

Grades 3-5 SCIENCE

Earth and Space Sciences		5.ESS2.A.1
<p>Core Idea Component MLS</p>	<p>Earth's Systems Earth Materials and Systems</p> <p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p style="text-align: center;"><u>Expectation Unwrapped</u></p>	
<p>[Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.]</p> <p>SCIENCE AND ENGINEERING PRACTICES Developing and Using Models</p> <ul style="list-style-type: none"> Develop a model using an example to describe a scientific principle. <p>DISCIPLINARY CORE IDEAS Earth Materials and Systems</p> <ul style="list-style-type: none"> Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. <p>CROSSCUTTING CONCEPTS Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. 		<p>DOK Ceiling 3</p> <p>Item Format Selected Response Constructed Response Technology Enhanced</p>
<p>Content Limits/Assessment Boundaries</p> <ul style="list-style-type: none"> Tasks should be limited to the interactions of two systems at time. Students' descriptions should be limited to a written response. Pictorial descriptions would be possible as part of a technology enhanced item. 		<p>Sample Stems</p>

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Possible Evidence

- Students develop a model, using a specific given example of a phenomenon (observable event), to describe ways that the geosphere, biosphere, hydrosphere, and/or atmosphere interact. In their model, students identify the relevant components of their example, including features of two of the following systems that are relevant for the given example:
 - Geosphere (i.e., solid and molten rock, soil, sediment, continents, and mountains)
 - Hydrosphere (i.e., water and ice in the form of rivers, lakes, and glaciers)
 - Atmosphere (i.e., wind and oxygen)
 - Biosphere (i.e., plants and animals [including humans])
- Students identify and describe relationships (interactions) within and between the parts of the Earth systems identified in the model that are relevant to the example (e.g., the atmosphere and the hydrosphere interact by exchanging water through evaporation and precipitation; the hydrosphere and atmosphere interact through air temperature changes, which lead to the formation or melting of ice).
- Students use the model to describe a variety of ways in which the parts of two major Earth systems in the specific given example interact to affect Earth's surface materials and processes in that context.
- Students use the model to describe how parts of an individual Earth system
 - work together to affect the functioning of that Earth system.
 - contribute to the functioning of the other relevant Earth system.

Stimulus Materials

Graphic organizers, diagrams, graphs, data tables, drawings

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.2.D
2 D Analyze Craft and Structure (Approaching Texts as a Writer) Interaction and Meaning Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Expectation Unwrapped The student will analyze how complex characters develop over the course of a text. The student will analyze how the development of complex characters over the course of a text advances the plot. The student will analyze how the development of complex characters over the course of a text develops the theme.	DOK Ceiling 3
		Item Format Selected Response Constructed Response Technology Enhanced
Content Limits/Assessment Boundaries		Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Sample Stems How do the characters' actions in the text advance the plot/develop the theme of _____? Which theme is developed when the character _____?		

Grade 4 Mathematics

Mathematics		4.NF.A.2
NF A 2	<p>Number Sense and Operations in Fractions</p> <p>Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)</p> <p>Recognize and generate equivalent fractions.</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will recognize and identify equivalent fractions.</p> <p>The student will generate equivalent fractions.</p>		
		<p><u>DOK Ceiling</u></p> <p>2</p>
		<p><u>Item Format</u></p> <p>Selected Response Constructed Response Technology Enhanced</p>
		<p><u>Sample Stems</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <p>Limit the denominators to 2, 3, 4, 5, 6, 8, 10, 12 or 100. All fractions should be less than one.</p>		<p><u>Calculator Designation</u></p> <p>NO – a calculator will not be available for items</p>

Grades 6-8 World History

World History		6-8.WH.4.CC.A
Theme Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today. History: Continuity and Change (World History prior to c. 1450)		
Strand MLS Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	Expectation Unwrapped The student will define and describe feudalism. With a focus on the factors of instability during the fall of Rome and early Japan, the student will compare and contrast the development of feudalism as a system of political organization in both Europe and Japan.	DOK Ceiling 3 Item Format Selected Response Constructed Response Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, comparing: <ul style="list-style-type: none"> • Collapse of empires in Japan and Europe • Rise of kingdoms and shogunates • Rise of societal hierarchy (power structure) • Impact of religious structures and religious tenets on the political system Content limit: This assessment should focus on feudalism in Europe and Japan.	Sample Stems	
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		