

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

For a complete copy of the State Social Studies Standards <u>click here</u>.

For a copy of the specific grade level standards visit the <u>Oklahoma Council for the Social Studies</u> Web site.

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

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

		graphical representations.	the assessment items will have appropriate pictorial and graphical representations.
Test and Item Specifications			
Performance Level	Performance Level	Performance Level	Performance Level
Descriptors	Descriptors (Not available	Descriptors	Descriptors
	until summer 2015)		
Grade 5 Blue Print	Grade 7 Blue Print	Grade 8 Blue Print	High School EOI Blue Print