



# Social Studies

## Assessment Resources for Grades 5, 7, 8, and High School

For a complete copy of the State Social Studies Standards [click here](#).

For a copy of the specific grade level standards visit the [Oklahoma Council for the Social Studies](#) Web site.

Grade 5 Social Studies: United States History, 1607-1806	Grade 7 World Geography: Eastern Hemisphere	Grade 8 United States History: 1754-1877	High School: United States History: 1876 to the Present
<p><b>Grade Level Description:</b> In the Grade 5 curriculum section of The Foundation, Formation, and Transformation of United States History, students will examine the inheritance of the British system and the practices of constitutionalism, self-government, individual rights, representative government, and separation of powers. The United States Studies will begin with the British settlement of Virginia at James Towne in 1607 and will conclude with the explorations of the Louisiana Purchase by Lewis and Clark.</p>	<p><b>Grade Level Description:</b> Geography is composed of the interrelated components of skills and content knowledge, both of which are necessary to being a geographically informed citizen. Students will use geographic knowledge as a tool for understanding the concepts of economics and the impact of recent history on contemporary events. Students will focus on spatial patterns of human and physical characteristics of the world and its peoples, and will explore how these patterns form, change over time, and relate to one another in the Eastern Hemisphere. This is the second half of the middle level geographic studies program. The Western Hemisphere was the focus of the Grade 6 portion. For practical uses the traditional designations of Eastern and Western Hemispheres have been followed. The Eastern Hemisphere is treated as the</p>	<p><b>Grade Level Description:</b> The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction Eras (1754-1877).</p> <p>The student will describe and analyze the major causes, key events, and important personalities of the American Revolution. The student will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction Eras. Citizenship skills will focus upon the historic development and understanding of constitutional government in the United States. The student</p>	<p><b>Grade Level Description:</b> In United States History, the student will describe and analyze effects of the Reconstruction Era amendments to the <i>United States Constitution</i>, examine the impact of immigration and the settlement of the American West on American society, and evaluate the economic effects of the industrialization and the changing role of the United States in world affairs at the turn of the twentieth century. The student will also describe the social, cultural, and economic events between the World Wars, investigate and analyze the Great Depression, and the causes, events and effects of World War II, and assess the foreign and domestic policies of the United States since World War II. The student will also examine the 9/11 attacks on New York City and Washington, DC.</p>

	areas of Africa, Asia, Europe, Australia, and Oceania.	will continue to develop and put to use a variety of Social Studies Process and Literacy Skills.	
<b>Instructional Note:</b> The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 5 content standards and methods of instructional delivery.	<b>Instructional Note:</b> The Social Studies Process and Literacy Skills (reading and writing) are to be integrated throughout all of the content standards and used for instructional delivery of the content.	<b>Instructional Note:</b> The Social Studies Process and Literacy Skills (reading and writing) are to be integrated throughout all of the content standards and used for instructional delivery of the content.	<b>Instructional Note:</b> The Social Studies Process and Literacy Skills (reading and writing) are to be integrated throughout all of the content standards and used for instructional delivery of the content.
<p><b>ASSESSMENT NOTE: For the Grade 5 Criterion- Referenced Test (CRT) in Social Studies, the time frame is James Towne, 1607 through the ratification of the <i>United States Constitution</i> and the adoption of the <i>Bill of Rights</i> on December 15, 1791.</b></p> <p>The Process and Literacy Standards 1-3 should be integrated throughout the content standards and used in teaching and assessing the course content at the classroom and district level. At the state level, the Process and Literacy Standards 1-3 will be measured and reported within each of the content standards 1, 2, 3, and 4 as appropriate. Only Content Standard 5 will not be assessed on the Grade 5 CRT. The Process and Literacy Skills (PALS) assessment items will be content-based and reported under each of the content standards. For assessment purposes, each Content Standard 1- 4 will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.</p>	<p><b>ASSESSMENT NOTE:</b> Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout the content standards and used in teaching and assessing the student’s understanding of the course skills and content at the classroom and district level. At the state level, the Social Studies Process and Literacy Standards 1 and 2 will be measured and reported within each of the content standards. Process and Literacy Skills assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using maps, charts, graphs, pictures, and photographs. There will be a balance of graphic and textual stimulus materials within the various World Geography Eastern Hemisphere test forms. At least 50 percent of the assessment will have appropriate pictorial and graphical representations.</p>	<p><b>ASSESSMENT NOTE: For the Grade 8 Criterion- Referenced Test over the History, Constitution and Government of the United States, the time frame is 1754- 1865, or from approximately the <i>Albany Plan of Union</i> to the assassination of President Abraham Lincoln.</b></p> <p>Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout the content standards and used in teaching and assessing the student’s understanding of the course skills and content at the classroom and district level. At the state level, the Social Studies Process and Literacy Standards 1 and 2 will be measured and reported within each of the content standards 1, 2, 3, 4, and 5. Content Standard 6 is to be taught and assessed at the local district and classroom levels. Process and Literacy Skills assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/ or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms. At least 50 percent of the assessment will have appropriate pictorial and</p>	<p><b>ASSESSMENT NOTE: High schools students in United States History for Grades 9-12 will study the time frame of 1878 to the present. However, for the high school ACE United States History End-of-Instruction Examination (EOI), the time frame is approximately 1878-2002, or approximately from the Reconstruction amendments through the terrorist attacks of September 11, 2001 and the immediate effects of those events.</b></p> <p>Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout and across the content standards, as well as being used in teaching and assessing the course content at the classroom and district level. At the state level, Standard 1 and 2 Social Studies Process and Literacy Skills be measured and reported within each of the Content Standards 1, 2, 3, 4, 5, and 6. Process skill assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/ or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms. At least 50 percent of</p>

		graphical representations.	the assessment items will have appropriate pictorial and graphical representations.
<a href="#">Test and Item Specifications</a>	<a href="#">Test and Item Specifications</a>	<a href="#">Test and Item Specifications</a>	<a href="#">Test and Item Specifications</a>
<a href="#">Performance Level Descriptors</a>	Performance Level Descriptors (Not available until summer 2015)	<a href="#">Performance Level Descriptors</a>	<a href="#">Performance Level Descriptors</a>
<a href="#">Blue Print</a>	<a href="#">Blue Print</a>	<a href="#">Blue Print</a>	<a href="#">Blue Print</a>