

Matrix indicating assessment focus across the content in H, G, C, and E in Grades 3 and 4 (Part I) and USHG Eras 1-3 in Grade 5 (Part II) of Grade 6 Social Studies MEAP Test

Standard	Grade 3	Grade 4		USHG ERA 1				USHG ERA 2			USHG ERA 3			P
				1.1 American Indian Life in the Americas	1.2 European Exploration	1.3 African Life Before the 16 <sup>th</sup> Century	1.4 Three World Interactions	2.1 European Struggle for Control of North America	2.2 European Slave Trade and Slavery in Colonial America	2.3 Life in Colonial America	3.1 Causes of the American Revolution	3.2 The American Revolution and Its Consequences	3.3 Creating New Governments and a New Constitution	
<b>Historical Thinking Standards</b>														
1.1 Temporal Thinking	3.0.1C 3.0.7C 3.0.10	3.0.1C 3.0.9			1.2.1C						2.3.3C	3.1.1	3.2.4	
1.2 Historical Analysis	3.0.3 3.0.4C	3.0.3 3.0.4C		1.1.3			1.4.1C 1.4.3	2.1.4C	2.2.1			3.1.2	3.2.1 3.2.3C	
1.3 Historical Inquiry	3.0.5 3.0.6	3.0.5 3.0.6C												
1.4 Historical Understanding	3.0.2C 3.0.9	3.0.2					1.4.2		2.2.2C		2.3.2 2.3.5	3.1.4 3.1.6		
1.5 Historical Issues Analysis and Decision Making	3.0.8C	3.0.7C 3.0.8										3.1.8C	3.2.2	3.3.2 3.3.3 3.3.4
<b>Geography Standard Categories</b>														
G1 The World in Spatial Terms: Geographical Habits of Mind	1.0.1C 1.0.2	1.0.1C 1.0.2 1.0.3C	1.0.4C 1.0.5	1.1.1		1.3.1					2.3.1			
G2 Places and Regions	2.0.1C 2.0.2		2.0.1 2.0.2											
G4 Human Systems	4.0.1C 4.0.2	4.0.3 4.0.4C	4.0.1 4.0.2			1.3.2C	1.4.4	2.1.1 2.1.2 2.1.3	2.2.3					
G5 Environment and Society	5.0.1 5.0.2	5.0.1		1.1.2										
<b>Civics Standards</b>														
C1 Conceptual Foundations of Civic and Political Life	1.0.1	1.0.1C 1.0.2	1.0.3									3.1.3 3.1.5		
C2 Values and Principles of American Democracy	2.0.1		2.0.1C 2.0.2									3.1.7C		3.3.5 3.3.7 3.3.8
C3 Structure and Functions of Government	3.0.1 3.0.2 3.0.3 3.0.4C 3.0.5C	3.0.1 3.0.2 3.0.3 3.0.4	3.0.5 3.0.6 3.0.7											3.3.1 3.3.6
C5 Citizenship in the United States	5.0.1 P3.1.3	5.0.1 5.0.2 5.0.3	5.0.4 P3.1.3											P3.1.3
<b>C6 Citizenship in Action</b>	P3.1.2	P3.1.2												P3.1.2
<b>Economics Standards</b>														
E1 The Market Economy	1.0.1 1.0.2C 1.0.3C 1.0.4 1.0.5C	1.0.1C 1.0.2 1.0.3 1.0.4	1.0.5 1.0.6 1.0.7C 1.0.8								2.3.4			
E2 The National Economy	2.0.1	2.0.1C												
E3 International Economy	3.0.1C	3.0.1C		1.2.2										
Grade 6 Assessment Design	10 Items	15 Items	15 Items											
	5 blue 2 green 3 pink	8 blue 3 green 4 pink	8 blue 3 green 4 pink	<b>CC</b> – Common Core - Standards assessed every year on every test form; Grade 6 Part I (13CE represent 13 items); Part II (8 CE represent 8 items) <b>Cc</b> – Common (Limited Matrix) - Standards assessed every year, but not on every form – Grade 6 Part I (15CE represent 5 items); Part II (9 CE represent 3 items) <b>M</b> - Standards <b>Matrixed</b> across forms and years - Grade 6 Part I (28 CE represent 7 items); Part II (19 CE represent 4 items)										



### **Foundations In United States History and Geography Eras 1-3**

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

#### **F1 Political and Intellectual Transformations**

##### **F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing**

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
- *experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*
- *changing interactions with the royal government of Great Britain after the French and Indian War (C2)*

##### **F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing**

- *colonists' views of government*
- *their reasons for separating from Great Britain. (C2)*

##### **F1.3 Describe the consequences of the American Revolution by analyzing the**

- *birth of an independent republican government (C2)*
- *creation of Articles of Confederation (C2)*
- *changing views on freedom and equality (C2)*
- *and concerns over distribution of power within governments, between government and the governed, and among people (C2)*

Matrix indicating assessment focus across the content in H, G, C, and E in Grades 6 and 7 (Part I) and USHG Eras 3-6 in Grade 8 (Part II) of Grade 9 Social Studies MEAP Test

Standard	Grade 6	Grade 7	WHG ERA 1				WHG ERA 2		WHG ERA 3			USHG ERA 3	USHG ERA 4			USHG ERA 5			USHG ERA 6		P3.1
			W1.1 Peopling the Earth	W1.2 Agricultural Revolution		W2.1 Early Civilizations and Early Pastoral Societies		W3.1 Classical Traditions / Empires		W3.2 World Religions	3.3 Creating New Governments and a New Constitution	4.1 Challenges to an Emerging Nation	4.2 Regional and Economic Growth	4.3 Reform Movements	5.1 The Coming of Civil War	5.2 Civil War	5.3 Reconstitution	6.1 America in the Last Half of the 19 <sup>th</sup> Century	6.2 Policy Issues in USHG Eras 3-6		
Historical Thinking Standards			Grade 6	Grade 7	Grade 6	Grade 7	Grade 6	Grade 7	Grade 6	Grade 7	Grade 7	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8
1.1 Temporal Thinking	H1.1.1C H1.1.2	H1.1.1C H1.1.2			1.2.1 (H1.1.1)				3.1.5 (H1.1.1)	3.1.10 (H1.1.1)		3.3.1	4.1.4		4.3.1						
1.2 Historical Analysis	H1.2.1 H1.2.2 H1.2.3 H1.2.4C H1.2.5	H1.2.1 H1.2.2 H1.2.3 H1.2.4 H1.2.5C H1.2.6	1.1.2C (H1.2.1)	1.1.1 (H1.2.1)			2.1.3 (H1.2.1)			3.1.3 (H1.2.2) 3.1.7 (H1.2.1)	3.2.1 (H1.2.2)	3.3.3 3.3.4 3.3.5 3.3.7	4.1.1 4.1.3	4.2.4C	4.3.2 4.3.3 4.3.4	5.1.1 5.1.3		5.3.1C 5.3.4			
1.3 Historical Inquiry															4.3.5		5.2.1C 5.2.2C 5.2.5C				
1.4 Historical Understanding	H1.4.1 H1.4.2C H1.4.3C	H1.4.1 H1.4.2 H1.4.3C	1.1.1 (H1.4.2)		1.2.3 (H1.4.2)		2.1.3C (H1.4.1)		3.1.2 (H1.4.1) 3.1.3 (H1.4.1)	3.1.1 (H1.4.1) 3.1.5 (H1.4.1) 3.1.9 (H1.4.1) 3.1.4C 3.1.8 (H1.4.2)		3.3.6		4.2.2		5.1.5	5.2.4C	5.3.2 5.3.3			
1.5 Historical Issues Analysis and Decision Making	P3.1.1c	P3.1.1c											3.3.2			5.1.6		5.3.5		6.2.1C	P3.1.1c
<b>Geography Standard Categories</b>																					
G1 The World in Spatial Terms: Geographical Habits of Mind	1.1.1 1.1.2C 1.2.1	1.1.1C 1.1.2C 1.2.1																			
G1.1 Spatial Thinking	1.2.2C	1.2.2C																			
G1.2 Geographical Inquiry and Analysis	1.2.3C	1.2.3C																			
G1.3 Geographical Understanding	1.2.4 1.2.5 1.2.6C 1.3.1 1.3.2 1.3.3	1.2.4C 1.2.5C 1.2.6C 1.3.1 1.3.2C 1.3.3C																			
G2 Places and Regions	2.1.1	2.1.1																			
G2.1 Physical Characteristics of Place	2.1.2C 2.2.1	2.1.2C 2.2.1													4.2.1 4.2.3						
G2.2 Human Characteristics of Place	2.2.2 2.2.3C	2.2.2 2.2.3C																			
G3 Physical Systems	3.1.1	3.1.1C																			
3.1 Physical Processes	3.2.1C	3.2.1																			
3.2 Ecosystems	3.2.2	3.2.2C																			
G4 Human Systems	4.1.1C	4.1.1																			
4.1 Cultural Mosaic		4.1.2C		1.1.2 (G4.3.2)	1.2.2 (G4.3.1)				2.1.4 (G4.1.1)	3.1.4C (G4.4.1)						5.1.2 5.1.4			6.1.1b 6.1.1c		
4.2 Technology Patterns and Networks	4.2.1 4.3.1	4.2.1 4.3.1																			



Standard	Grade 6	Grade 7	WHG ERA 1				WHG ERA 2		WHG ERA 3			USHG ERA 3	USHG ERA 4			USHG ERA 5			USHG ERA 6		P3.1
			W1.1 Peopling the Earth		W1.2 Agricultural Revolution		W2.1 Early Civilizations and Early Pastoral Societies		W3.1 Classical Traditions / Empires		W3.2 World Religions		3.3 Creating New Governments and a New Constitution	4.1 Challenges to an Emerging Nation	4.2 Regional and Economic Growth	4.3 Reform Movements	5.1 The Coming of Civil War	5.2 Civil War	5.3 Reconsti- tution	6.1 America in the Last Half of the 19 <sup>th</sup> Century	
Historical Thinking Standards			Grade 6	Grade 7	Grade 6	Grade 7	Grade 6	Grade 7	Grade 6	Grade 7	Grade 7	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8
4.3 Patterns of Human Settlement	4.3.2	4.3.2																			
4.4 Forces of Cooperation and Conflict	4.4.1 4.4.2	4.4.1 4.4.2																			
G5 Environment and Society																					
5.1 Humans and the Environment	5.1.1 5.1.2 5.1.3	5.1.1 5.1.2 5.1.3																			6.1.1a
5.2 Physical and Human Systems	5.2.1	5.2.1																			
G6 Global Issues Past and Present	6.1.1C 6.1.2C	6.1.1C 6.1.2C																			
6.1 Global Topic Investigation and Issue Analysis (P2)																					
<b>Civics Standards</b>																					
C1 Conceptual Foundations of Civic and Political Life																					
C1.1 Nature of Civic Life, Politics, Government	1.1.1	1.1.1																			
C2 Values and Principles of American Democracy	P3.1.1d	P3.1.1d																			6.1.1f 6.1.1g
C3 Structure and Functions of Government	3.6.1 3.6.2	3.6.1																			
3.6 Characteristics of Nation-States																					
C4 Relationship of U.S. to Other Nations and World Affairs	4.3.1 4.3.2 4.3.3	4.3.1 4.3.2 4.3.3													4.1.2						
4.3 Conflict and Cooperation Between and Among Nations																					
C5 Citizenship in the United States																					
C6 Citizenship in Action	P3.1.1a	P3.1.1a																			P3.1.1a
<b>Economics Standards</b>																					
E1 The Market Economy																					
E1.1 Individual, Business, and Government Choices	1.1.1	1.1.1 1.1.2																			
E2 The National Economy	2.3.1	2.3.1																			6.1.1d
2.3 Role of Government																					
E3 International Economy	3.1.1C	3.1.1C																			6.1.1e
3.1 Economic Interdependence	3.1.2	3.1.2																			
3.3 Economic Systems	3.1.3 3.3.1	3.1.3C 3.1.4																			
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication	3.1.1c 3.1.1a 3.1.1d	3.1.1c 3.1.1a 3.1.1d																			
P4.2 Citizen Involvement	4.2.1C 4.2.2C 4.2.3C	4.2.1C 4.2.2C 4.2.3C																			



Standard	Grade 6	Grade 7	WHG ERA 1		WHG ERA 2		WHG ERA 3			USHG ERA 3	USHG ERA 4			USHG ERA 5			USHG ERA 6		P3.1	
			W1.1 Peopling the Earth	W1.2 Agricultural Revolution	W2.1 Early Civilizations and Early Pastoral Societies	W3.1 Classical Traditions / Empires	W3.2 World Religions	3.3 Creating New Governments and a New Constitution	4.1 Challenges to an Emerging Nation		4.2 Regional and Economic Growth	4.3 Reform Movements	5.1 The Coming of Civil War	5.2 Civil War	5.3 Reconsti- tution	6.1 America in the Last Half of the 19 <sup>th</sup> Century	6.2 Policy Issues in USHG Eras 3-6			
<b>Historical Thinking Standards</b>			Grade 6	Grade 7	Grade 6	Grade 7	Grade 6	Grade 7	Grade 6	Grade 7	Grade 7	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8
Grade 9 Assessment Design	15 Items	15 Items										15								
	8 blue 3 green 4 pink	8 blue 3 green 4 pink										8 blue 3 green 4 pink								

**CC** – **Common Core** - Standards assessed every year on every test form; Grade 9 Assessment Part I (16 CE, 16 items); Part II (8 CE, 8 items)

**Cc** – **Common** (Limited Matrix) - Standards assessed every year, but not on every form; 9 Assessment Part I (33 CE represent 6 items ); Part II (12 CE represent 3 items)

**M** - Standards **Matrixed** across forms and years; Grade 9 Assessment Part I (54 CE / 58 w partials represent 8 items); Part II (17 CE / 20 w partials represent 4 items)

### FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5

These foundational expectations are included to help students draw upon their previous study of American history and connect high school United States history with the history studied in 5th and 8th grades.

Note: These might be reviewed as a separate opening unit or woven into Content Expectations 6.1, 6.2, and 6.3.

#### F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

#### F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

Note to teacher: This foundational expectation might be taught in stand-alone lessons or integrated with Standard 6.1.

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
- regional economic differences and similarities, including goods produced and the nature of the labor force (*National Geography Standard 11, p. 206*)
- changes in the size, location, and composition of the population (*National Geography Standard 9, p. 201*)
- patterns of immigration and migration (*National Geography Standard 9, p. 201*)
- development of cities (*National Geography Standard 12, p. 208*)
- changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)
- major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

**Contents of Historical Thinking Standards for Grades 5-12 – National History Standards** [http://nchs.ucla.edu/standards/thinking5-12\\_toc.html](http://nchs.ucla.edu/standards/thinking5-12_toc.html)

<p><b>Standard H1.1</b> <b>Chronological Thinking</b></p>	<p>A. Distinguish between past, present, and future time.                  B. Identify the temporal structure of a historical narrative or story.                  C. Establish temporal order in constructing historical narratives of their own.                  D. Measure and calculate calendar time.                  E. Interpret data presented in time lines and create time lines.                  F. Reconstruct patterns of historical succession and duration; explain historical continuity and change.                  G. Compare alternative models for periodization.</p>
<p><b>Standard H1.2</b> <b>Historical Comprehension</b></p>	<p>A. Identify the author or source of the historical document or narrative and assess its credibility.                  B. Reconstruct the literal meaning of a historical passage.                  C. Identify the central question(s) the historical narrative addresses.                  D. Differentiate between historical facts and historical interpretations.                  E. Read historical narratives imaginatively.                  F. Appreciate historical perspectives.                  G. Draw upon data in historical maps.                  H. Utilize visual, mathematical, and quantitative data.</p>
<p><b>Standard H1.3</b> <b>Historical Analysis and Interpretation</b></p>	<p>A. Compare and contrast differing sets of ideas.                  B. Consider multiple perspectives.                  C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.                  D. Draw comparisons across eras and regions in order to define enduring issues.                  E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.                  F. Compare competing historical narratives.                  G. Challenge arguments of historical inevitability.                  H. Hold interpretations of history as tentative.                  I. Evaluate major debates among historians.                  J. Hypothesize the influence of the past.</p>
<p><b>Standard H1.4</b> <b>Historical Research Capabilities</b></p>	<p>A. Formulate historical questions.                  B. Obtain historical data from a variety of sources.                  C. Interrogate historical data.                  D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.                  E. Employ quantitative analysis.                  F. Support interpretations with historical evidence.</p>
<p><b>Standard H1.5</b> <b>Historical Issues Analysis and Decision-Making</b></p>	<p>A. Identify issues and problems in the past.                  B. Marshal evidence of antecedent circumstances.                  C. Identify relevant historical antecedents.                  D. Evaluate alternative courses of action.                  E. Formulate a position or course of action on an issue.                  F. Evaluate the implementation of a decision.</p>

**National Geography Standards** – from *Geography for Life* <http://www.nationalgeographic.com/xpeditions/standards/matrix.html>

### **G1 - THE WORLD IN SPATIAL TERMS**

Geography studies relationships between people, places, and environments by mapping information about them into a spatial context.

1. How to use maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective.
2. How to use mental maps to organize information about people, places, and environments in a spatial context.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

### **G2 - PLACES AND REGIONS**

The identities and lives of individuals and peoples are rooted in particular places in those human constructs called regions.

4. The physical and human characteristics of places.
5. That people create regions to interpret earth's complexity.
6. How culture and experience influence people's perceptions of places and regions

### **G3 - PHYSICAL SYSTEMS**

Phys. processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

7. The physical processes that shape the patterns of Earth's surface.
8. The characteristics and spatial distribution of ecosystems on Earth's surface.

### **G4 - HUMAN SYSTEMS**

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

9. The characteristics, distribution, and migration of human population on Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The processes, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence human control of Earth's surface.

### **G5 - ENVIRONMENT AND SOCIETY**

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.

14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in meaning, use, distribution and importance of resources.

### **G6 - THE USES OF GEOGRAPHY**

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time – that is, of Earth as it was, is, and might be.

17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.