

# American History Test Specifications

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## Introduction

The American History Test Specifications provide an overview of the structure and content of Ohio's State Test for American History. This overview includes a description of the test design as well as information on the types of items that appear on the test. A test blueprint is included that identifies the range and distribution of points grouped into various reporting categories. The specifications also provide specific guidelines for the development of all items used for Ohio's American History test. This document is intended to be a resource not only for item writers and test designers, but also for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

## General Description of the Test

In 2018, Ohio's revised Learning Standards for Social Studies were approved by the State Board of Education. Test items are based on these standards starting in the Fall 2020 administration. Additional supports are provided in the Model Curriculum.

The test is administered in two parts to measure performance on the standards and to provide instructional data to teachers and administrators.

## Test Design

In order to provide flexibility in test administration for school districts, the structure of the test will consist of two parts. Both parts of the test are fixed forms that are administered in an online format. (For paper-based tests (including those for students with an IEP or 504 plan that specifies a paper-based accommodation), the items will be modified so they can be scanned and scored electronically or hand-scored.) After the student has completed both parts of the test, his or her scores will be combined to yield a comprehensive view of the student's performance.

## Test Blueprint

The following test blueprint displays the distribution of the Content Statements across the two parts of the test and categories for reporting test results.

<b>American History</b>				
<b>Reporting Categories</b>	<b>Content Statements</b>	<b>Reporting Category Point Range</b>	<b>Total Test Point Range</b>	<b>Total Test DOK Point Range</b>
<b>Skills and Documents</b>		12-14	53-55	DOK 1: 3-13 DOK 2: 35-47 DOK 3: 3-8
Historical Thinking and Skills	1, 2, 3			
Founding Documents	4, 5, 6, 7			
<b>1877-1945</b>		22-24		
Industrialization and Progressivism (1877-1920)	8, 9, 10, 11, 12, 13			
Foreign Affairs from Imperialism to Post-World War I (1898-1930)	14, 15			
Prosperity, Depression and the New Deal (1919-1941)	16, 17, 18, 19			
From Isolation to World War (1930-1945)	20, 21	17-19		
<b>1945-Present</b>				
The Cold War (1945-1991)	22, 23, 24, 25, 26			
Social Transformations in the United States (1945-1994)	27, 28, 29, 30			
United States and the Post-Cold War World (1991-Present)	31, 32, 33			

## Description of Stimulus and Item Types

Stimulus types associated with discrete items or tasks may include:

- Document excerpts and other texts
- Photographs and illustrations
- Graphs
- Charts
- Data tables
- Maps
- Timelines

An **Evidence-Based Set** is a group of several questions, typically 3-5, associated to one or more common stimuli. Evidence-based sets allow students to work with primary and secondary source materials to show deep understanding of social studies topics. The questions in these sets will assess a range of skills and content in the content statements.

## Item Format and Interaction Types

Ohio's State Tests are composed of items containing one or several interaction types. An interaction type is the manner in which a response to an item is provided. The items on each test are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. These interaction types are designed to assess deep levels of understanding.

Currently, there are eight interaction types that may appear on a computer-based test:

- Selectable Hot Text (HT)
- Table Matching (MI)
- Multiple Choice (MC)
- Multi-Select (MS)
- Evidence-Based Selected Response (EBSR)
- Grid (GI)
- Inline Choice (IC)
- Multi-Interaction

These interaction types can stand alone or be combined to create an item. When used together, they will create Evidence-Based Selected Response Items and Multi-Interaction items.

For paper-based tests (including those for students with an IEP or 504 plan that specifies a paper-based accommodation), the items will be modified so they can be scanned and scored electronically or hand-scored.

See the table below for a description of each item type. For examples of each interaction described, see the item type tutorials at <http://oh.portal.airast.org/resources/student-tutorials-and-tools-spr/>.

<b>Item Type</b>	<b>Description</b>
<b>Selectable Hot Text Item (HT)</b>	Excerpted material from the text is presented in this interaction type. When the student hovers over certain words, phrases, or sentences, the options become highlighted. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. Once the text is selected the highlighting remains.
<b>Table Matching Item (MI)</b>	The student checks a box to indicate whether information from a column header matches information from a row header.
<b>Multiple Choice Item (MC)</b>	The student selects the correct answer from among four options.
<b>Multi-Select Item (MS)</b>	The student is directed to select a certain number of correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer.

Item Type	Description
<p><b>Evidence-Based Selected Response Item (EBSR)</b></p>	<p>The student is directed to answer a Part A and Part B of a single item. The two parts are composed of the same or different interaction types. These items are worth a total of 2 points. For full credit (2 pts.), a correct response must be provided for Part A and Part B. For partial credit (1 pt.), a correct response must be provided for Part A. Partial credit is not awarded if the answer in Part A is incorrect even if the student answers Part B correctly.</p>
<p><b>Grid Item (GI)</b></p>	<p>The student may select numbers, words, phrases, or images to display their response. The student may also use the drag-and-drop feature to place objects into a response area. This interaction type may also require the student to use the point, line, or arrow tools to create a response on a graph or gridded area.</p>
<p><b>Inline Choice Item (IC)</b></p>	<p>Given a sentence, paragraph, or table, the student clicks a blank box embedded within a sentence or table which reveals a drop-down menu containing options for completing a sentence or table. The student then selects an option from the drop-down menu to respond.</p>
<p><b>Multi-Interaction Item</b></p>	<p>The student is directed to answer two or more parts. The parts are composed of the same or different interaction types. The item is worth a minimum of 2 points and the points are not part dependent.</p>

# Depth of Knowledge

Each test item is assigned a Depth of Knowledge (DOK) level. Descriptions of the three DOK levels from Karin Hess are provided below.

## ***Level 1 Recall of Information***

Level 1 asks 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. The items 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.

## ***Level 2 Basic Reasoning***

Level 2 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, causes 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.”

## ***Level 3 Complex Reasoning***

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how or 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 new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluation solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Excerpt from “Applying Webb’s Depth-of-Knowledge (DOK) Levels in Social Studies” by Karin K. Hess. Copyright © 2005 Karin Hess, National Center for Assessment, Dover, NH. Used with permission.

## Specific Guidelines for Item Development

The section that follows provides guidance for item writers on writing test questions for each content statement.

<b>Standard/Content Statement</b>	This section contains the essential knowledge to be learned within each course and serve as the basis for classroom and statewide assessments.
<b>Content Elaboration</b>	This section, from the Model Curriculum, contains information and illustrations for the teacher and is designed to clarify, support, and extend understanding of the standards. This section gives detailed explanations of the knowledge and skills represented in the standards.
<b>Expectations for Learning</b>	This section, from the Model Curriculum, contains statements that specify what students should know and be able to do; these can provide guidance for how students may be assessed.
<b>Content limits/notes</b>	This section describes limits or notes that apply to any item aligned to the standard/content statement.
<b>Depth of Knowledge limits/notes</b>	This section describes limits or notes on the depth of knowledge designation of items written to the standard/content statement.
<b>Sample item stems</b>	This section shows several sample item stems aligned to this standard/content statement.

<b>Standard/Content Statement</b>	1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
<b>Content Elaboration</b>	<p>The use of primary and secondary sources in the study of history includes an analysis of their credibility. This is accomplished by checking sources for:</p> <ul style="list-style-type: none"> <li>• the perspective of the author;</li> <li>• agreement with other credible sources;</li> <li>• the qualifications and reputation of the author;</li> <li>• bias of the author (including use of stereotypes);</li> <li>• the circumstances in which the author prepared the source; and</li> <li>• accuracy and consistency of arguments made throughout the source.</li> </ul>
<b>Expectations for Learning</b>	Analyze and evaluate the credibility of primary and secondary sources.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Contextual topics must be oriented toward events and themes covered in the other American History content statements, elaborations, or expectations for learning.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Identify the <b>two</b> sources the student has researched that are potentially biased.</li> <li>• How does the author’s affiliation with this organization impact his credibility?</li> <li>• Which of the author’s qualifications enhances the credibility of her argument?</li> </ul>

<b>Standard/Content Statement</b>	2. Historians develop theses and use evidence to support or refute positions.
<b>Content Elaboration</b>	<p>Historians develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.</p> <p>The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.</p> <p>Historians cite their sources and use the results of their research to support or refute assertions made by others.</p>
<b>Expectations for Learning</b>	Develop a thesis and use evidence to support or refute a position.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Contextual topics must be oriented toward events and themes covered in the other American History content statements, elaborations, or expectations for learning.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which form of evidence is needed to refute the author’s thesis?</li> <li>• Which source helps the author provide a detailed description of the event?</li> <li>• Select the boxes to distinguish between evidence that supports the author’s thesis and evidence that refutes the author’s thesis.</li> <li>• Choose the thesis statement that is supported by the provided evidence.</li> </ul>

<b>Standard/Content Statement</b>	3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
<b>Content Elaboration</b>	<p>When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Migration, an analysis would include its causes and effects.</p> <p>An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?</p> <p>An examination of the Great Migration would include the demand for workers in the industrial north as a short-term cause and the introduction of Jim Crow legislation as a long-term factor contributing to internal migration.</p>
<b>Expectations for Learning</b>	<p>Identify examples of multiple long- and short-term causal relationships with respect to historical events.</p> <p>Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</p>
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Contextual topics must be oriented toward events and themes covered in the other American History content statements, elaborations, or expectations for learning.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Select the boxes to distinguish between causes and effects of the described event.</li> <li>• Classify the events as causes or effects of McCarthyism.</li> <li>• What was a long-term economic factor that led to the growth of the Sun Belt?</li> </ul>

<b>Standard/Content Statement</b>	4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
<b>Content Elaboration</b>	<p>The Declaration of Independence was written to express the ideals that Americans believed government should be founded on. These ideals, embodied in individual and civil liberties, include:</p> <ul style="list-style-type: none"> <li>• unalienable rights;</li> <li>• consent of the people;</li> <li>• equality of rights for all citizens; and</li> <li>• responsibility of the government to protect the rights of its citizens.</li> </ul>
<b>Expectations for Learning</b>	Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess events in the 1700s as influencing the Declaration of Independence. Items should focus on applications of Declaration of Independence principles in historical contexts within the scope of the American History course.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which principle from the Declaration of Independence is the president referring to in his speech?</li> <li>• What ideal is included in the Declaration of Independence?</li> <li>• Identify <b>two</b> unalienable rights from the Declaration of Independence that apply in the given modern scenario.</li> </ul>

<b>Standard/Content Statement</b>	5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
<b>Content Elaboration</b>	<p>The Northwest Ordinance provided the basis for temporary governance for the Northwest Territory and eventual entry into the United States.</p> <p>The Northwest Ordinance established precedents that included:</p> <ul style="list-style-type: none"> <li>• public education (“schools and the means of education”) to be encouraged;</li> <li>• the establishment of civil liberties (e.g., religious liberty, right to trial by jury, writ of habeas corpus);</li> <li>• the prohibition of slavery (later included in the Constitution as the 13th Amendment); and</li> <li>• state governments were to be republican in structure (this provision was repeated in the U.S. Constitution).</li> </ul>
<b>Expectations for Learning</b>	Explain the precedents for governing the United States that were established by the Northwest Ordinance.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should not focus on the specifics of the steps to reach statehood in the Northwest Ordinance.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What freedom was provided to citizens by the Northwest Ordinance?</li> <li>• Which provision of the Northwest Ordinance was included in the U.S. Constitution?</li> <li>• Identify <b>two</b> precedents established by the Northwest Ordinance.</li> </ul>

<b>Standard/Content Statement</b>	6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
<b>Content Elaboration</b>	<p>The U.S. Constitution strengthened the structure of the national government by:</p> <ul style="list-style-type: none"> <li>• establishing three separate branches;</li> <li>• including the principle of federalism that delineated the distribution of powers between the national government and the states;</li> <li>• instituting the ability to pass legislation and amend the Constitution; and</li> <li>• giving the ability to address the issues facing the nation (e.g., powers to levy taxes, raise armies, and regulate commerce) to Congress.</li> </ul> <p>The U.S. Constitution defined the relationship between the people and their government by:</p> <ul style="list-style-type: none"> <li>• limiting government to protect individual and civil liberties;</li> <li>• ensuring people have a role in electing government representatives; and</li> <li>• guaranteeing power from the consent of the people.</li> </ul>
<b>Expectations for Learning</b>	Explain how the U.S. Constitution establishes a limited government that protects the rights of the people.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess factors related to the Articles of Confederation as influences on the Constitution.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which principle of the Constitution refers to the distribution of powers between the national government and the states?</li> <li>• How does the Constitution allow the federal government to provide for national security?</li> <li>• How does the Constitution protect citizens against the power of government?</li> <li>• Select all of the examples of ways the Constitution created a system of government that protects the rights of people.</li> </ul>

<b>Standard/Content Statement</b>	7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
<b>Content Elaboration</b>	<p>The Federalists published a series of essays to convince others to support the ratification of the U.S. Constitution. The Federalist advocated for:</p> <ul style="list-style-type: none"> <li>• national taxation to fund the central government;</li> <li>• a standing army for a strong national defense; and</li> <li>• a strong central government with checks and balances.</li> </ul> <p>The Anti-Federalists also published their concerns relating to the shift of power from state governments to a strong central government. Their concerns included:</p> <ul style="list-style-type: none"> <li>• national taxation becoming repressive;</li> <li>• the use of a standing army against their own citizens; and</li> <li>• establishing a balance of power between national and state governments.</li> </ul> <p>One of the key issues in the debate over the ratification of the Constitution concerned individual rights. Anti-Federalist arguments regarding the lack of protections of individual liberties led to the introduction and eventual ratification of the Bill of Rights, which included:</p> <ul style="list-style-type: none"> <li>• freedom of speech, press, assembly, petition, religion;</li> <li>• due process of law; and</li> <li>• protections against illegal search and seizure.</li> </ul>
<b>Expectations for Learning</b>	<p>Compare the arguments of the Federalists and Anti-Federalists.</p> <p>Explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights.</p>
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess prior knowledge of the views or works of individual Federalists or Anti-Federalists.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Select the boxes to distinguish between the positions of Federalists and Anti-Federalists.</li> <li>• During the ratification debates, what was a main concern of Anti-Federalists?</li> <li>• During the ratification debates, what was a main concern of the Federalists?</li> <li>• How did the incorporation of the Bill of Rights address Anti-Federalist concerns?</li> <li>• The 1<sup>st</sup> Amendment to the U.S. Constitution is shown. [excerpt] How did this amendment address an Anti-Federalist concern?</li> </ul>

<b>Standard/Content Statement</b>	8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
<b>Content Elaboration</b>	<p>Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. Consequences of this transformation included:</p> <ul style="list-style-type: none"> <li>• a shift from a predominance of agricultural workers to a predominance of factory workers;</li> <li>• a shift from rural living to urban living, with more people living in crowded and unsanitary conditions;</li> <li>• new technologies made production more efficient as machines replaced human labor;</li> <li>• increased agricultural production due to mechanized farming; and</li> <li>• the development of the mechanized assembly line and mass production which led to the transition from skilled to unskilled labor.</li> </ul> <p>Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries included the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile, and airplane.</p>
<b>Expectations for Learning</b>	Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Identify <b>two</b> factors that contributed to the increased urbanization of the United States during the late 1800s.</li> <li>• What technological innovation of this era changed how citizens communicated with each other?</li> <li>• What was a negative effect that resulted from the rapid growth of cities during the early 1900s?</li> </ul>

<b>Standard/Content Statement</b>	9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
<b>Content Elaboration</b>	<p>The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers.</p> <p>Laissez-faire policies allowed the formation of monopolies and trusts. Conflict between corporations and labor led to the growth of labor unions. Labor unions advocated for workplace reforms such as:</p> <ul style="list-style-type: none"> <li>• shorter work days;</li> <li>• increased pay;</li> <li>• safer working conditions; and</li> <li>• restrictions on child labor.</li> </ul> <p>Tactics employed by the labor unions to achieve their goals included:</p> <ul style="list-style-type: none"> <li>• collective bargaining;</li> <li>• strikes; and</li> <li>• boycotts.</li> </ul> <p>Labor organizations faced violent backlash from business owners that sometimes led to government intervention.</p>
<b>Expectations for Learning</b>	Explain the economic effects of industrialization, the growth of organized labor, and the influences of laissez-faire policies.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What condition in factories contributed to the growth of labor unions?</li> <li>• Select the <b>two</b> ways that labor unions attempted to achieve their goals.</li> <li>• In the excerpt, what benefit does the author demand be provided by factory owners to their workers?</li> <li>• What is an example of backlash against labor union activity? How did the government intervene in this situation?</li> <li>• How did unchecked laissez-faire policies have negative consequences for the U.S. economy?</li> </ul>

<b>Standard/Content Statement</b>	10. Immigration, internal migration and urbanization transformed American life.
<b>Content Elaboration</b>	<p>Mass immigration at the turn of the 20th century made the country more diverse and transformed American life. Effects of mass immigration included:</p> <ul style="list-style-type: none"> <li>• filling a demand for workers;</li> <li>• diffusion of ethnic traits into American culture;</li> <li>• impacting the growth of cities; and</li> <li>• increased nativist sentiment.</li> </ul> <p>Internal migration contributed to the growth of urban areas. Many people left their farms for the cities seeking greater job opportunities.</p> <p>The Great Migration was the mass movement of African Americans who fled the rural South for the urban North. They sought to escape discrimination and secure better-paying jobs. The Great Migration helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, and literature).</p> <p>Urbanization transformed the physical nature of cities including:</p> <ul style="list-style-type: none"> <li>• buildings becoming taller and tenement buildings providing housing for working families;</li> <li>• increased crime, disease, overcrowding, poor living conditions, and lack of sanitation services;</li> <li>• the emergence of ethnic neighborhoods;</li> <li>• improvements in public transportation; and</li> <li>• a growing middle class that could easily commute for employment and leisure activities.</li> </ul>
<b>Expectations for Learning</b>	Analyze how immigration, internal migration and urbanization transformed American life.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Select <b>two</b> ways that immigration in the early 1900s changed the physical nature of cities.</li> <li>• How did the industrialization of U.S. cities help to cause the Great Migration?</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li>• What factor contributed to the growth of nativist sentiment in the United States during the early 1900s?</li></ul> |
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<b>Standard/Content Statement</b>	11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
<b>Content Elaboration</b>	<p>Industrialization led to increased demand for natural resources and encouraged westward migration by Americans.</p> <p>As Americans moved west, conflicts often occurred as Americans came into contact with American Indians. Consequences of these conflicts included:</p> <ul style="list-style-type: none"> <li>• the Plains Wars;</li> <li>• the Battle of Little Bighorn;</li> <li>• the Wounded Knee Massacre; and</li> <li>• resistance to assimilation (e.g., Ghost Dance).</li> </ul> <p>The demand for resources and land in the West changed the life of the American Indians, who continued to be displaced from their ancestral lands through a series of treaties and government actions that included:</p> <ul style="list-style-type: none"> <li>• Homestead Acts;</li> <li>• Dawes Act;</li> <li>• reservation system;</li> <li>• Indian residential schools; and</li> <li>• Americanization and assimilation.</li> </ul>
<b>Expectations for Learning</b>	Explain how continued American westward movement impacted American Indians.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which conflict was a direct result of continued westward expansion during the late 1800s?</li> <li>• Identify <b>two</b> pieces of legislation that forcibly displaced American Indians from their ancestral lands.</li> <li>• What was one government practice that encouraged the assimilation of American Indians into U.S. society?</li> <li>• Identify <b>two</b> long-term effects the reservation system had on American Indians.</li> </ul>

<b>Standard/Content Statement</b>	12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
<b>Content Elaboration</b>	<p>The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party’s control of state governments. Many reforms enacted by Reconstruction governments were repealed.</p> <p>Racial discrimination was further institutionalized with the passage of Jim Crow Laws. These state laws and local ordinances enforced discriminatory policies that included:</p> <ul style="list-style-type: none"> <li>• racial segregation;</li> <li>• limited ballot access;</li> <li>• prohibition of interracial marriage; and</li> <li>• limited protection of civil rights for African Americans.</li> </ul> <p>The U.S. Supreme Court affirmed segregation in the <i>Plessy v Ferguson</i> decision.</p> <p>The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.</p>
<b>Expectations for Learning</b>	<p>Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.</p> <p>Describe institutionalized racist practices in post-Reconstruction America.</p>
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What was the impact of the Supreme Court’s decision in <i>Plessy v. Ferguson</i>?</li> <li>• Following Reconstruction, which factor led to an increase in violent incidents against African Americans?</li> <li>• Which action of the federal government led to decreased protections for African Americans in the South?</li> </ul>

<b>Standard/Content Statement</b>	13. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
<b>Content Elaboration</b>	<p>Industrial capitalism, urbanization and political corruption contributed to problems in American society in the late 19th and early 20th centuries. Public reaction to the effects of industrialization led to the creation of a reform agenda which contributed to the rise of Progressivism. Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice, and life in urban America.</p> <p>Progressives introduced reforms to address the issues associated with industrial capitalism. Their efforts led to antitrust lawsuits, antitrust legislation, railroad regulation, consumer protection legislation, and conservation reforms. Examples of progressive reforms included:</p> <ul style="list-style-type: none"> <li>• Sherman and Clayton Antitrust Acts;</li> <li>• Pure Food and Drug Act;</li> <li>• Meat Inspection Act; and</li> <li>• creation of the U.S. Forest Service and the National Park Service.</li> </ul> <p>Progressives sought to address concerns arising with growing urban settlement. Examples of actions taken to combat problems caused by urbanization included:</p> <ul style="list-style-type: none"> <li>• the creation of settlement houses;</li> <li>• improvements in public sanitation; and</li> <li>• building codes established to address concerns with tenement housing.</li> </ul> <p>The Federal Reserve Act was passed to control the nation’s money supply and regulate the banking system. Progressives fought political corruption and introduced reforms to make the political process more democratic.</p> <p>Other progressive reforms included:</p> <ul style="list-style-type: none"> <li>• 16th Amendment (power of Congress to levy an income tax);</li> <li>• 17th Amendment (direct election of U.S. Senators);</li> <li>• 18th Amendment (prohibition of alcoholic beverages); and</li> <li>• 19th Amendment (women’s suffrage).</li> </ul>
<b>Expectations for Learning</b>	Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization, and political corruption.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>

<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"><li>• Which bill was passed to address progressivists concerns about consumer safety?</li><li>• Why did Congress pass the Federal Reserve Act of 1913?</li><li>• Which progressive concern resulted in the passage of a constitutional amendment?</li><li>• Identify <b>two</b> actions that were taken to combat problems caused by urbanization.</li></ul>

<b>Standard/Content Statement</b>	14. As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power.
<b>Content Elaboration</b>	<p>Following the initial settlement of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets, prestige, an expanded navy, and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. Such actions included:</p> <ul style="list-style-type: none"> <li>• the annexation of Hawaii;</li> <li>• the Spanish-American War; and</li> <li>• Big Stick Diplomacy.</li> </ul> <p>With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries which allowed the United States to emerge as a world power.</p>
<b>Expectations for Learning</b>	Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What event reflected the U.S. government’s favorable attitude to foreign expansion during the late 1800s?</li> <li>• How did the United States benefit from the outcome of the Spanish-American War?</li> <li>• Identify <b>two</b> factors that fostered the growth of the United States as a world power.</li> <li>• How did the Spanish-American War help the United States emerge as a world power?</li> </ul>

<b>Standard/Content Statement</b>	15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
<b>Content Elaboration</b>	<p>After World War I, the United States emerged as a world leader and pursued efforts to maintain peace in the world. The United States’ efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States’ decision not to join the League of Nations.</p> <p>Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion. In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as “an instrument of national policy.” In later legislative acts, the United States sought to limit its involvement in international affairs.</p>
<b>Expectations for Learning</b>	Explain why and how the United States moved to a policy of isolationism following World War I.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p> <p>Items relating to “later legislative acts” referred to in the Content Elaboration section must include an excerpt from or description of the act and not require direct recall.</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Why did the United States decline to join the League of Nations?</li> <li>• How did the Kellogg-Briand Pact reinforce the U.S. government’s foreign policy of isolationism?</li> <li>• Identify <b>two</b> actions of the U.S. government that reflected an increasingly isolationist foreign policy.</li> </ul>

<b>Standard/Content Statement</b>	16. Racial intolerance, anti- immigrant attitudes and the Red Scare contributed to social unrest after World War I.
<b>Content Elaboration</b>	<p>The Great Migration of African Americans to northern cities heightened racial tensions due to increased competition for jobs, housing, and public services. Evidence of racial tension throughout the nation included:</p> <ul style="list-style-type: none"> <li>• enforcement of Jim Crow legislation that continued in the South during the post-war era;</li> <li>• lynchings and threats of racial violence;</li> <li>• racial intolerance and the revival of the Ku Klux Klan across the United States; and</li> <li>• urban race riots.</li> </ul> <p>An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan.</p> <p>The rise of Communism in Russia as well as post-war labor strikes and violence in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many immigrants.</p>
<b>Expectations for Learning</b>	Describe how racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What was a major contributing factor to the First Red Scare?</li> <li>• Which government policy reflected growing nativist sentiment in the United States in the decade that followed World War I?</li> <li>• Identify <b>two</b> factors that led to the revival of the Ku Klux Klan during the 1920s and 1930s.</li> <li>• Which statement describes social unrest after World War I?</li> </ul>

<b>Standard/Content Statement</b>	17. An improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions.
<b>Content Elaboration</b>	<p>Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans.</p> <p>Technological innovations in industry, transportation, and communication included:</p> <ul style="list-style-type: none"> <li>• the assembly line;</li> <li>• automobile;</li> <li>• commercial aircraft;</li> <li>• talking motion pictures;</li> <li>• commercial radio broadcasts; and</li> <li>• wider circulation of newspapers and magazines;</li> </ul> <p>These innovations brought change, but some changes challenged social norms and increased tensions.</p>
<b>Expectations for Learning</b>	Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which product could more people afford due to an improved standard of living in the United States following World War I?</li> <li>• Select the boxes to match each technological innovation of the early 20th century to the category of American life that it influenced.</li> <li>• Select <b>two</b> impacts that the development of the automobile had on American society.</li> </ul>

<b>Standard/Content Statement</b>	18. Movements such as the Harlem Renaissance, African-American migration, women’s suffrage, and Prohibition all contributed to social change.
<b>Content Elaboration</b>	<p>The passage of the Jim Crow laws and new job opportunities in the American North influenced the Great Migration of African Americans from the South to cities throughout the Northeast and Midwest. These cities quickly became cultural centers for African Americans in the United States.</p> <p>The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.</p> <p>The goal of the Women’s Suffrage Movement was obtained with the passage of the 19th Amendment. Women’s increased economic and political participation led to changes in social attitudes.</p> <p>Prohibition had mixed results and lacked popular support. It led to speakeasies and increased organized crime. The 18th Amendment was difficult and costly to enforce and was repealed with the 21st Amendment.</p>
<b>Expectations for Learning</b>	Describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage, and Prohibition.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which statement accurately describes the relationship between the Great Migration and the Harlem Renaissance?</li> <li>• What led to the passage and ratification of the 21st Amendment?</li> <li>• How did the 19th Amendment impact U.S. society?</li> </ul>

<b>Standard/Content Statement</b>	19. The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
<b>Content Elaboration</b>	<p>One factor leading to the Great Depression in the United States was the excessive amount of lending by banks. This increased the easy access to and fueled the use of consumer credit.</p> <p>The Federal Reserve attempted to curb these practices by constricting the money supply. This action worsened economic conditions by making it more difficult for people to repay debts. It was also difficult for businesses and banks to continue operations.</p> <p>Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. However, the collapse of the stock market led many to lose their investments and fortunes. The closing of many businesses led to the rise of consumer debt as workers lost needed income.</p> <p>During the 1930s, the role of the federal government was greatly expanded through New Deal legislation, policies, and agencies which included:</p> <ul style="list-style-type: none"> <li>• the Social Security Act;</li> <li>• the National Recovery Administration;</li> <li>• the Securities and Exchange Commission (SEC);</li> <li>• the Federal Deposit Insurance Corporation (FDIC); and</li> <li>• Public Works Programs (e.g., Works Progress Administration, Tennessee Valley Authority, Civilian Conservation Corps).</li> </ul> <p>The benefits of New Deal programs were unevenly distributed furthering the divide between social classes and minorities.</p>
<b>Expectations for Learning</b>	<p>Describe how the federal government’s monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.</p> <p>Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.</p>
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• How did the Federal Reserve’s constriction of the money supply and the availability of credit contribute to the start of the Great Depression?</li> </ul>

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|  | <ul style="list-style-type: none"><li>• How did stock market speculation contribute to the start of the Great Depression?</li><li>• Identify <b>two</b> ways that New Deal legislation led to greater government involvement in the U.S. economy.</li><li>• Which factor caused wealthy investors to lose their fortunes at the beginning of the Great Depression?</li></ul> |
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<b>Standard/Content Statement</b>	20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.
<b>Content Elaboration</b>	<p>Following World War I, the United States was reluctant to become involved in overseas conflicts that could lead to another war.</p> <p>The Neutrality Acts of the 1930s were attempts to isolate the country from the emerging problems in Asia and Europe.</p> <p>In an effort to aid countries fighting against fascist aggression, the United States introduced the cash-and-carry policy, the Lend-Lease Act, and helped write the Atlantic Charter.</p> <p>The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.</p>
<b>Expectations for Learning</b>	Explain how America transitioned from an isolationist foreign policy to involvement in World War II.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which international conflict led to the U.S. government’s pursuit of an isolationist foreign policy during the 1930s?</li> <li>• How did the passage of the Lend-Lease Act represent a shift away from an isolationist foreign policy?</li> <li>• Select the boxes to distinguish between actions that exemplified the U.S. government’s isolationist foreign policy and actions that indicated the end of this policy.</li> </ul>

<b>Standard/Content Statement</b>	21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.
<b>Content Elaboration</b>	<p>The policy and mobilization of the United States at the outbreak of World War II greatly impacted the lives of Americans. Aspects of wartime policy and mobilization included:</p> <ul style="list-style-type: none"> <li>• transition from peacetime to wartime economy (e.g., price controls, War Production Board);</li> <li>• personal sacrifices for the war effort (e.g., rationing, victory gardens);</li> <li>• military mobilization efforts (e.g., military draft, naval expansion);</li> <li>• contributions to the war effort (e.g., war bonds, scrap drives); and</li> <li>• propaganda efforts by the government.</li> </ul> <p>Job opportunities in the civilian workforce and in the military opened for women and minorities.</p> <p>Marginalized groups and their experiences during World War II included:</p> <ul style="list-style-type: none"> <li>• African Americans (e.g., Double V Campaign);</li> <li>• Japanese Americans (e.g., internment camps);</li> <li>• American Indians (e.g., Navajo Code Talkers); and</li> <li>• Mexican Immigrants (e.g., Bracero Program).</li> </ul>
<b>Expectations for Learning</b>	Explain changes American society experienced with the mobilization of its economic and military resources during World War II.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which statement accurately describes how the role of women in U.S. society changed during World War II?</li> <li>• Identify <b>three</b> ways that U.S. wartime policy affected citizens on the homefront.</li> <li>• Select the boxes to match each government policy to the marginalized group it affected during the World War II period.</li> </ul>

<b>Standard/Content Statement</b>	22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.
<b>Content Elaboration</b>	<p>The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. Atomic bombs introduced a new type of weapon capable of mass destruction. Possession of the nuclear bomb contributed to the status of the United States as a superpower.</p> <p>Successful Soviet development of the atomic bomb in 1949 escalated an arms race that continued throughout the Cold War and led to heightened fears of a nuclear war and the establishment of the Soviet Union as a second superpower.</p>
<b>Expectations for Learning</b>	Explain how atomic weapons have changed the nature of war, altered the balance of power, and started the nuclear age.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which event led directly to the end of World War II?</li> <li>• Why were the United States and Soviet Union referred to as “superpowers” during the Cold War?</li> <li>• Identify <b>two</b> events that contributed to the start of an arms race between the United States and the Soviet Union.</li> </ul>

<b>Standard/Content Statement</b>	23. The United States followed a policy of containment during the Cold War in response to the spread of communism.
<b>Content Elaboration</b>	<p>The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia, and expanded to other parts of the world over the next several decades.</p> <p>Reasons for implementing the policy of containment included:</p> <ul style="list-style-type: none"> <li>• the fear of Soviet Expansion in Europe;</li> <li>• the rise of communism in China; and</li> <li>• the spread of communism throughout Latin America and Asia.</li> </ul> <p>Containment policies and international alliances included:</p> <ul style="list-style-type: none"> <li>• the Marshall Plan;</li> <li>• the Truman Doctrine; and</li> <li>• the North Atlantic Treaty Organization (NATO).</li> </ul> <p>In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam Wars.</p>
<b>Expectations for Learning</b>	Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Select the boxes to match each containment-based U.S. government policy to its specific objective.</li> <li>• Why were U.S. troops deployed to Korea and Vietnam during the Cold War?</li> <li>• Identify <b>two</b> international developments that led to the U.S. government’s containment policy during the Cold War.</li> </ul>

<b>Standard/Content Statement</b>	24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.
<b>Content Elaboration</b>	<p>The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia caused a Second Red Scare. These developments sparked fears among many Americans and challenged civil liberties. The Second Red Scare focused attention on the media, labor unions, universities, and the military as targets of communist subversion.</p> <p>Fears of subversion and charges of communist infiltration of the U.S. government led to the following actions:</p> <ul style="list-style-type: none"> <li>• McCarthyism;</li> <li>• investigations of the House Un-American Activities Committee (HUAC); and</li> <li>• blacklisting of suspected communists.</li> </ul>
<b>Expectations for Learning</b>	Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Identify <b>two</b> groups that were suspected of communist subversion during the Second Red Scare.</li> <li>• Which statement accurately summarizes the relationship between McCarthyism and international developments of the early Cold War period?</li> <li>• What was a consequence of being blacklisted during the Second Red Scare?</li> </ul>

<b>Standard/Content Statement</b>	25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
<b>Content Elaboration</b>	<p>The Cold War dominated international politics and impacted domestic policies in the United States for 45 years. Domestic and international concerns during this period included:</p> <ul style="list-style-type: none"> <li>• the Korean War;</li> <li>• the Second Red Scare;</li> <li>• the nuclear arms race;</li> <li>• the Bay of Pigs Invasion and Cuban Missile Crisis;</li> <li>• political and military intervention in the Middle East and Latin America;</li> <li>• expansion of the role of the United Nations; and</li> <li>• the Vietnam War.</li> </ul> <p>The Korean War sparked international events and concerns that would persist for decades including:</p> <ul style="list-style-type: none"> <li>• further tensions between the United States and China;</li> <li>• the continued division of North and South Korea; and</li> <li>• improved relations and diplomacy between the United States and Japan.</li> </ul> <p>The Vietnam War divided the country and sparked massive protests. Major domestic issues and events included:</p> <ul style="list-style-type: none"> <li>• cuts to spending on domestic programs;</li> <li>• urban unrest and violence; and</li> <li>• anti-war protests.</li> </ul>
<b>Expectations for Learning</b>	Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What was the outcome of the Korean War?</li> <li>• Which event led to long-term military and political tension between the United States and China?</li> <li>• Identify <b>two</b> Cold War events that took place the Western Hemisphere.</li> </ul>

<b>Standard/Content Statement</b>	26. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.
<b>Content Elaboration</b>	<p>U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union (i.e., Union of Soviet Socialist Republics). This led to a reduction of tensions between the United States and the former Soviet Union.</p> <p>The fall of the Berlin Wall followed by mass demonstrations for democracy contributed to the decline of communist governments in Eastern Europe.</p> <p>The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. The United States supported economic and education reforms by providing assistance to some of the former communist countries.</p>
<b>Expectations for Learning</b>	Explain how U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union and brought a close to the Cold War.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What effect did the collapse of the Berlin Wall have in central and eastern European countries?</li> <li>• What was the U.S. government’s role in the collapse of the Soviet Union?</li> <li>• Identify <b>two</b> ways that the United States provided assistance to formerly communist countries at the end of the Cold War.</li> </ul>

<b>Standard/Content Statement</b>	27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
<b>Content Elaboration</b>	<p>Following World War II, movements began to highlight the need to secure the same freedoms and opportunities for groups of marginalized Americans that other Americans enjoyed.</p> <p>Civil Rights organizations fought for equal opportunities for African Americans and to end segregation. Organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC) sought to change long-standing policies and laws.</p> <p>Many Civil Rights activists demonstrated to affect political and social change. These activists mobilized to carry out demonstrations to bring light to the injustices plaguing the nation. Examples of these actions included:</p> <ul style="list-style-type: none"> <li>• the Montgomery Bus Boycott;</li> <li>• the March on Washington; and</li> <li>• the Freedom Rides.</li> </ul> <p>Their actions helped to bring about legislative Civil Rights Act and Voting Rights Acts and judicial change including <i>Brown v. Board of Education</i>.</p> <p>Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers.</p> <p>Women made progress toward equal opportunities through demonstrations, legislation, and the establishment of the National Organization for Women (NOW).</p> <p>The American Indian Movement (AIM) worked to improve conditions on reservations, protect land rights, and improve opportunities in education and employment.</p> <p>The Gay Liberation Movement began with the Stonewall Riots, which led to an organized effort for full inclusion in public life and institutions.</p>
<b>Expectations for Learning</b>	Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the post-World War II period.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>

<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"><li>• How did the Supreme Court's decision in <i>Brown v. Board of Education</i> represent a victory for African American civil rights activists?</li><li>• Why did civil rights activists organize the March on Washington?</li><li>• Select the boxes to match each civil rights organization with its main objective.</li></ul>

<b>Standard/Content Statement</b>	28. The postwar economic boom and advances in science and technology, produced changes in American life.
<b>Content Elaboration</b>	<p>In the decades following World War II, the United States experienced an era of unprecedented prosperity and economic growth. Several factors that contributed to this prosperity and economic growth included:</p> <ul style="list-style-type: none"> <li>• increased demand for goods and services;</li> <li>• growth of suburbs; and</li> <li>• the Baby Boom.</li> </ul> <p>Advances in science and technology following the war also impacted American life in several ways including:</p> <ul style="list-style-type: none"> <li>• medicine (e.g. polio vaccine, birth control pill);</li> <li>• nuclear power plants;</li> <li>• transportation (e.g. passenger jet plane, automobiles); and</li> <li>• television.</li> </ul>
<b>Expectations for Learning</b>	Describe how American life in the postwar period was impacted by the post-World War II economic boom and by advances in science and technology.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Identify <b>two</b> factors that contributed to sustained economic growth in the United States in the decades following World War II.</li> <li>• Which development of the post–World War II economic boom provided a new form of fuel that supplied Americans with electricity?</li> <li>• Which factor contributed to the growth of suburban areas?</li> </ul>

<b>Standard/Content Statement</b>	29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
<b>Content Elaboration</b>	<p>The postwar movement from cities to suburbs had social and political effects that included:</p> <ul style="list-style-type: none"> <li>• white flight and discriminatory loan practices towards minorities (i.e., redlining);</li> <li>• polarization of urban and rural voters; and</li> <li>• urban riots throughout the 1960s.</li> </ul> <p>Residents of the Rust Belt region of the country were being drawn by the employment opportunities offered by defense plants and high-tech industries located in the South and California. This migration led to the growth of the Sun Belt. This development contributed to a political power shift in the country reflected in the reapportionment of congressional districts.</p> <p>The 1965 Immigration Act allowed more individuals from Asia, Africa, and Latin America to enter the United States. The immigration that followed impacted the country's demographic makeup. For example, Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs.</p> <p>These demographic changes impacted voting practices and the balance of power between the major political parties.</p>
<b>Expectations for Learning</b>	Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• What was the result of the 1965 Immigration and Nationality Act?</li> <li>• Identify <b>two</b> reasons that the population of the Sunbelt region has grown.</li> <li>• Which economic factor led to the outbreak of urban riots in the 1960s?</li> </ul>

<b>Standard/Content Statement</b>	30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
<b>Content Elaboration</b>	<p>In the post-World War II period, the role of the government in influencing the economy continued to be a source of partisan debate. Public opinion on the issue was often influenced by the state of the economy (e.g., poverty, and unemployment). Examples of major economic policies influenced by shifts in public opinion included:</p> <ul style="list-style-type: none"> <li>• the Great Society (Medicare and Medicaid); and</li> <li>• Reaganomics (Supply-Side Economics and Deregulation).</li> </ul> <p>The debate on the government’s role in protecting the environment also increased due to research on the effects of pesticides, pollution, waste disposal, and the extent of climate change. Demands from environmentalists led to the establishment of the Environmental Protection Agency (EPA).</p> <p>The controversies surrounding the federal government’s role in protecting the country from communist infiltration and subversion continued during the Vietnam War Era. Domestic issues that led to debates over national security included:</p> <ul style="list-style-type: none"> <li>• anti-war protests;</li> <li>• Civil Rights Movement; and</li> <li>• balance between individual rights and national security.</li> </ul>
<b>Expectations for Learning</b>	Explain why the government’s role in the economy, environmental protection, social welfare, and national security became the topic of political debates between 1945 and 1994.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which event showed the government’s growing role in economic affairs?</li> <li>• Identify <b>two</b> purposes of Great Society legislation.</li> <li>• Which development led to increased debate about the balance between individual rights and national security?</li> </ul>

<b>Standard/Content Statement</b>	31. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
<b>Content Elaboration</b>	<p>The American economy has been impacted by many influences since the early 1990s. Global technology has increased communication through the use of the:</p> <ul style="list-style-type: none"> <li>• personal computer;</li> <li>• Internet and social media; and</li> <li>• mobile phone.</li> </ul> <p>International trade, transnational business organizations, and overseas competition have challenged American producers and local communities, the effects of which have led to:</p> <ul style="list-style-type: none"> <li>• a decrease in manufacturing jobs and closing of plants;</li> <li>• a shift from a manufacturing industry toward a service industry;</li> <li>• growth in lower-paying jobs;</li> <li>• growth of Information technology jobs; and</li> <li>• an increase in the U.S. trade deficit.</li> </ul>
<b>Expectations for Learning</b>	Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Which factor has caused an increase in the U.S. trade deficit?</li> <li>• How has the development of mobile internet technology impacted the American economy?</li> <li>• How has the growth of international trade affected the U.S. manufacturing sector?</li> </ul>

<b>Standard/Content Statement</b>	32. Focusing on domestic policy, the United States faces ongoing social, political, national security and economic challenges in the post-Cold War era and following the attacks on September 11, 2001.
<b>Content Elaboration</b>	<p>The post-Cold War period and the attacks on Sept. 11, 2001, presented new domestic challenges for the United States. Issues impacting national security include:</p> <ul style="list-style-type: none"> <li>• the dynamic of balancing national security with civil liberties (USA PATRIOT Act);</li> <li>• the creation of the Transportation Security Administration</li> <li>• an increase in Islamophobia and xenophobia; and</li> <li>• increasing fears of domestic terrorism.</li> </ul> <p>The continuing debate between the role of the state and federal government in political and social issues includes disagreements over:</p> <ul style="list-style-type: none"> <li>• LGBTQ+ rights;</li> <li>• legalization of marijuana for medical conditions;</li> <li>• gun rights and gun control;</li> <li>• racial and gender equality; and</li> <li>• health care.</li> </ul> <p>Issues impacting the American economy include:</p> <ul style="list-style-type: none"> <li>• operating within a globalized economy;</li> <li>• a post-Cold War decrease in defense spending;</li> <li>• the mortgage crisis; and</li> <li>• government bailouts.</li> </ul>
<b>Expectations for Learning</b>	Explain the social, political, economic, and national security challenges the United States’ domestic policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Identify <b>two</b> lasting effects resulting from the attacks of September 11, 2001.</li> <li>• What is an example of a social issue debated in the United States in the 21st century?</li> <li>• What effect did the mortgage crisis beginning in 2007 have on the larger U.S. economy?</li> <li>• How has the globalized economy impacted the domestic workforce in the United States?</li> </ul>

<b>Standard/Content Statement</b>	33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.
<b>Content Elaboration</b>	<p>The post-Cold War period and the attacks on Sept. 11, 2001, presented new foreign policy challenges for the United States.</p> <p>Economic challenges of a globalized world have led to the following:</p> <ul style="list-style-type: none"> <li>• international demand for the U.S. dollar;</li> <li>• balance of trade;</li> <li>• international economic partnerships (World Economic Forum and World Trade Organization); and</li> <li>• outsourcing of U.S. jobs.</li> </ul> <p>Social and political challenges of a globalized world include:</p> <ul style="list-style-type: none"> <li>• pandemic diseases;</li> <li>• an increase in the immigration of refugees from war-torn regions of the world;</li> <li>• international humanitarian aid; and</li> <li>• the debate over the treatment of enemy combatants.</li> </ul> <p>The post-Cold War period and the attacks on September 11, 2001 impacted the military in the following ways:</p> <ul style="list-style-type: none"> <li>• increased defense spending as a result of the war on terrorism;</li> <li>• role of the United States and United Nations in addressing political and social unrest in the Middle East; and</li> <li>• the control of weapons of mass destruction in areas of the world perceived as a threat to world stability.</li> </ul>
<b>Expectations for Learning</b>	Explain the social, political, economic, and national security challenges the United States’ foreign policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.
<b>Content limits/notes</b>	<p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should assess general knowledge associated with the listed topics, not specific details, dates or individuals. Focus should be on three key questions: 1. What was it? 2. What caused/led to/created it? 3. What short/long term impact did it have?</p>
<b>Depth of Knowledge limits/notes</b>	DOK levels 1-3 will be assessed, unless otherwise noted.
<b>Sample item stems</b>	<ul style="list-style-type: none"> <li>• Identify <b>two</b> ways that the attacks of September 11, 2001, impacted the U.S. military.</li> <li>• Select the boxes to distinguish between social challenges and political challenges of the post-9/11 era vs. the pre-9/11 era.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• How has the increasingly globalized economy created foreign policy challenges for the United States?</li></ul> |
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