias in the sources they locate.

Benchmark SS.2.A.2.1	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.1: Recognize that Native Americans were the first inhabitants in 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	<p>Students will trace the migration of early inhabitants of North America from Asia over the Bering Strait and throughout the continent.</p> <p>Students will describe the first peoples to come to live in North America.</p> <p>Items addressing the first inhabitants of North America will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).</p>
Content Limits	<p>Items will not require students to describe different Native American groups or identify the regions in which they lived.</p> <p>Items will not require students to identify explorers to Native America or describe the effects their actions had.</p>

Benchmark SS.2.A.2.2	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.2: Compare the cultures of Native American tribes from various geographic 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 describe details of the lives of different Native American tribes within the United States, including, but not limited to, their locations, clothing, housing, food, major beliefs and practices, language arts, and music.</p> <p>Students will compare and contrast the traditional/historical lifestyles of Native American tribes that lived in the United States.</p> <p>Items will use text, maps, stories, illustrations, photos, and possible artifacts.</p>
Content Limits	Items will not require students to identify every Native American tribe that lived in North America at one time.

Benchmark SS.2.A.2.3	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.3: Describe the impact of immigrants on the Native Americans.
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 different kinds of people who came to North America from other places, including but not limited to explorers and immigrants from various countries in Europe.</p> <p>Students will describe different ways in which immigrants and Native Americans interacted, including but not limited to cooperation, avoidance, and fighting.</p> <p>Students will discuss how the lives of Native Americans changed after immigrants arrived, including, but not limited to, relocation, wars, treaties, disease, and the need for Native Americans to change their methods of survival as they lost access to land, forests were cleared, and major prey was diminished.</p> <p>Items may include text or illustrations depicting some of the effects that immigration had on Native Americans.</p>
Content Limits	Items will not require students to describe specific details of wars or treaties.

Benchmark SS.2.A.2.4	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.4: Explore ways the daily life of people living in Colonial America changed over time.
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 discuss details of the lives of different groups of people living in Colonial America, including, but not limited to, Native Americans, new immigrants, farmers, and city dwellers.</p> <p>Students will describe details of different life styles, including, but not limited to, food, shelter, clothing, education, and settlements.</p> <p>Students will compare how the lives of people in the American colonies changed as time went on and more people arrived.</p> <p>Items will use written descriptions, illustrations, photos from living museums, and artifacts.</p>
Content Limits	<p>Items will not require students to identify specific ethnic immigrant groups.</p> <p>Items will not require students to describe specific changes or trends in politics or the economy.</p>

Benchmark SS.2.A.2.5	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.5: Identify reasons people came to the United States throughout history.
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 why people decided to leave their native countries and immigrated to the United States including, but not limited to, war, hunger, natural disaster, voluntary and involuntary servitude, political or religious freedom, land, and jobs.</p> <p>Students will identify reasons why people from other countries came to live in the United States in the past.</p> <p>Students will discuss why people of modern times may want to leave their home countries and immigrate to the United States to live.</p>
Content Limits	Items will not require students to describe the impacts of past and current legislation on immigration to the United States.

Benchmark SS.2.A.2.6	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.6: Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 to 1954.
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 Ellis Island, including but not limited to its purpose, the people who went there, and why.</p> <p>Students will identify Ellis Island from photos or other visual representations.</p> <p>Students will discuss why people view the Statue of Liberty as such an important symbol of freedom.</p> <p>Items will use written descriptions, illustrations, photos, and possible stories of immigration from student family histories.</p>
Content Limits	Items will not require students to explain the political or economic impacts of different groups of immigrants.

Benchmark SS.2.A.2.7	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.7: Discuss why immigration continues 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 identify different groups of people leaving their countries to come to live in the United States today.</p> <p>Students will describe reasons why people might choose to leave their own countries to come to live in the United States, including, but not limited to, jobs, war, hunger, natural disasters, and a desire for political or religious freedom.</p> <p>Students will discuss why immigrants might want to come to live in the United States instead of other countries.</p>
Content Limits	Items will not require students to describe the impacts of current immigration on the United States' economy or politics.

Benchmark SS.2.A.2.8	
Strand	A: American History
Standard	2: Historical Knowledge
Benchmark	SS.2.A.2.8: Explain the cultural influences and contributions of immigrants 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 list different cultural groups that are immigrating to the United States today.</p> <p>Students will describe cultural influences of today’s immigrants that they may see in their everyday lives, including, but not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.</p> <p>Students will name some contributions of today’s immigrants.</p> <p>Items will use written textbooks, stories of different families and their journeys to America, illustrations, and photos.</p>
Content Limits	Items will not require students to analyze the current political climate regarding immigration.

Benchmark SS.2.A.3.1	
Strand	A: American History
Standard	3: Chronological Thinking
Benchmark	SS.2.A.3.1: Identify terms and designations of time sequence.
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 long a year lasts.</p> <p>Students will name the current year (for example, 2013) and be able to name other years.</p> <p>Students will explain the differences between years, decades, and centuries.</p> <p>Students will name the current decade and century.</p>
Content Limits	Items will not require students to correctly identify the dates of specific historical events.

Benchmark SS.2.C.1.1	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.2.C.1.1: Explain why people form governments.
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 provide examples of laws.</p> <p>Students will discuss services and structure provided by the government.</p> <p>Students will describe different forms of public safety.</p> <p>Items will use scenarios or illustrations to depict government services.</p>
Content Limits	Items will not require students to discern between local, state, and federal government duties.

Benchmark SS.2.C.1.2	
Strand	C: Civics and Government
Standard	1: Foundations of Government, Law, and the American Political System
Benchmark	SS.2.C.1.2: Explain the consequences of an absence of rules and services.
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 provide examples of rules and services in their lives and in society at large.</p> <p>Students will discuss how absence of these rules results in disorder and the potential for people to get hurt.</p> <p>Items will use situations from students' lives and from United States society regarding rules, laws, and public safety.</p>
Content Limits	Items will not require students to understand the judicial process.

Benchmark SS.2.C.2.1	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.2.C.2.1: Identify what it means to be a United States citizen either by birth or by naturalization.
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 provide examples of citizen and citizenship.</p> <p>Students will discuss the two ways people can be United States citizens.</p> <p>Scenarios presented in items will include descriptions or illustrations of groups and members of groups.</p>
Content Limits	Items will not require students to summarize the steps of the naturalization process.

Benchmark SS.2.C.2.2	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.2.C.2.2: Define and apply the characteristics of responsible citizenship.
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 personal and civic responsibilities.</p> <p>Students will apply their knowledge of citizenship and responsibilities to define and provide examples of participation.</p> <p>Items will feature scenarios or illustrations of citizens engaged in their civic responsibilities.</p>
Content Limits	Items will not require students to identify specific legal rights.

Benchmark SS.2.C.2.3	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.2.C.2.3: Explain why United States citizens have guaranteed rights and identify 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 compare rules and responsibilities in their personal lives and their rights as citizens.</p> <p>Students will describe ways citizens exercise their rights in daily life.</p> <p>Items will feature graphic representations or descriptions of situations in which people are exercising their rights.</p>
Content Limits	<p>Items will not require students to prove intricate knowledge of the Bill of Rights, such as identifying which rights appear in which amendments.</p> <p>Items will not require students to comprehend or use legal terms.</p>

Benchmark SS.2.C.2.4	
Strand	C: Civics and Government
Standard	2: Civic and Political Participation
Benchmark	SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community.
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 communities of which they are members.</p> <p>Students will list the ways they make positive contributions to their communities, such as volunteering or recycling.</p> <p>Students will identify additional measures they can take to improve their communities.</p> <p>Items will feature graphic representations and descriptions of people engaged in community activities.</p> <p>Items will include illustrations of different communities such as a classroom, a school, and a typical neighborhood.</p>
Content Limits	Items will not require students to comprehend or use legal language.

Benchmark SS.2.C.2.5	
C: Civics and Government	
Standard	2: Civic and Political Participation
Benchmark	SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
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 list and describe the prominent figures of diverse groups. Items will feature images and descriptions of prominent American figures from diverse backgrounds.
Content Limits	Items will not require students to memorize intricate biographical information such as dates and place names.

Benchmark SS.2.C.3.1	
C: Civics and Government	
Standard	3: Structure and Functions of Government
Benchmark	SS.2.C.3.1: Identify the Constitution as the document which establishes the structure, function, powers, and limits of American 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 describe the Constitution and its purpose. Students will relate the information in the Constitution to the functions of American government. Students will provide examples of the powers and limits of the American government. Items will feature simplified summaries or scenarios representing the language of the Constitution.
Content Limits	Items will not require students to use the legal language of the Constitution.

Benchmark SS.2.C.3.2	
Strand	C: Civics and Government
Standard	3: Structure and Functions of Government
Benchmark	SS.2.C.3.2: Recognize symbols, individuals, events, and documents that represent 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 significant symbols and monuments of United States government, including the White House, the Capitol, the Washington Monument, the Statue of Liberty, the Liberty Bell, and Ellis Island.</p> <p>Students will identify and describe the role of symbolic documents such as the Constitution, the Bill of Rights, and the Declaration of Independence.</p> <p>Items will feature unlabeled images of prominent government buildings and historic monuments.</p> <p>Items will include descriptions or graphic representations of key individuals, events, and documents representing the United States.</p>
Content Limits	Items will not require students to interpret or use legal language.

Benchmark SS.2.E.1.1	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.2.E.1.1: Recognize that people make choices because of limited resources.
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 limited natural and economic resources.</p> <p>Students will explain why resources are desired or needed and why they are limited.</p> <p>Students will relate people’s and cultures’ behavior to the availability and scarcity of certain economic resources.</p> <p>Items will use real or hypothetical scenarios describing situations in which a person must make a decision based on limited resources.</p>
Content Limits	Items will not require students to analyze current or past economic policy in the United States or abroad.

Benchmark SS.2.E.1.2	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.2.E.1.2: Recognize that people supply goods and services based on consumer demands.
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 different types of consumer needs and the goods and services that can fulfill them.</p> <p>Students will list various forms of jobs and job functions.</p> <p>Students will distinguish between consumer goods and consumer services, and provide examples of both.</p> <p>Scenarios presented in items will include a description of essential consumer needs such as housing.</p>
Content Limits	<p>Items will not require students to understand the cost of producing goods and providing services.</p> <p>Items will not require students to determine how a business is profitable or unprofitable.</p>

Benchmark SS.2.E.1.3	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.2.E.1.3: Recognize that the United States trades with other nations to exchange goods and services.
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 give examples of goods and services provided by foreign nations.</p> <p>Students will identify goods and services the United States uses in trades.</p> <p>Scenarios presented in items will include how the United States engages in trading with other nations for clothing, food, toys, and cars.</p>
Content Limits	Items will not require students to identify foreign nations on an unlabeled map.

Benchmark SS.2.E.1.4	
Strand	E: Economics
Standard	1: Beginning Economics
Benchmark	SS.2.E.1.4: Explain the personal benefits and costs involved in saving and spending.
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 distinguish between saving money and spending money.</p> <p>Students will list the advantages and disadvantages of saving and spending money.</p> <p>Students will provide examples of personal savings and spending goals.</p> <p>Items will use images or lists of goods and services that consumers purchase.</p> <p>Items will include graphic representations of currency or symbols for dollars and cents.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the Second Grade course.

Benchmark SS.2.G.1.1	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.2.G.1.1: Use different types of maps (political, physical, and thematic) to identify map elements.
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 accurately identify elements common to many maps, including, but not limited to, coordinate grids, the compass rose, cardinal and intermediate directions, and keys or legends with symbols and scales.</p> <p>Students will find a location on a map based on directions using at least one of the map elements listed above.</p> <p>Students will identify a location's physical characteristics using a physical map.</p> <p>Students will differentiate between locations based on information displayed using a thematic map.</p> <p>Items will use and differentiate simple political, physical, and thematic maps.</p>
Content Limits	Items will not require students to identify geographic areas by name (e.g., countries, cities, specific mountain ranges, deserts, or bodies of water).

Benchmark SS.2.G.1.2	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.2.G.1.2: Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
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 find their hometowns on a map and a globe.</p> <p>Students will accurately identify the state of Florida on a map and a globe.</p> <p>Students will show where North America is on a map and a globe.</p> <p>Students will locate Washington, D.C., on a map or globe.</p> <p>Student will find Tallahassee, Florida, on a map and a globe.</p>
Content Limits	Items will not require students to correctly identify all states and their capitals.

Benchmark SS.2.G.1.3	
Strand	G: Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.2.G.1.4: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
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 accurately identify the seven continents—North America, South America, Europe, Asia, Africa, Australia, and Antarctica—on a map or globe.</p> <p>Students will find the locations on a map or globe of the world’s five major oceans—Atlantic, Pacific, Indian, Southern, and Arctic.</p> <p>Students will label the North and South Poles on a map or globe.</p> <p>Students will describe where to find the equator and the prime meridian on a map or globe.</p> <p>Items will use unlabeled world maps or globes.</p>
Content Limits	Items will not require students to identify geographic areas with specific coordinates, such as latitude and longitude or GPS data.

Benchmark SS.2.G.1.4	
Strand	Geography
Standard	1: The World in Spatial Terms
Benchmark	SS.2.G.1.4: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
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 label Canada, the United States, Mexico, and the Caribbean Islands on a map.</p> <p>Students will describe where to find Canada, the United States, Mexico, and the Caribbean Islands on a map.</p> <p>Students will identify Canada, the United States, Mexico, and the Caribbean Islands as countries located in North America.</p> <p>Items will use unlabeled political world maps or maps of North America.</p>
Content Limits	Items will not require students to identify countries outside of North America.

VII. Appendix A: Sample Items

Sample Item 1

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
Kindergarten/ Social Studies	SR	2	SS.K.G.1.1: Describe the relative location of people, places, and things by using positional words.	N/A	1

The picture below shows a family after catching a fish together.



Source: U.S. Fish and Wildlife Service, public domain

Where is the girl standing?

- A. behind the father
- B. next to the father
- C. in front of the father

Correct Answer: C. in front of the father

Rationales:

A	The father is standing behind the girl.
B	There is no one standing next to the father.
C	Correct. The father is standing behind the girl.

Stimulus: <http://www.public-domain-image.com/people-public-domain-images-pictures/children-kids-public-domain-images-pictures/afro-american-family-father-with-children-daughter-and-son.jpg.html>” title=”Afro american family father with children daughter and son”>Afro american family father with children daughter and son by Zitsman Carl, U.S. Fish and Wildlife Service

Readability: 0.7

Sample Item 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
1/Social Studies	SHR	2	SS.1.G.1.6: Describe how location, weather, and physical environment affect the way people live in our community.	LACC.K.W.1.3	1

This picture shows people living in another state.



Source: U.S. Fish and Wildlife Service, public domain

What kind of weather would cause these people to wear coats, hats, and gloves?

Scoring Exemplar	
Correct Answer	Cold weather Snowy weather Winter weather

Stimulus: <http://www.public-domain-image.com/people-public-domain-images-pictures/father-and-daughter-enjoy-the-magic-of-winter-and-snow-play.jpeg.html> title="Father and daughter enjoy the magic of winter and snow play">Father and daughter enjoy the magic of winter and snow play by U.S. Fish and Wildlife Service

Readability: 1.6

Sample Item 3

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
Kindergarten/ Social Studies	CR	3	SS.K.C.2.3: Describe fair ways for groups to make decisions.	LACC.K.W.1.3	2

Read the sentence below.

A group of friends wants to play a game.

Write a sentence for each question.

- What is one fair way that friends can choose a game to play?
- Why is that a fair way to choose the game?

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. 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 understanding of the social studies concepts applicable to the prompt. The student has provided a response that is only partially correct. 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 response may contain major flaws that detract from the demonstration of understanding.

Exemplar	
2	They could vote. Everyone would have a say.

Readability: 0.5

Sample Item 4

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
1/Social Studies	ER	3	SS.1.C.1.2: Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	LACC.1.W.1.2	4

Write a sentence for each question.

- Who are two people who can make rules at school?
- Who cannot make rules at school?
- What would it be like if everyone at school could make rules?

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.
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Exemplar

4	Two people who can make rules at school are the principal and a teacher. Someone who can’t make rules at school is a student. If everyone at school could make rules, it would be confusing because there would be too many rules. Also, some of the rules would not be good because students would make rules that let them do anything they want.
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Readability: 1.1

Sample Item 5

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
2/Social Studies	ESR	3	SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	LACC.2.W.1.2	6

Write a short essay for these questions.

- Who are two people who helped a group improve civil rights for the American people?
- What did each person do to help improve civil rights for the American people?

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 partial 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 not demonstrated an 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	<p>Martin Luther King Jr. helped get civil rights for people. He made a difference by leading peaceful protests, such as the Bus Boycott and the March on Washington. He helped African Americans get equal rights. Now, everyone can go to the same school, use the same bathrooms, go to the same places, and be friends with anyone they want.</p> <p>Another person who helped a group was Susan B. Anthony. She made a difference by fighting for women to be able to vote, get the same pay for their jobs, go to the same schools as men, and to go to college. Without Susan B. Anthony, women would not be able to do many of the things they can do today.</p>

Readability: 2.9

Sample Item 6

7 Points

Introduction:

This task asks students to use technology to locate information about the past. Students will begin by following step-by-step directions to search for a specific photo located in the National Archives. They will use information about the photo to answer a question about the photographer. They will then examine and describe the photo, noting the aspects that provide evidence of its age. They will contrast their own experiences to the images seen in the photo. Finally, they will predict how people will travel in the future.

Stimuli:



Source: National Archives, Public Domain

Note: This image will appear on a computer screen for students. It appears here for reference only.

Component 1

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
2/Social Studies	SHR	1	SS.2.A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.	N/A	1

For this task, you will need a computer with Internet access.

Open a web browser and follow these steps:

1. Go to the National Archives website at: <http://www.archives.gov>
2. In the Search Archives.gov, type the phrase “covered wagon with jackrabbit mules” and click the “Go” button.
3. On the next page, click the link that reads “Conducting Research.”
4. The link takes you to a page with links to many different photographs. Find the photograph called “Covered wagon with jackrabbit mules encounters an automobile on the trail near Big Springs, Nebraska.”
5. Read the information with the photo link to find the name of the photographer and the year the photo was taken. Use that information to answer the following question.

Who was the person who took this photo?

Component 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
2/Social Studies	CR	2	SS.2.A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.	LACC.2.W.1.2	2

Click the link to look at the photograph called “Covered wagon with jackrabbit mules encounters an automobile on the trail near Big Springs, Nebraska.” Then write a paragraph to describe the picture. Explain what the picture shows and how you can tell that it is very old.

Component 3

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
2/Social Studies	PT	3	SS.2.A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.	N/A	2

In a paragraph, answer these questions.

- How is the road in the picture like roads you have seen in your own life?
- How has moving around in the U.S. changed since this picture was taken in 1912?
- What might have caused that change?

Component 4

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
2/Social Studies	PT	3	N/A	LACC.2.W.1.2	2

Draw a picture showing how you think people will go to different places in the future. When you are done drawing, show the picture to the class and tell them about it by describing:

- how people are moving about
- why people are using it

Modified Rubric/Exemplar

Teacher Instructions:

This performance task consists of three components. The first task requires students to follow directions to locate an image online and then answer a short response worth 1 point. The second task asks students to describe the photo in a constructed response worth 2 points. The third task requires students to apply their understanding of the photo by comparing it to their own lives. This is a constructed response worth 2 points. The fourth and final task requires the student to predict how travel will be different in the future. This is a constructed response worth 2 points. There are 7 total points available for this performance task.

1 point	Component 1 Students should be able to identify the photographer by noticing the name following the word “By” underneath the photo link. Correct Answer: A.L. Westgard or Westgard
2 points	Component 2 This picture shows a covered wagon passing by an old type of car. The wagon and the car are sharing a dirt road out in the countryside. I can tell this is probably an old picture because the car is a very old and the picture is in black-and-white.
2 points	Component 3 Today we have cars that are bigger and faster than the one in the picture. Cars also don’t usually share the road with wagons pulled by mules. We also have bigger roads and most of them are paved. Things probably changed when cars became more popular. Everyone would want to use a car to travel instead of a slow wagon, so the roads started to have more cars.
2 points	Component 4 In the future people will go the stores on floating boards. They will not have to go to the gas station. It will be cheaper and faster than a car.

VIII. Appendix B: Common Core State Standard Connections

Kindergarten Reading Standards for Literacy in Social Studies

LACC.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.
LACC.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text.
LACC.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LACC.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LACC.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LACC.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LACC.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.

Kindergarten Writing Standards for Literacy in Social Studies

LACC.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LACC.K.W.1.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LACC.K.W.2.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Kindergarten Mathematics Standards for Social Studies

MACC.K12.MP.1.1

Make sense of problems and persevere in solving them.

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>MACC.K12.MP.3.1</p>	<p>Construct viable arguments and critique the reasoning of others.</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>MACC.K12.MP.5.1</p>	<p>Use appropriate tools strategically.</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	<p>Attend to precision.</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 1 Reading Standards for Literacy in Social Studies

LACC.1.RI.1.1	Ask and answer questions about key details in a text.
LACC.1.RI.1.2	Identify the main topic and retell key details of a text.
LACC.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LACC.1.RI.2.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LACC.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LACC.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LACC.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas.
LACC.1.RI.3.8	Identify the reasons an author gives to support points in a text.
LACC.1.RI.3.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LACC.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.

Grade 1 Writing Standards for Literacy in Social Studies

LACC.1.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LACC.1.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LACC.1.W.2.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Grade 1 Mathematics Standards for Social Studies

MACC.K12.MP.1.1	<p>Make sense of problems and persevere in solving them.</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>MACC.K12.MP.3.1</p>	<p>Construct viable arguments and critique the reasoning of others.</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>MACC.K12.MP.5.1</p>	<p>Use appropriate tools strategically.</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	<p>Attend to precision.</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 2 Reading Standards for Literacy in Social Studies

LACC.2.RI.1.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
LACC.2.RI.1.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LACC.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LACC.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
LACC.2.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LACC.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LACC.2.RI.3.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LACC.2.RI.3.8	Describe how reasons support specific points the author makes in a text.
LACC.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.
LACC.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 2 Writing Standards for Literacy in Social Studies

LACC.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LACC.2.W.1.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LACC.2.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LACC.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Grade 2 Mathematics Standards for Social Studies

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

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