



U.S. History

End-of-Course Assessment

Test Item Specifications



FLORIDA DEPARTMENT OF EDUCATION
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INTRODUCTION

In recent years, two realities focused attention on the need to reevaluate Florida's Sunshine State Standards (Standards). First, in 2005, outside consultants reviewed the 1996 Standards and suggested that the benchmark language offer greater specificity to indicate clearly what teachers should teach and what students should be able to do. Second, federal legislation through the *No Child Left Behind Act of 2001* (NCLB) holds schools and school districts accountable for how well each child is learning, which further emphasized the need to hone expectations for all students.

In December 2008, the Florida State Board of Education adopted the Next Generation Sunshine State Standards (NGSSS) for Social Studies. These standards will be used to develop the U.S. History End-of-Course Assessment. The Florida State Board of Education has made the standards available online at: <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>.

The NGSSS are divided into benchmarks that identify what a student should know and be able to do following completion of the course. This document, *U.S. History End-of-Course Assessment Test Item Specifications (Specifications)*, provides details about the portion of the standards assessment designed to assess U.S. History and includes information about the benchmarks, the stimulus types, and the test items.

The Florida Comprehensive Assessment Test[®] 2.0 (FCAT 2.0) measures achievement of Florida students in reading and mathematics at Grades 3 through 8, and in science at Grades 5 and 8. End-of-course (EOC) assessments measure achievement of Florida students who have completed coursework in Algebra 1, Geometry, Civics, and Biology 1. The U.S. History EOC Assessment measures achievement of Florida students enrolled in U.S. History, specifically American History (2100310) or American History Honors (2100320), or an equivalent course, by assessing student progress on benchmarks from the NGSSS that are assigned to U.S. History course descriptions.

Origin and Purpose of the *Specifications*

The Florida Department of Education and committees of experienced Florida educators developed and approved the *Specifications*. The *Specifications* is a resource that defines the content and format of the test and test items for item writers and reviewers. The *Specifications* indicates the alignment of test items with the NGSSS. It also serves to provide all stakeholders with information about the scope and function of the end-of-course assessments.

Scope of this Document

The *Specifications* for the U.S. History EOC Assessment provides general guidelines for the development of all test items used in the assessment.

The Overall Considerations section in this Introduction provides an explanation of the U.S. History concepts and elements assessed by the test. The Criteria for U.S. History EOC Assessment Test Items section explains the general guidelines for selection and development of multiple-choice items. The Item Difficulty and Cognitive Complexity of U.S. History EOC Assessment Test Items section addresses cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for U.S. History EOC Assessment Test Items section covers the review processes used to ensure the quality of the stimuli and test items. The Individual Benchmark Specifications section contains specific information about each benchmark. This section provides benchmark clarification statements, content limits, stimulus attributes, and a sample item for each benchmark.

Overall Considerations

This section of the *Specifications* describes the guidelines that apply to all test items developed for the U.S. History EOC Assessment.

Overall considerations are broad item-development issues that should be addressed during the development of test items. Sections of Criteria for U.S. History EOC Assessment Test Items relate more specifically to one aspect of the development (e.g., content limits or stimulus attributes).

1. Most test items should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item context.
2. Some benchmarks are combined for assessment; the individual specification indicates which benchmarks are combined.
3. Test items should be appropriate for students in terms of course content experience and difficulty, cognitive development, and reading level.
4. Test items should be written to match a variety of cognitive levels. Each benchmark should be assessed by items of varying cognitive complexity.
5. The reading level of the test items should be Grade 10, except for specifically assessed U.S. History terms or concepts.
6. Test items should assess the application of the concept rather than the memorization of U.S. History dates, names, facts, laws, or theories unless otherwise noted in the individual benchmark specifications.
7. Test items should not require the student to define terms but to understand terms used in context.
8. Test items must not require the creation of a chart, graph, or table.
9. Each test item should be written to clearly elicit the desired response.
10. Test items should not be designed to create a disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
11. Test items should be written in the past tense.
12. All test items should be placed in a real-world context unless otherwise noted in the individual benchmark specifications. The context should lead the student cognitively to the question. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or missing the overall idea or concept.
13. The item content should be timely but not likely to become dated too quickly.

CRITERIA FOR U.S. HISTORY END-OF-COURSE ASSESSMENT TEST ITEMS

All U.S. History EOC Assessment test items are in multiple-choice (MC) format. The general specifications on pages 3 through 6 cover the following criteria for the U.S. History EOC Assessment:

- Use of Graphics
- Item Style and Format
- Scope of Test Items
- Guidelines for Item Writers

Use of Graphics

Graphics are used to provide both necessary and supplemental information. That is, most graphics contain information that is necessary for answering the question, while other graphics illustrate or support the context of the question. Items may include political cartoons, maps, photographs, diagrams, illustrations, charts, or tables, unless otherwise noted in the Individual Benchmark Specifications section.

Item Style and Format

This section presents stylistic guidelines and formatting directions that should be followed while developing test items.

General Guidelines

1. The U.S. History EOC Assessment is a computer-based assessment. All items written for this assessment should be designed and written primarily for use with a computer-based test.
2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for Grade 10.
3. History and/or Social Science concepts should be appropriate to the content covered in the U.S. History course descriptions. The course descriptions can be found in Appendix E.
4. Test items should have only one correct answer. The words **most likely** or **best** should be used sparingly.
5. The final sentence of all item stems must be expressed as a question.
6. Graphics in test items should be clearly labeled and contain all information necessary for a student with benchmark mastery to answer the test item correctly.
7. Test item questions using the word **not** should emphasize the word **not** using all uppercase letters (e.g., “Which of the following is NOT an example of . . .?”). The word **not** should be used sparingly.

Multiple-Choice (MC) Items

1. MC items should take approximately one minute per item to answer.
2. MC items are worth one point each.
3. MC items should have four answer options (A, B, C, and D).
4. During item development and review, the correct response should be indicated with an asterisk next to the answer option letter.
5. During item development and review, the rationale for distractors (incorrect answer options) should be indicated and set off in brackets.
6. In most cases, answer options should be arranged vertically beneath the item stem.
7. If the answer options for an item are strictly numerical, they should be arranged in ascending or descending order, with the place values of digits aligned. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem.
8. Answer options should be arranged by the logic presented in the test item, by alphabetical order, or by length. Options may also be ordered in reverse alphabetical order or from longest to shortest. Options that are one word in length should be in alphabetical or reverse alphabetical order.
9. Each distractor should be a plausible answer for someone who does not know the correct answer.
10. Whenever possible, distractors should include common U.S. History misconceptions or represent conceptual or factual errors commonly made by students who have not mastered the assessed concepts.
11. All distractors should be written in a style appropriate to the question asked. For example, a *how* question should have distractors that explain how.
12. Paired comparison structure of options should be avoided.
13. Options should have parallel structure whenever possible. Test items should *not* have an outlier (e.g., an answer option that is significantly longer than or different from the other options).
14. Test items should not be clued or answered by information in the stem or other options.
15. Options such as *none of the above*, *all of the above*, *not here*, *not enough information* or *cannot be determined* should not be used as distractors.
16. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.

Scope of Test Items

The scope of U.S. History EOC Assessment items is presented in Appendix B. The benchmarks serve as the objectives to which the test items are written. There may be additional guidelines or restrictions located in the individual benchmark specifications.

This document also contains remarks and examples under various benchmarks giving specific content that should be taught and potentially could be assessed. The remarks can also be used to focus test items on specific subjects covered by the benchmark, in addition to, but not exclusive of, the list of Content Focus topics found in the Individual Benchmark Specifications section. The remarks and additional examples can be found by searching for specific benchmark numbers on the NGSSS website at:

<http://www.floridastandards.org/Standards/FLStandardSearch.aspx>.

Test items may require students to apply prior knowledge described in the standards and benchmarks from Grade 7 (Middle School/Junior High Civics) and Grade 8 (Middle School/Junior High U.S. History). The Grades 7 and 8 benchmarks can also found on the same NGSSS website at: <http://www.floridastandards.org/Courses/PublicPreviewCourse560.aspx> (for M/J Civics) and <http://www.floridastandards.org/Courses/PublicPreviewCourse538.aspx> (for M/J U.S. History).

Guidelines for Item Writers

U.S. History item writers must have a comprehensive knowledge of the assessed history curriculum and a strong understanding of historical concepts. Item writers should know and consistently apply the guidelines established in the *Specifications* as well as contribute to the goal of developing test content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the history benchmarks of the NGSSS without introducing extraneous elements that reflect bias for or against a group of students.

Item writers for the U.S. History EOC Assessment must submit items in a particular format and must include the following information about each item. Because items are rated by committees of Florida educators following submission to the DOE, familiarity with the directions for rating items (found in Appendix A) would prove useful to all item writers.

Format	Item writers must submit test items in the agreed-upon template. All appropriate sections of the template should be completed before the items are submitted.
Sources	Item writers are expected to provide sources for all verifiable information included in the test item. Acceptable sources include scholarly historical studies and/or Internet sites maintained by reputable organizations such as government agencies, universities, or research centers.
Correct Response	Item writers must supply the correct response. Each distractor should be a believable answer for someone who does not know the correct answer. Rationales must include explanations for these errors.
Submission of Items	When submitting items, item writers must balance several factors. Item submissions should: <ul style="list-style-type: none">• include items of varying difficulty;• include items of varying cognitive complexity;• include items from varying content focus;• include the content source(s) for the item;• have a balance in location of the correct answer within benchmarks; and• be historically accurate.

ITEM DIFFICULTY AND COGNITIVE COMPLEXITY OF U.S. HISTORY END-OF-COURSE ASSESSMENT TEST ITEMS

Educational standards and assessments are aligned based on the category of content covered and also on the complexity of knowledge required. The U.S. History EOC Assessment items, while assessing Florida’s NGSSS, must also reflect these goals and standards. It is important to develop items that elicit student responses that demonstrate the complexity of knowledge and skills required to meet these objectives. The degree of challenge of test items is currently categorized in two ways: **item difficulty** and **cognitive complexity**.

Item Difficulty

The difficulty of test items is initially estimated by committees of educators participating in Item Content Review meetings each year. As each test item is reviewed, committee members make a prediction of difficulty based upon their knowledge of student performance at the given grade level. The classification scheme used for this prediction of item difficulty is based on the following:

- Easy** More than 70 percent of the students are likely to respond correctly.
- Average** Between 40 percent and 70 percent of the students are likely to respond correctly.
- Challenging** Fewer than 40 percent of the students are likely to respond correctly.

After an item appears on a test, item difficulty refers to the actual percentage of students who chose the correct answer.

Cognitive Complexity

Cognitive complexity refers to the cognitive demand associated with an item. In the early years of the FCAT program, the Florida Department of Education (DOE) used Bloom’s Taxonomy¹ to classify test items; however, Bloom’s Taxonomy is difficult to use because it requires an inference about the skill, knowledge, and background of the students responding to the item. Beginning in 2004, DOE implemented a new cognitive classification system based upon Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels.² The rationale for classifying an item by its DOK level of complexity focuses on the expectations made of the item, not on the ability of the student. When classifying an item’s demands on thinking (i.e., what the item requires the student to recall, understand, analyze, and do), it is assumed that the student is familiar with the basic concepts of the task. Test items are chosen for the EOC assessments and the FCAT 2.0 based on the NGSSS and their grade-level appropriateness, but the complexity of the items remains independent of the particular curriculum a student has experienced. On any given assessment, the cognitive complexity of a multiple-choice item may be affected by the distractors. The cognitive complexity of an item depends on the grade level of the assessment; an item that has a high level of cognitive complexity at one grade may not be as complex at a higher grade.

The categories—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity items may require a student to solve a one-step problem. Moderate-complexity items may require multiple steps. High-complexity items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that test items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of a test item. At the end of this section, three high school U.S. History items illustrate how a single concept may be assessed by items with increasing cognitive complexity.

The pages that follow illustrate some of the varying demands that items might make at each complexity level for the U.S. History EOC Assessment. Note that items may fit one or more descriptions. In most instances, these items are classified in the highest level of complexity demanded by the item. Caution must be used in referring to the table of descriptors that is provided for each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of item complexity should be made considering the overall cognitive demand placed on a student. Another table provides the breakdown of the percentage of points by cognitive complexity level.

¹ Bloom, B.S. et al. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: McKay, 1956.

² Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Low Complexity

U.S. History low-complexity test items rely heavily on the recall and recognition of previously learned concepts and principles. Low-complexity test items involve the recognition or recall of information such as a fact, definition, term, or simple procedure. These items can involve recognizing information and identifying characteristics.

Below is an example of a low-complexity test item that is based on Benchmark SS.912.A.3.2. For more information about this item, see page 23.

The cartoon below was published in the early 1900s.



Source: Public Domain / Library of Congress

Which social issue is addressed in the cartoon?

- A. industrial safety
- B. training of teachers
- ★ C. compulsory public education
- D. organization of immigrant laborers

Moderate Complexity

U.S. History moderate-complexity test items involve more flexible thinking than low-complexity test items require. Moderate-complexity test items involve the engagement of some mental processing beyond recalling or reproducing a response. They also involve examining relationships, determining cause and effect, and determining significance.

Below is an example of a moderate-complexity item that is based on Benchmark SS.912.A.3.2. For more information about this item, see page 23.

The cartoon below was published in the early 1900s.



Source: Public Domain / Library of Congress

Which problem was the state action shown in the cartoon meant to resolve?

- A. the influence of labor unions
- ★ B. the employment of child laborers
- C. the low literacy rates for immigrants
- D. the poor safety conditions in industries

High Complexity

U.S. History high-complexity test items make heavy demands on student thinking. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought. These test items require that the student think in an abstract and sophisticated way, often involving multiple steps.

Below is an example of a high-complexity test item that is based on Benchmark SS.912.A.3.2. For more information about this item, see page 23.

The cartoon below was published in the early 1900s.



Source: Public Domain / Library of Congress

Based on the cartoon, which conclusion can be made about the United States in the early 1900s?

- A. The government assumed an active role in suppressing social activists.
- ★ B. The government assumed an active role in legislating social reform.
- C. Business monopolies controlled the means of production.
- D. Business owners monitored the activities of laborers.

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

Examples of U.S. History Activities across Cognitive Complexity Levels		
Low Complexity	Moderate Complexity	High Complexity
<ul style="list-style-type: none"> Identify or recall common historical events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Apply or infer cause and effect relationships. 	<ul style="list-style-type: none"> Solve or predict the outcome of a problem.
<ul style="list-style-type: none"> Use a chart, table, diagram, graph, or image to recall or recognize information. 	<ul style="list-style-type: none"> Identify outcomes of particular cause and effect relationships. 	<ul style="list-style-type: none"> Generalize or draw conclusions when presented with historical information.
<ul style="list-style-type: none"> Identify characteristics of a particular group, place, or event. 	<ul style="list-style-type: none"> Identify the significance of historical events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Provide justification for events, actions, or issues in history.
	<ul style="list-style-type: none"> Categorize historical people, places, events, or concepts. 	<ul style="list-style-type: none"> Predict a long-term result, outcome, or change within society.
	<ul style="list-style-type: none"> Determine the relationship between historical events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Analyze how changes have influenced people or institutions.
	<ul style="list-style-type: none"> Explain historical problems, patterns, or issues. 	<ul style="list-style-type: none"> Recognize and explain historical misconceptions.
	<ul style="list-style-type: none"> Identify similarities and differences. 	<ul style="list-style-type: none"> Analyze similarities and differences.

The table below shows the target range for the percentage of points by cognitive complexity level on each U.S. History EOC Assessment.

Percentage of Points by Cognitive Complexity Level for U.S. History EOC

Grade	Low	Moderate	High
U.S. History EOC	20%–30%	45%–65%	15%–25%

Universal Design

The application of universal design principles helps develop assessments that are usable to the greatest number of test takers, including students with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the U.S. History EOC Assessment maximizes readability, legibility, and compatibility with accommodations, and test development includes a review for potential bias and sensitivity issues.

The DOE trains both internal and external reviewers to revise items to allow for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design including, but not limited to,

- reduction in wordiness;
- avoidance of ambiguity;
- selection of reader-friendly construction and terminology; and
- consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about test layout and design including, but not limited to, type size, line length, spacing, and graphics.

REVIEW PROCEDURES FOR U.S. HISTORY END-OF-COURSE ASSESSMENT TEST ITEMS

Prior to appearing on any Florida state assessment, all U.S. History test items must pass several levels of review as part of the development process. Florida educators and citizens, in conjunction with the DOE and the assessment contractors, scrutinize all material related to test items prior to accepting the items for placement on the tests.

Review for Potential Bias and Community Sensitivity

U.S. History test items are reviewed by groups of Florida educators generally representative of Florida's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, political, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities.

Florida citizens associated with a variety of organizations and institutions review all test items for issues of potential concern to members of the community at large. The purpose for this review is to ensure that the primary purpose of assessing student achievement of U.S. History benchmarks is not undermined by inadvertently including in the test any material that parents and other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and to determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities. Most topics are acceptable if the material is handled tastefully; is well written; and presents the topics from a wholesome (ethical and educational), inoffensive, and interesting viewpoint within a historical context. Test items are written to meet EOC test criteria and measure the content in the NGSSS for U.S. History.

Review of Test Items

The DOE and the assessment contractor review all test items during the item development process.

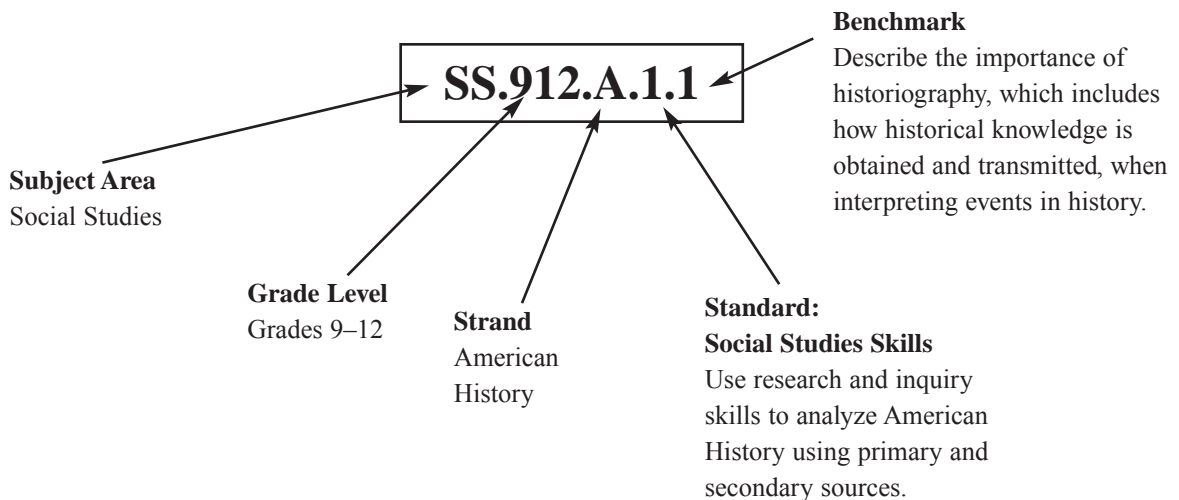
Groups of Florida U.S. History educators are subsequently convened to review the test items for content characteristics and item specifications. The content review focuses on validity, determining whether each item is a valid measure of the designated NGSSS benchmark, as defined by the *Specifications* for test items. Separate reviews for bias and sensitivity are also conducted as noted above.

GUIDE TO THE INDIVIDUAL BENCHMARK SPECIFICATIONS

Benchmark Classification System

Each benchmark in the NGSSS is labeled with a system of numbers and letters.

- The two letters in the *first position* of the code identify the **Subject Area** (e.g., SS for Social Studies).
- The numbers in the *second position* represent the **Grade Levels** to which the benchmark belongs (e.g., 912 represents high school).
- The letter in the *third position* represents the **Strand** to which the benchmark belongs (e.g., *A* represents American History, *G* represents Geography, *E* represents Economics, *W* represents World History, *C* represents Civics & Government, and *H* represents Humanities).
- The number in the *fourth position* represents the **Standard**.
- The number in the *last position* of the code identifies the specific **Benchmark** under the Standard.



Grades 9–12	
Strand A	American History
Standard 1	Social Studies Skills Use research and inquiry skills to analyze American History using primary and secondary sources.
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

Definitions of Benchmark Specifications

The *Specifications* identifies how Florida’s NGSSS benchmarks are assessed on the U.S. History EOC Assessment. For each benchmark assessed in U.S. History, the following information is provided in the Individual Benchmark Specifications section.

Strand	refers to a category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics & Government, and Humanities.
Reporting Category	refers to groupings of related benchmarks from the NGSSS that are used to summarize and report achievement for the U.S. History EOC Assessment. There are three reporting categories for U.S. History: Late Nineteenth and Early Twentieth Century; Global Military, Political, and Economic Challenges; and The United States and the Defense of the International Peace.
Standard	refers to the standard statement presented in the NGSSS.
Benchmark	refers to specific statements of expected student achievement. In some cases, two or more benchmarks are grouped together because of the relatedness of the concepts in those benchmarks. The assessment of one benchmark encompasses the context of the other related benchmarks. The related benchmarks are noted in the benchmark statement and are stated in the Also Assesses section.
Also Assesses	refers to the benchmarks that are closely related to the benchmark (see description above).
Benchmark Clarification	explains how the achievement of the benchmark will be demonstrated by students. Clarification statements are written for the benchmark and the Also Assesses benchmark(s). The clarification statements explain what students are expected to do when responding to the question.
Content Limits	define the range of content knowledge and degree of difficulty that should be assessed in the test items for the benchmark. Benchmark content limits are to be used in conjunction with the Overall Considerations in the <i>Specifications</i> . The content limits defined in the Individual Benchmark Specifications may be an expansion or further restriction of the Overall Considerations.
Stimulus Attributes	define the types of stimulus materials that should be used in the test items, including the appropriate use of scenarios, content, or graphic materials.
Content Focus	defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications.

Sample Items are provided for each assessed benchmark. The sample items are presented in a format similar to the one used in the test. The correct answer for each sample item is identified with a five-point star.

INDIVIDUAL BENCHMARK SPECIFICATIONS FOR U.S. HISTORY END-OF-COURSE ASSESSMENT

This section of the *Specifications* describes how the U.S. History benchmarks are assessed on the U.S. History EOC Assessment. The benchmarks assigned to the U.S. History course descriptions serve as the foundation for this assessment. The U.S. History course descriptions can be found in Appendix E.

The sample items included in the *Specifications* represent, whenever possible, a wide range of difficulty and cognitive complexity. Although most of the test items are of average difficulty and moderate complexity, some of the items presented will be challenging for some students and are specifically included to prompt item writers to submit test items that will measure the abilities of students in higher achievement levels. As a general rule, test items should be written to varying cognitive complexities for each benchmark. This document is constructed to help item writers see a range of difficulty and complexity for test items that may appear on the test.

BENCHMARK SS.912.A.2.1

Strand	A American History
Reporting Category	Late Nineteenth and Early Twentieth Century
Standard	<p>2 Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p>
Benchmark	SS.912.A.2.1 Review causes and consequences of the Civil War.
Also Assesses	<p>SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.</p> <p>SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.</p> <p>SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p> <p>SS.912.A.2.7 Review the Native American experience.</p>
Benchmark Clarifications	<p>Students will identify and/or evaluate the causes and consequences of the Civil War.</p> <p>Students will identify the economic, political, and/or social causes of the Civil War.</p> <p>Students will identify varying points of view regarding the main causes of the Civil War.</p> <p>Students will evaluate the constitutional issues relevant to the Civil War and Reconstruction.</p> <p>Students will identify the economic, political, and/or social consequences of Reconstruction.</p> <p>Students will identify and/or categorize the influence of significant people or groups on Reconstruction.</p> <p>Students will describe the issues that divided Republicans during the early Reconstruction era.</p>

Benchmark Clarifications	<p>Students will identify the significance and/or impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution on African Americans and other groups.</p> <p>Students will explain how Jim Crow laws circumvented the intent and meaning of the Thirteenth, Fourteenth, and Fifteenth Amendments.</p> <p>Students will analyze and/or explain the various components of Jim Crow legislation and their effects on Southern minorities.</p> <p>Students will identify settlement patterns in the American West, the reservation system, and/or the tribulations of the Native Americans from 1865–90.</p> <p>Items may assess short- and/or long-term consequences of the Civil War.</p> <p>Items may assess the role of the Radical Republicans in Reconstruction.</p> <p>Items referring to Jim Crow laws may include the Black Codes, the Nadir, sharecropping, debt peonage, and the loss of suffrage.</p>
Content Limit	<p>Items referring to the causes and consequences of the Civil War or Reconstruction are limited to addressing broader social, political, and economic issues.</p>
Stimulus Attribute	<p>Items addressing the causes and consequences of the Civil War will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables, photographs, posters, and political cartoons).</p>
Content Focus	<p>These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: African-American migration, Anaconda Plan, Black Codes, carpetbaggers, Compromise of 1850, Dawes Act, debt peonage, Dred Scott decision, Emancipation Proclamation, Fifteenth Amendment, Fourteenth Amendment, Freeport Doctrine, Gettysburg, Gettysburg Address, Jim Crow laws, Kansas-Nebraska Act, Ku Klux Klan, Ostend Manifesto, Radical Republicans, reservation system, sharecropping, states' rights, Thirteenth Amendment, Vicksburg, westward expansion.</p>

Sample Item 1**SS.912.A.2.1****Content Focus**African-American
migration

The table below provides information about the African-American population in several cities after the Civil War.

POPULATION OF AFRICAN AMERICANS IN SELECT CITIES, 1880–1930

Year	Chicago	Detroit	New York	Pittsburgh
1880	6,480	2,821	27,763	4,077
1890	14,852	3,454	36,609	7,957
1900	30,150	4,111	60,666	17,040
1910	44,103	5,741	91,709	25,623
1920	109,458	40,383	152,467	37,725
1930	233,908	120,066	327,607	54,983

Source: Public Domain / U.S. Census Bureau

Which condition in society was primarily responsible for the change in urban population?

- A. absence of agricultural employment in Southern communities
- B. lack of political representation in Southern communities
- ★ C. availability of job opportunities in Northern cities
- D. prevalence of racial equality in Northern cities

BENCHMARK SS.912.A.3.1

Strand	A American History
Reporting Category	Late Nineteenth and Early Twentieth Century
Standard	3 Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
Also Assesses	SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
Benchmark Clarifications	Students will analyze and/or explain the causes of the economic challenges faced by American farmers. Students will identify strategies used by farmers to address the economic challenges of the late 1800s.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.
Stimulus Attribute	Items addressing the economic changes and challenges faced by American society (1865–1900) will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: agricultural surplus, business monopolies, Cross of Gold, Farmers Alliance, government regulation of food and drugs, Grange, Granger laws, Homestead Act (1862), industrialization, Interstate Commerce Act (1887), populism, urbanization.

Sample Item 2 **SS.912.A.3.1** **Content Focus** Granger laws

In the late 1800s, how did railroad monopolies create economic hardships for farmers?

- A. by claiming productive land for business leaders to develop
- ★ B. by charging high prices to ship agricultural goods to market
- C. by separating farmers from profitable markets in western cities
- D. by isolating farmers from technological developments in eastern cities

BENCHMARK SS.912.A.3.2

Strand	A American History
Reporting Category	Late Nineteenth and Early Twentieth Century
Standard	3 Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the Second Industrial Revolution that began in the late 19th century.
Also Assesses	SS.912.A.3.3 Compare the First and Second Industrial Revolutions in the United States. SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy. SS.912.A.3.5 Identify significant inventors of the Industrial Revolution, including African Americans and women. SS.912.A.3.7 Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan). SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor). SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries. SS.912.A.3.10 Review different economic and philosophic ideologies. SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries. SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life. SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.

Benchmark Clarifications

Students will analyze and/or explain the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution.

Students will explain and/or evaluate the significance of events, movements, and people in American society prior to and/or during the Second Industrial Revolution.

Students will analyze and/or evaluate the human experience during the Second Industrial Revolution.

Students will identify the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society.

Students will identify the significant inventors of the Second Industrial Revolution.

Students will compare and/or contrast the experiences of Northern European, Southern European, and Asian immigrants during the Second Industrial Revolution.

Students will explain the impact of social change and reform movements in the late nineteenth and early twentieth centuries.

Students will describe the origin, course, and/or consequences of the labor movement in the late nineteenth and early twentieth centuries.

Items assessing the Second Industrial Revolution may include inventions, industrial developments, entrepreneurs, monopolies, government policies, and labor movements.

Items assessing the human experience during the Second Industrial Revolution may include the impact of massive immigration, the increase of urbanization, the rise of the political machine, and the influence of social reform movements on American society.

Students will explain the impact of key events and peoples in Florida history related to the Second Industrial Revolution.

Content Limits

Items assessing the Second Industrial Revolution are limited to the time period from 1865–1910.

Items will not require complex application or interpretation of economic graphs such as supply and demand curves.

Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.

Items assessing key events and peoples in Florida history are limited to the impact of Henry Flagler and the completion of the Florida East Coast Railroad in the development of the Florida Gold Coast.

Stimulus Attribute	Items addressing the Second Industrial Revolution will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: African-American inventors, American Federation of Labor, Bessemer process, child labor, Chinese Exclusion Act, Everglades, Gentlemen’s Agreement, government regulation, Great Migration, Haymarket Riot (1886), Henry Flagler, Homestead Strike (1892), Ida Tarbell, immigration, innovation, Knights of Labor, labor unions, market economy, muckrakers, National Woman Suffrage Association, planned economy, political machines, Pullman Strike (1894), railroads, settlement houses, Sherman Antitrust Act (1890), Sherman Silver Purchase Act (1894), Social Darwinism, Social Gospel movement, suffrage movement, transportation, urbanization, urban centers.

Sample Item 3

SS.912.A.3.2

Content Focus

Child labor

The cartoon below depicts a social issue in United States history.



Source: Public Domain / Library of Congress

With which social issue is this cartoon associated?

- A. the power of political machines during the Second Industrial Revolution
- ★ B. the power of big businesses during the Second Industrial Revolution
- C. the influence of immigration quotas during the Gilded Age
- D. the influence of suffrage reformers during the Gilded Age

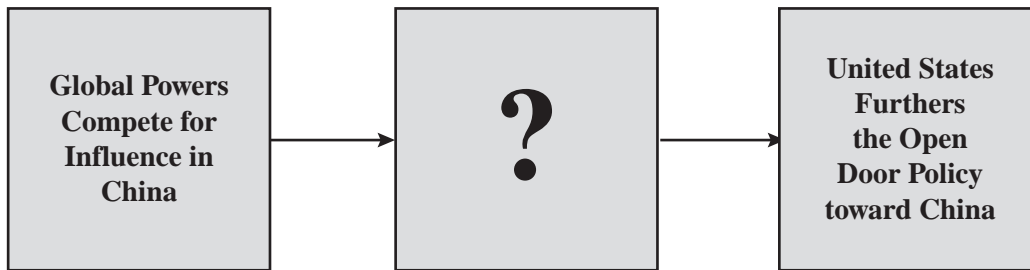
BENCHMARK SS.912.A.4.1

Strand	A American History
Reporting Category	Global Military, Political, and Economic Challenges
Standard	4 World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.1 Analyze the major factors that drove United States imperialism.
Also Assesses	<p>SS.912.A.4.2 Explain the motives of the United States' acquisition of the territories.</p> <p>SS.912.A.4.3 Examine causes, course, and consequences of the Spanish-American War.</p> <p>SS.912.A.4.4 Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p>SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will analyze the literary works, government policies, social philosophies, geographic factors, and/or economic incentives that motivated American imperialism in the late nineteenth and early twentieth centuries.</p> <p>Students will compare and/or contrast imperialist and anti-imperialist viewpoints from the late nineteenth and early twentieth centuries.</p> <p>Students will describe the role of the media in promoting the Spanish-American War.</p> <p>Students will trace the origin, course, and/or consequences of the Spanish-American War.</p> <p>Students will identify the issues, challenges, and/or problems that were raised in the governing of a United States overseas empire.</p> <p>Students will identify the motivations and/or obstacles faced by the United States in the construction of the Panama Canal.</p> <p>Items assessing the economic, military, and security motivations of the United States may reference the growth of the United States Navy or refer to <i>The Influence of Sea Power upon History</i> by Alfred T. Mahan.</p> <p>Students will explain the impact of key events and peoples in Florida history.</p>

Content Limits	Items are limited to the time period 1890–1920. Items assessing key events and peoples in Florida history are limited to the role of Florida in the Spanish-American War.
Stimulus Attribute	Items addressing American imperialism will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: big stick, expansionism, imperialism, Open Door policy, Panama Canal, Philippines, Platt Amendment, Roosevelt Corollary, Spanish-American War, Teller Amendment, Treaty of Portsmouth (1905), yellow fever, yellow press.

Sample Item 4 **SS.912.A.4.1** **Content Focus** Open Door policy

The diagram below provides details about United States involvement in China during the late 1800s and early 1900s.



Which phrase completes the diagram?

- ★ A. United States Develops Interest in Chinese Markets
- B. United States Makes Commitment to Free Elections
- C. United States Plans Establishment of Military Bases
- D. United States Supports Democracy in Chinese Communities

BENCHMARK SS.912.A.4.5

Strand	A American History
Reporting Category	Global Military, Political, and Economic Challenges
Standard	<p>4 World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p>
Benchmark	SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.
Also Assesses	<p>SS.912.A.4.6 Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p> <p>SS.912.A.4.7 Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p>SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p>SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States.</p> <p>SS.912.A.4.10 Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <p>SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will identify the general causes of World War I, including how political alliances, imperialist policies, nationalism, and militarism each generated conflict in World War I.</p> <p>Students will identify the reasons for United States involvement in World War I and how involvement in the war was justified to the American public.</p> <p>Students will explain the cause-and-effect relationships that resulted in American intervention in World War I.</p> <p>Students will identify the major events and issues that affected the home front.</p>

Benchmark Clarifications	<p>Students will explain the role of technology and/or the concept of total war in World War I.</p> <p>Students will identify significant individuals and their role in military and/or political leadership during World War I.</p> <p>Students will explain the dichotomy between the Fourteen Points and the Treaty of Versailles, which resulted in the failure of United States support for the League of Nations.</p> <p>Students will analyze the short and/or long-term social, political, and/or economic consequences of World War I for the United States and America's role in international relations in the post-war period.</p>
Content Limit	<p>Items will not address issues related to World War I from a perspective other than that of the United States.</p>
Stimulus Attribute	<p>Items addressing American involvement in World War I will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).</p>
Content Focus	<p>These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: African Americans in World War I, armistice, Big Four, entangling alliances, Espionage Act, Fourteen Points, Hispanics in World War I, home front, imperialism, League of Nations, Lusitania, militarism, new technology in World War I, propaganda, reparations, Selective Service Act, Sussex Pledge, trench warfare, unrestricted submarine warfare, Treaty of Versailles, war bonds, women in World War I, Zimmermann Telegram.</p>

Sample Item 5

SS.912.A.4.5

Content Focus Lusitania

The newspaper headline below describes a significant event in U.S. foreign affairs.



How did this event contribute to the United States' entry into World War I?

- A. It furthered anti-government protests in the United States.
- B. It encouraged anti-immigration campaigns in the United States.
- C. It became necessary for President Wilson to propose a plan for peace.
- ★ D. It became difficult for President Wilson to defend a policy of neutrality.

BENCHMARK SS.912.A.5.3

Strand	A American History
Reporting Category	Global Military, Political, and Economic Challenges
Standard	<p>5 Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p>
Benchmark	SS.912.A.5.3 Examine the impact of United States foreign economic policy during the 1920s.
Also Assesses	<p>SS.912.A.5.1 Discuss the economic outcomes of demobilization.</p> <p>SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will recognize that while the United States shaped isolationist political policies, it greatly expanded its economic ties to Europe and developed an industrial economy that conducted business in global markets.</p> <p>Students will examine the extent to which United States economic foreign policy led to prosperity at home and abroad.</p>
Content Limits	<p>Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</p> <p>Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.</p> <p>Items should not overemphasize economics but should provide balance among social, political, and economic effects of foreign economic policies.</p>
Stimulus Attribute	Items addressing United States foreign economic policy will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: anarchists, Communists, Dawes Plan, demobilization, disarmament, flappers, Fordney-McCumber Act, impact of climate and natural disasters, Jazz Age, Prohibition, Red Scare, Roaring Twenties, Sacco and Vanzetti, tariffs, Teapot Dome.

Sample Item 6**SS.912.A.5.3****Content Focus**

Dawes Plan

After World War I, what did the U.S. government hope to achieve by lending money to Germany?

- A. technological and military assistance from Europe
- ★ B. political and economic stability in Europe
- C. investments for United States industries
- D. profits for United States banks

BENCHMARK SS.912.A.5.5

Strand	A American History
Reporting Category	Global Military, Political, and Economic Challenges
Standard	<p>5 Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p>
Benchmark	SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.
Benchmark Clarifications	<p>Students will describe the various domestic and international peace and relief efforts in which the United States was involved following World War I.</p> <p>Students will identify and/or evaluate the social, political, and economic incentives for the development of peace and relief efforts after World War I.</p>
Content Limits	<p>Items should not require students to recall the names of treaties, conferences, and organizations, but to use context to recognize the underlying goals and purposes of each.</p> <p>Items should focus on peace and relief efforts that involved the United States.</p>
Stimulus Attribute	Items addressing the United States' international relations and foreign policy will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Dawes Plan, Four Power Treaty, Kellogg-Briand Pact, League of Nations, Neutrality Acts, Washington Naval Conference, Women's International League for Peace and Freedom.
Sample Item 7	<p>SS.912.A.5.5 Content Focus Kellogg-Briand Pact</p> <p>In the 1920s, which United States action furthered the goal of international peace?</p> <p>★ A. signing a pact to outlaw armed conflict B. advocating a policy to promote isolationism C. holding a conference to renounce imperialism D. joining a league to secure military cooperation</p>

BENCHMARK SS.912.A.5.10

Strand	A American History
Reporting Category	Global Military, Political, and Economic Challenges
Standard	<p>5 Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p>
Benchmark	SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
Also Assesses	<p>SS.912.A.5.2 Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p>SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p>SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p>SS.912.A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African-American experience.</p> <p>SS.912.A.5.9 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p>SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will recognize and/or examine varying points of view related to the desire to expand and restrict civil rights for women and political, social, economic, religious, and ethnic minorities.</p> <p>Students will identify reasons for the rise of nativism in the 1920s and 1930s.</p> <p>Students will analyze how civil rights issues both united and divided society in the United States in the period 1919–39.</p> <p>Students will identify and/or evaluate the decisions made by national and state governments related to immigration and other civil rights issues.</p>

Content Limit	Items addressing issues of civil rights should be limited to the Roaring Twenties and the Great Depression (1919–39).
Stimulus Attribute	Items addressing social, political, and economic conditions in the United States during the 1920s and 1930s use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Booker T. Washington, Eighteenth Amendment, flappers, Fundamentalist Movement, Great Migration, Harlem Renaissance, Ku Klux Klan, Marcus Garvey, nativism, National Association for the Advancement of Colored People (NAACP), Nineteenth Amendment, normalcy, Prohibition, quota system, Rosewood Incident, Sacco and Vanzetti, Seminole Indians, Universal Negro Improvement Association, Volstead Act, W.E.B. DuBois.

Sample Item 8 **SS.912.A.5.10** **Content Focus** Harlem Renaissance

The excerpt below was written by Langston Hughes in 1926.

One of the most promising of the young Negro poets said to me once, “I want to be a poet—not a Negro poet”. . . And I was sorry the young man said that, for no great poet has ever been afraid of being himself. And I doubted then that, with his desire to run away spiritually from his race, this boy would ever be a great poet.

Source: Public Domain / *The Nation*

Based on the excerpt, what advice would Langston Hughes have given to young African Americans during the Harlem Renaissance?

- A. He would have challenged them to further their literary training.
- ★ B. He would have encouraged them to celebrate their racial identity.
- C. He would have suggested that they shape a tradition of passive resistance.
- D. He would have recommended that they promote a tradition of racial tolerance.

BENCHMARK SS.912.A.5.11

Strand	A American History
Reporting Category	Global Military, Political, and Economic Challenges
Standard	<p>5 Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p>
Benchmark	SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.
Also Assesses	<p>SS.912.A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p>SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will recognize the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s.</p> <p>Students will identify and/or evaluate the impact of business practices, consumer patterns, and government policies of the 1920s and 1930s as they relate to the Great Depression and subsequent New Deal.</p> <p>Students will examine the human experience during both the Great Depression and the New Deal.</p> <p>Students will analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida.</p> <p>Students will explain the effects of the changing role of tourism in Florida’s development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40).</p>
Content Limits	<p>Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</p> <p>Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.</p> <p>Items will focus on the Great Depression in the United States and Florida rather than the global effects of the economic downturn.</p>

Stimulus Attribute	Items addressing the causes, course, and consequences of the Great Depression and the New Deal will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Agricultural Adjustment Act (AAA), bank holiday, Black Tuesday, Bonus Expeditionary Force, bull market, buying on margin, Civilian Conservation Corps (CCC), Dust Bowl, economic boom, Federal Deposit Insurance Corporation (FDIC), Great Depression, Gross National Product (GNP), impact of climate and natural disasters, National Labor Relations Act (Wagner Act), National Recovery Act (NRA), National Recovery Administration (NRA), New Deal, Recovery, Reform, Relief, Roaring Twenties, Sit-Down Strike, Smoot-Hawley Tariff, Social Security, speculation boom, Tennessee Valley Authority (TVA), Works Progress Administration (WPA).

BENCHMARK SS.912.A.6.1

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>6 World War II and post–World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world.</p>
Benchmark	SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.
Also Assesses	<p>SS.912.A.6.2 Describe the United States’ response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p>SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.</p> <p>SS.912.A.6.5 Explain the impact of World War II on domestic government policy.</p> <p>SS.912.A.6.6 Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</p> <p>SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.</p> <p>SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.</p> <p>SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p>SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will identify and/or evaluate the social, political, and economic causes of World War II.</p> <p>Students will identify and/or evaluate the causes and consequences of World War II both domestically and internationally.</p>

Benchmark Clarifications	<p>Students will evaluate the significance of specific wartime events and actions both on the home front and on the progress of the war.</p> <p>Students will analyze the role played by individuals in the war effort, including the involvement of women and minority groups in home front and overseas activities.</p> <p>Students will identify and/or evaluate the role of technology in World War II and the political, economic, and social implications of the use of technology.</p> <p>Students will evaluate the long-term influences of the war on both domestic and international affairs.</p>
Content Limits	<p>Items should address international issues from the perspective of the United States rather than from the perspective of other countries or global leaders.</p> <p>If a battle is mentioned, it should be a turning point in the cause, course, or outcome of the war.</p>
Stimulus Attribute	<p>Items addressing the American involvement in World War II will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).</p>
Content Focus	<p>These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Atlantic Charter, Coral Sea, Final Solution, Hiroshima, Nagasaki, Holocaust, home front, Japanese-American internment, Lend-Lease Act, loyalty review boards, loyalty review program, Mary McLeod Bethune, Midway, national security, Normandy, Nuremberg Trials, Pearl Harbor, Potsdam, Salerno, Tehran Conference, United Nations, V-E Day, V-J Day, Yalta Conference.</p>

Sample Item 10**SS.912.A.6.1****Content Focus** Home front

The excerpt below is from an order issued in Florida during World War II.

You are hereby requested to take the following steps to comply with the recent blackout order . . .

- (1) . . . have extinguished all street lights on water front streets and highways at once . . .
- (2) Screen water front side lights on all streets running down to the water front . . .
- (3) Screen all advertising lights and lighted windows near beach front . . .
- (4) Screen all bright lights on seawards side, directly visible from the sea, and within two miles from the water front . . .
- (5) In case of brightly lighted installation near beach have the light so directed and screened so that no direct light can be seen from off shore.

By order of the:

Palm Beach Civilian Defense Council

O.B. Carr, Executive Director

Source: Public Domain / Florida Memory

Why did the state of Florida issue this order?

- A. to limit community social activities during the war
- B. to conserve scarce energy resources during the war
- C. to conceal coastal military operations from German spies
- ★ D. to protect coastal settlements from German submarine attacks

BENCHMARK SS.912.A.6.10

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>6 World War II and post–World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world.</p>
Benchmark	SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
Benchmark Clarifications	<p>Students will identify and/or evaluate the social, political, and economic causes of the early years of the Cold War (1945–50).</p> <p>Students will recognize the significance of events or actions of the early years of the Cold War (1945–50) that influenced government policy and social interactions.</p> <p>Students will identify and/or evaluate the long-term social, political, and economic implications of events and actions that occurred during the early years of the Cold War (1945–50).</p> <p>Students will recognize varying points of view related to the early years of the Cold War (1945–50) and examine how those points of view shaped public policies and social interactions.</p> <p>Students will evaluate the impact of the early years of the Cold War (1945–50) on the lives of individuals in the United States.</p> <p>Students will evaluate how events of the early years of the Cold War (1945–50) influenced United States involvement in international conflicts.</p>
Content Limit	Items will address early Cold War issues from the perspective of the United States rather than from the perspective of other countries or global leaders.
Stimulus Attribute	Items addressing the American involvement in World War II and the origins of the Cold War will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Berlin blockade, Cold War, Dumbarton Oaks Conference, iron curtain, Marshall Plan, North Atlantic Treaty Organization (NATO), Nuremberg Trials, Potsdam, Truman Doctrine.

Sample Item 11**SS.912.A.6.10****Content Focus** NATO

How did the formation of the North Atlantic Treaty Organization (NATO) and the Warsaw Pact intensify the Cold War?

- ★ **A.** by establishing military alliances based on political philosophies
- B.** by creating economic unions based on political borders
- C.** by providing funds for nuclear laboratories
- D.** by identifying locations for military bases

BENCHMARK SS.912.A.6.13

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>6 World War II and post–World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world.</p>
Benchmark	SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
Also Assesses	<p>SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p> <p>SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.</p> <p>SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.</p>
Benchmark Clarifications	<p>Students will interpret how the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations shaped social interactions and government policies in the United States and how those policies affected the international perspective of the United States and its role in foreign affairs.</p> <p>Students will recognize the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p>Students will identify and/or evaluate the role of nuclear technology in shaping foreign policies during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p>Students will identify and/or evaluate the influence of the media on public opinion concerning the presidential foreign policy actions of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p>
Content Limit	Items should not require students to recall minute details of specific foreign policies but to address the broader implications of those policies.
Stimulus Attribute	Items addressing American foreign policy events in mid-twentieth century (1945–72) will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: arms race, Berlin, Cold War, domino theory, Indochina, Korean War, McCarthyism, Panmunjom, Southeast Asia Treaty Organization (SEATO), Vietnam War.

Sample Item 12**SS.912.A.6.13****Content Focus Cold War**

The photograph below shows President Richard Nixon on a 1972 overseas diplomatic trip.



Source: Public Domain / National Archives and Records Administration

What was a long-term consequence of the event shown in the photograph?

- ★ A. the easing of Cold War tensions
- B. the easing of Vietnam War protests
- C. a commitment to preserve historical landmarks
- D. a commitment to continue humanitarian missions

BENCHMARK SS.912.A.7.1

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>7 Modern United States: Global Leadership and Domestic Issues</p> <p>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>
Benchmark	SS.912.A.7.1 Identify causes for post–World War II prosperity and its effects on American society.
Also Assesses	<p>SS.912.A.7.2 Compare the relative prosperity between different ethnic groups and social classes in the post–World War II period.</p> <p>SS.912.A.7.3 Examine the changing status of women in the United States from post–World War II to present.</p> <p>SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will identify and/or evaluate how demobilization and government policies contributed to post–World War II prosperity.</p> <p>Students will analyze the social, political, and economic factors that contributed to post–World War II prosperity.</p> <p>Students will identify the limitations of post–World War II prosperity by examining the social, political, ethnic, racial, and cultural groups that were unaffected during that period of prosperity.</p> <p>Students will identify and/or evaluate the long-term influence of post–World War II prosperity on society in the United States by considering both the positive and negative social, cultural, political, geographic, and economic effects on society.</p>
Content Limits	<p>Items should focus on significant events relating to prosperity and disparity within society as opposed to requiring recall of cultural fads.</p> <p>Items should focus on the post-war period from 1945–75.</p> <p>Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</p> <p>Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.</p>

Stimulus Attribute Items addressing American prosperity and the resultant societal effects in the post–World War II decades (1945–75) will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).

Content Focus These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: baby boomers, birth rate, Equal Rights Amendment, GI Bill of Rights, Interstate Highway System, suburbs, women in the workforce.

Sample Item 13 **SS.912.A.7.1** **Content Focus** GI Bill of Rights

The information below describes some key provisions of the 1944 GI Bill of Rights.

- Provided funds for education and training for veterans
- Provided home, farm, and business loans for veterans
- Provided unemployment compensation for veterans

Which sentence describes how post–World War II society was affected by the GI Bill of Rights?

- A. Political participation became possible for a broader portion of society.
- ★ B. Economic success became available for a broader portion of society.
- C. Farmers neglected to utilize agricultural technologies.
- D. Businesses failed to develop innovative products.

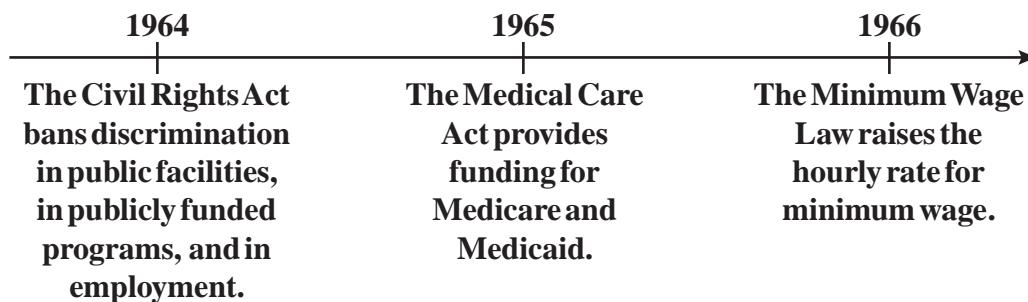
BENCHMARK SS.912.A.7.4

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>7 Modern United States: Global Leadership and Domestic Issues</p> <p>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>
Benchmark	SS.912.A.7.4 Evaluate the success of 1960s-era presidents' foreign and domestic policies.
Also Assesses	<p>SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p>SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p>SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will identify foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.</p> <p>Students will identify domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.</p> <p>Students will analyze the incentives for 1960s-era foreign and domestic policies.</p> <p>Students will identify and/or evaluate the controversies associated with the 1960s-era foreign and domestic policies.</p> <p>Students will analyze the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s.</p>
Content Limit	Items should focus on how foreign policy influenced the United States' position in foreign affairs rather than on how United States policies influenced the lives of citizens in other countries.
Stimulus Attribute	Items addressing American foreign and domestic issues during the years 1960–75 will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).

Content Focus These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: antiwar protests, arms race, conscientious objector, Cuban Missile Crisis, demilitarized zone (DMZ), domino theory, doves, draft, Equal Rights Amendment (ERA), Great Society, Gulf of Tonkin Incident, hawks, immigration, migration, nuclear proliferation, Paris Peace Accords, superpower, Tet Offensive, Vietnamization, women in the workforce.

Sample Item 14 **SS.912.A.7.4** **Content Focus** Great Society

The timeline below displays the sequence of some of the Great Society programs.



How did President Lyndon Johnson believe these programs would change society?

- A. by creating economic incentives for entrepreneurship
- ★ B. by promoting equal opportunity and reducing poverty
- C. by developing government agencies to monitor race relations
- D. by encouraging civic participation and eliminating infectious diseases

BENCHMARK SS.912.A.7.6

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>7 Modern United States: Global Leadership and Domestic Issues</p> <p>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>
Benchmark	SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
Also Assesses	<p>SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p>SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p>SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will interpret the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement.</p> <p>Students will identify key organizations that shaped the Civil Rights Movement and Black Power Movement and the goals and motivations of those organizations.</p> <p>Students will identify and/or evaluate the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement.</p> <p>Students will evaluate the actions of individuals involved in the Civil Rights Movement and Black Power Movement.</p> <p>Students will identify how other reform movements were influenced by the leadership, practices, and achievements of the Civil Rights Movement and Black Power Movement.</p>
Content Limits	<p>Items should focus on events and individuals from 1954–78.</p> <p>Items should not demonstrate preference for a particular approach to the Civil Rights Movement or Black Power Movement.</p>

Stimulus Attribute Items addressing key American figures in the Civil Rights Movement and Black Power Movement (1954–78) will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).

Content Focus These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Black Panthers, Civil Rights Act (1964), Congress of Racial Equality (CORE), Freedom Riders, March on Washington, Nation of Islam, National Urban League, sit-ins, social activism, Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC).

Sample Item 15 **SS.912.A.7.6** **Content Focus** Social activism

The statement below was made during the 1960s by Jackie Robinson, the first African American to play Major League Baseball in the United States.

It is up to us in the north to provide aid and support to those who are actually bearing the brunt of the fight for equality down south. America has its iron curtain too.

Source: Public Domain / National Archives and Records Administration

Based on this statement, how did Jackie Robinson influence the civil rights movement?

- ★ A. by encouraging social activism
- B. by promoting racial segregation
- C. by collecting political contributions
- D. by organizing educational programs

BENCHMARK SS.912.A.7.8

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>7 Modern United States: Global Leadership and Domestic Issues</p> <p>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>
Benchmark	SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
Benchmark Clarifications	<p>Students will identify the significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p>Students will evaluate the short- and long-term impact of significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights on society in the United States.</p> <p>Students will evaluate how significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights both united and divided groups of people in the United States.</p>
Content Limits	<p>Items should focus on the significance of Supreme Court decisions and the timeframe in which they occurred, rather than the individuals involved in cases or those judging cases.</p> <p>Items will be limited to 1954–present.</p>
Stimulus Attribute	Items addressing judicial activity that had an impact on the Civil Rights Movement (1954–78) will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: affirmative action, American Indian Movement (AIM), <i>Brown v. Board of Education</i> (1954), Equal Rights Amendment (ERA), <i>Gideon v. Wainright</i> (1963), Gray Panthers, <i>Regents of the University of California v. Bakke</i> (1978), <i>Roe v. Wade</i> (1973), United Farm Workers (UFW), Wounded Knee (1973).

Sample Item 16	SS.912.A.7.8	Content Focus	<i>Brown v. Board of Education</i>
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What was the significance of the 1954 Supreme Court decision in *Brown v. Board of Education*?

- A. It outlawed the use of poll taxes.
- B. It prohibited the use of racial quotas.
- ★ C. It outlawed segregation in public schools.
- D. It prohibited discrimination by teachers unions.

BENCHMARK SS.912.A.7.11

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>7 Modern United States: Global Leadership and Domestic Issues</p> <p>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>
Benchmark	SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
Benchmark Clarifications	<p>Students will identify and/or evaluate the significance of events and actions relating to United States foreign policy in Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Students will evaluate the social, political, and economic impact of United States foreign policy pertaining to Africa, Asia, the Caribbean, Latin America, and the Middle East on society and culture in the United States.</p> <p>Students will evaluate the humanitarian, political, and economic factors that motivated United States foreign policy relating to Africa, Asia, the Caribbean, Latin American, and the Middle East.</p> <p>Students will identify the influence of the media on public opinion concerning foreign policy initiatives taken by the United States relating to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p>
Content Limits	<p>Items should focus on policies, initiatives, events, and actions that occurred between 1972 and the present.</p> <p>Items should focus on United States involvement, or need for involvement, in foreign affairs, rather than assessing the domestic issues of other countries.</p>
Stimulus Attribute	Items addressing American foreign policy events in the late twentieth century to the present will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: apartheid, glasnost, globalization, inflation, terrorism.

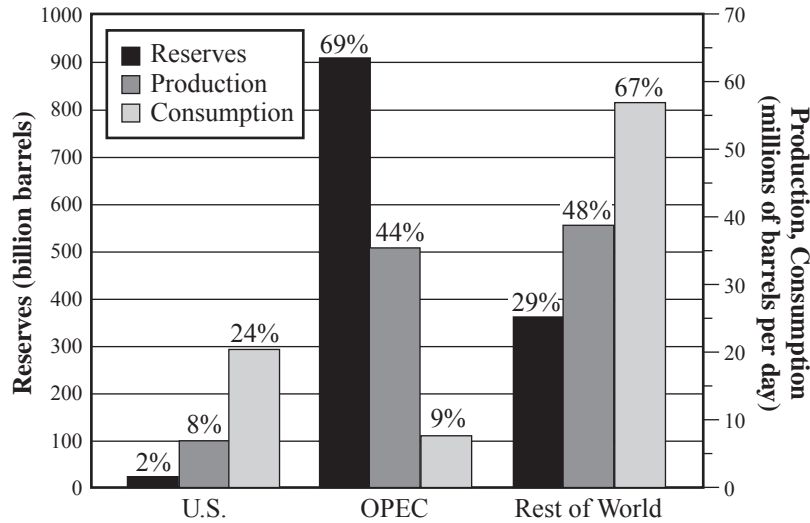
Sample Item 17

SS.912.A.7.11

Content Focus

Globalization

The graph below provides information about world oil supplies in 2007.



Source: Public Domain / U.S. Department of Energy

How has the relationship between oil reserves, production, and consumption influenced United States foreign policy?

- A. The United States maintains military bases in Western European countries.
- B. The United States contributes humanitarian aid to Central African countries.
- C. The United States is committed to trade relations with Central Asian countries.
- ★ D. The United States is interested in maintaining stability in Middle Eastern countries.

BENCHMARK SS.912.A.7.12

Strand	A American History
Reporting Category	The United States and the Defense of the International Peace
Standard	<p>7 Modern United States: Global Leadership and Domestic Issues</p> <p>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>
Benchmark	SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
Also Assesses	<p>SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, antiwar protesters) of the 1960s and 1970s.</p> <p>SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p>SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.</p> <p>SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p>SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.</p>
Benchmark Clarifications	<p>Students will examine how noted global and/or domestic events shaped the political, economic, and social issues and concerns of people living in the United States.</p> <p>Students will analyze the domestic issues that have both united and divided social, cultural, ethnic, religious, economic, and political groups in the United States.</p> <p>Students will identify and/or examine the political, economic, and social implications of the United States' role as a global leader.</p> <p>Students will examine both domestic and international consequences of global leadership.</p> <p>Students will analyze various social and political perspectives relating to domestic and international issues.</p> <p>Items should primarily focus on the latter part of the twentieth century to the present.</p>

Stimulus Attribute	Items addressing emerging American political, economic, and social concerns at the turn of the century (1970–2010) will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: 9-11, al-Qaeda, Camp David Accords, election of 2000, immigration, Iran hostage crisis, jihad, migration, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC), Palestinian Liberation Organization (PLO), social movements, terrorism.

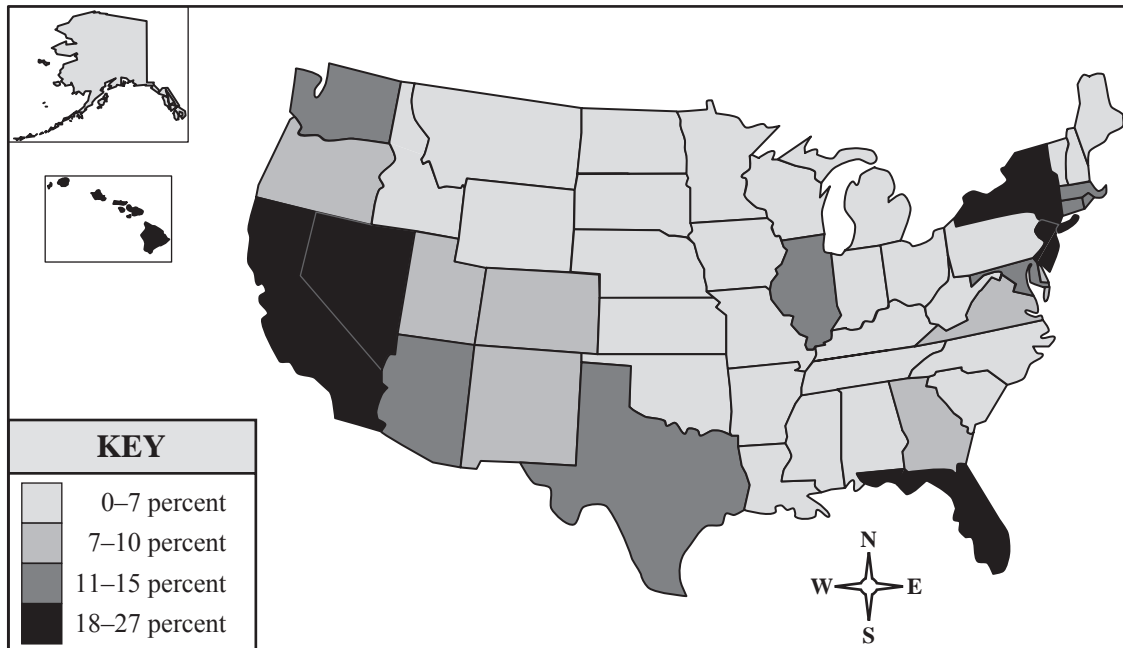
Sample Item 18

SS.912.A.7.12

Content Focus

Immigration

The map below provides information about population in the United States.

PERCENTAGE OF FOREIGN-BORN PEOPLE IN THE UNITED STATES, 2004

Source: Public Domain / U.S. Census Bureau

Based on the information on the map, which issue has become important in local political campaigns?

- A. establishing free trade in southeastern states
- B. retracing voting districts in northeastern states
- C. teaching language courses in northwestern states
- ★ D. debating immigration policies in southwestern states

APPENDIX A: DIRECTIONS FOR ITEM REVIEW AND U.S. HISTORY END-OF-COURSE ASSESSMENT ITEM RATING FORM

Directions: A series of questions is presented below. These questions are designed to assist you with your evaluation of the quality of the U.S. History EOC Assessment items you will be reviewing. The table on the next page is an example of the one you will use to record your rating of each test item. Review each test item independently before discussing the items with other committee members. If you identify any problem with the item during independent review, you should put a crossmark (✗) in the appropriate column. Crossmarks (✗) will indicate a problem area, and blank spaces or checks (✓) will indicate that no problem is identified.

Questions for Individual Test Items—Record your answers on your rating sheet.

1. Does the test item assess the knowledge required by the benchmark?
2. Does the content of the test item adhere to the content limits described in the *U.S. History End-of-Course Assessment Test Item Specifications*?
3. Is the context and language of the test item appropriate for high school?
4. What is the cognitive complexity of the test item for students who have mastered the benchmark? Is the item best categorized high complexity (**H**), moderate complexity (**M**), or low complexity (**L**)?
5. Is the item clearly worded and dependent on the content (does the item flow cognitively)? If the item has art, does it enhance the item? Is the art historically accurate and appropriate? Is the answer free of clang? (Is the answer clued in the context?)
6. Is the assigned content focus appropriate for this item? If not, is there a better or more appropriate content focus?
7. Is there only one correct answer? Record the letter of the correct answer on the rating sheet.
8. Are the options appropriate, plausible, and parallel (both grammatically and conceptually) to the correct response and appropriate for the question asked?
9. Is the item **historically accurate**?
10. Rate the overall quality of the item using these rating definition codes:

<u>Overall Quality</u>	
A (Accept)	AR (Accept with Revision)
AM (Accept with Metadata Change)	RR (Revise and Resubmit)
	R (Reject)

11. Evaluate the assigned difficulty of the item.
12. Do you have any additional comments? If so, record your comments on your rating sheet in the additional comments area.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 1	Social Studies Skills
Use research and inquiry skills to analyze U.S. History using primary and secondary sources.	
The student will:	
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data. Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.
SS.912.A.1.7	Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications. Assessed by SS.912.A.2.1, SS.912.A.3.1, SS.912.A.4.1, SS.912.A.5.1, SS.912.A.6.1, and SS.912.A.7.1.
Standard 2	Civil War and Reconstruction
Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.	
The student will:	
SS.912.A.2.1	Review causes and consequences of the Civil War. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.2.2, SS.912.A.2.3, SS.912.A.2.4, SS.912.A.2.5, SS.912.A.2.6, and SS.912.A.2.7.
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction. Assessed by SS.912.A.2.1.
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era. Assessed by SS.912.A.2.1.
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. Assessed by SS.912.A.2.1.
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. Assessed by SS.912.A.2.1.
SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. Assessed by SS.912.A.2.1.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 2:	Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
The student will:	
SS.912.A.2.7	Review the Native American experience. Assessed by SS.912.A.2.1.
Standard 3	Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
The student will:	
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, and SS.912.A.3.6.
SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the Second Industrial Revolution that began in the late 19th century. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.3.3, SS.912.A.3.4, SS.912.A.3.5, SS.912.A.3.7, SS.912.A.3.8, SS.912.A.3.9, SS.912.A.3.10, SS.912.A.3.11, SS.912.A.3.12, and SS.912.A.3.13.
SS.912.A.3.3	Compare the First and Second Industrial Revolutions in the United States. Assessed by SS.912.A.3.2.
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy. Assessed by SS.912.A.3.2.
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution, including African Americans and women. Assessed by SS.912.A.3.2.
SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society. Assessed by SS.912.A.3.1.
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan). Assessed by SS.912.A.3.2.
SS.912.A.3.8	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor). Assessed by SS.912.A.3.2.
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries. Assessed by SS.912.A.3.2.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 3	Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
The student will:	
SS.912.A.3.10	Review different economic and philosophic ideologies. Assessed by SS.912.A.3.2.
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries. Assessed by SS.912.A.3.2.
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life. Assessed by SS.912.A.3.2.
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history. Assessed by SS.912.A.3.2.
Standard 4	World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
The student will:	
SS.912.A.4.1	Analyze the major factors that drove United States imperialism. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.4.2, SS.912.A.4.3, SS.912.A.4.4 and SS.912.A.4.11.
SS.912.A.4.2	Explain the motives of the United States' acquisition of the territories. Assessed by SS.912.A.4.1.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish-American War. Assessed by SS.912.A.4.1.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. Assessed by SS.912.A.4.1.
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.4.6, SS.912.A.4.7, SS.912.A.4.8, SS.912.A.4.9, SS.912.A.4.10, and SS.912.A.4.11.
SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). Assessed by SS.912.A.4.5.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 4	World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
The student will:	
SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys). Assessed by SS.912.A.4.5.
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe. Assessed by SS.912.A.4.5.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States. Assessed by SS.912.A.4.5.
SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. Assessed by SS.912.A.4.5.
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history. Assessed by SS.912.A.4.1 and SS.912.A.4.5.
Standard 5	Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
The student will:	
SS.912.A.5.1	Discuss the economic outcomes of demobilization. Assessed by SS.912.A.5.3.
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare. Assessed by SS.912.A.5.10.
SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.5.1 and SS.912.A.5.12.
SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices. Assessed by SS.912.A.5.11.
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, and SS.912.A.1.7.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 5	Roaring Twenties and the Great Depression
Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.	
The student will:	
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s. Assessed by SS.912.A.5.10.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. Assessed by SS.912.A.5.10.
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African-American experience. Assessed by SS.912.A.5.10.
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. Assessed by SS.912.A.5.10.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.5.2, SS.912.A.5.6, SS.912.A.5.7, SS.912.A.5.8, SS.912.A.5.9, and SS.912.A.5.12.
SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.5.4, and SS.912.A.5.12.
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history. Assessed by SS.912.A.5.3, SS.912.A.5.10, and SS.912.A.5.11.
Standard 6	World War II and post–World War II
Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world.	
The student will:	
SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.6.2, SS.912.A.6.3, SS.912.A.6.4, SS.912.A.6.5, SS.912.A.6.6, SS.912.A.6.7, SS.912.A.6.8, SS.912.A.6.9, and SS.912.A.6.15.
SS.912.A.6.2	Describe the United States’ response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). Assessed by SS.912.A.6.1.
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups. Assessed by SS.912.A.6.1.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 6	World War II and post–World War II
Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world.	
The student will:	
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II. Assessed by SS.912.A.6.1.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy. Assessed by SS.912.A.6.1.
SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings. Assessed by SS.912.A.6.1.
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials. Assessed by SS.912.A.6.1.
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy. Assessed by SS.912.A.6.1.
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune. Assessed by SS.912.A.6.1.
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact). Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, and SS.912.A.1.7.
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. Assessed by SS.912.A.6.13.
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War. Assessed by SS.912.A.6.13.
SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.6.11, SS.912.A.6.12, and SS.912.A.6.14.
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War. Assessed by SS.912.A.6.13.
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history. Assessed by SS.912.A.6.1.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 7	Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
The student will:	
SS.912.A.7.1	Identify causes for post–World War II prosperity and its effects on American society. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.7.2, SS.912.A.7.3, and SS.912.A.7.17.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. Assessed by SS.912.A.7.1.
SS.912.A.7.3	Examine the changing status of women in the United States from post–World War II to present. Assessed by SS.912.A.7.1.
SS.912.A.7.4	Evaluate the success of 1960s-era presidents’ foreign and domestic policies. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.7.10, SS.912.A.7.13, and SS.912.A.7.17.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. Assessed by SS.912.A.7.6.
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.7.5, SS.912.A.7.7, and SS.912.A.7.17.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights. Assessed by SS.912.A.7.6.
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, and SS.912.A.1.7.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, antiwar protesters) of the 1960s and 1970s. Assessed by SS.912.A.7.12.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Standard 7	Modern United States: Global Leadership and Domestic Issues
Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	
The student will:	
SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States. Assessed by SS.912.A.7.4.
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, and SS.912.A.1.7.
SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. Also assesses SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.7, SS.912.A.7.9, SS.912.A.7.14, SS.912.A.7.15, SS.912.A.7.16, and SS.912.A.7.17.
SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability. Assessed by SS.912.A.7.4.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). Assessed by SS.912.A.7.12.
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people. Assessed by SS.912.A.7.12.
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950. Assessed by SS.912.A.7.12.
SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history. Assessed by SS.912.A.7.1, SS.912.A.7.4, SS.912.A.7.6, and SS.912.A.7.12.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Strand	Geography
Standard 2	Understand physical and cultural characteristics of places.
The student will:	
SS.912.G.2.1	Identify the physical characteristics and the human characteristics that define and differentiate regions. Assessed by SS.912.A.5.12 and SS.912.A.7.17.
Strand	Geography
Standard 4	Understand the characteristics, distribution, and migration of human populations.
The student will:	
SS.912.G.4.2	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. Assessed by SS.912.A.3.2 and SS.912.A.3.7.
SS.912.G.4.3	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. Assessed by SS.912.A.2.7, SS.912.A.3.7, SS.912.A.3.8, and SS.912.A.6.15.
Strand	Humanities
Standard 1	Identify and analyze the historical, social, and cultural contexts of the arts.
The student will:	
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures. Assessed by SS.912.A.5.6 and SS.912.A.5.12.
Strand	Humanities
Standard 3	Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.
The student will:	
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. Assessed by SS.912.A.3.7, SS.912.A.6.15, SS.912.A.7.4, and SS.912.A.7.12.

APPENDIX B: U.S. HISTORY CONTENT ASSESSED BY U.S. HISTORY END-OF-COURSE ASSESSMENT

Strand	Literary Analysis	
Standard 2	Nonfiction	
The student will:		
LA.1112.2.2.2	Use information from the text to answer questions or to state the main idea or provide relevant details.	Assessed by SS.912.A.1.1.
LA.1112.2.2.3	Organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).	Assessed by SS.912.A.1.1.
Body of Knowledge	Algebra	
Standard 2	Relations and functions	
The student will:		
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Assessed by SS.912.A.1.4.

APPENDIX C: U.S. HISTORY ITEM WRITER GLOSSARY

The following glossary is a reference list provided for Item Writers and is **not** intended to comprise a comprehensive vocabulary list for students. The terms in this glossary pertain to the NGSSS, the *Specifications*, and the benchmark clarifications for U.S. History.

American Exceptionalism—A view in which the United States is believed to be an extraordinary nation with a special role to play in human history—a nation that is unique and divinely ordained to lead the world toward democratic values.

Americanization—The process of assimilating immigrants into mainstream society by instilling the values and behaviors of American culture.

Anarchism—A radical political theory that opposes all forms of government; the act of opposing the dominant political leadership, often including acts of violence.

Blue Collar—Refers to a member of the working class who typically performs manual labor and earns an hourly wage; also used as a term to distinguish between social and economic classes. For example, neighborhoods, social events, and consumer spending patterns have been described as being white collar or blue collar.

Brinkmanship—The policy of being willing to go “to the brink of war” to preserve peace. The term was applied to Secretary of State John Foster Dulles’s foreign policy by his critics in the 1950s.

Capitalism—A market-based economic system in which individuals or corporations own and control factors of production; characterized by investment, economic incentive and risk, division of labor, free trade, and competition.

Civil rights—Basic rights of all citizens that are upheld by law. In the United States, civil rights include the rights described in the Bill of Rights and in the amendments to the Constitution.

Communism—A command-based economic system in which the factors of production are owned by the government and are operated by central planners who determine the type, quantity, price, and distribution of the goods that will be produced. It is often characterized by a single authoritarian party holding power.

Conservatism—A philosophy that resists rapid changes to established economic, political, and social institutions; characterized by an appreciation of stability, free enterprise, limited government, and traditional cultural norms.

APPENDIX C: U.S. HISTORY ITEM WRITER GLOSSARY

Domino Theory—An idea that originated in the 1950s based on the belief that if one Asian country fell to communist rule then neighboring nations would also fall to communism.

Fascism—A philosophy or system of authoritarian government that advocates or exercises a single-party dictatorship, together with an ideology of nationalism, and assigns to the state control over every aspect of national life. It originated in Europe after World War I and is most commonly associated with Italy and Germany’s National Socialism, or Nazism.

Feminism—A commitment to equal economic, political, and social rights for women. In the early twentieth century, the women’s movement focused on issues such as suffrage and access to education. Since the 1960s, feminism has been largely concerned with other steps towards social equality, such as reproductive rights and equal pay for equal work.

Free Enterprise—An economic system in which private businesses and consumers are free to use their resources for production, consumption, and trade with limited government regulation. Free enterprise is associated with the concept of capitalism.

Fundamentalism—Belief based on traditional, strict, and more literal interpretation of religious texts, most commonly associated with certain segments of Christianity, Judaism, and Islam. Fundamentalism can also be applied in a political context.

Glasnost—A policy introduced in the Soviet Union by Mikhail Gorbachev in the 1980s that promoted political openness and freedom of expression; the Soviet policy was to use the media to make information available on some controversial issues in order to provoke public discussion, challenge government and party bureaucrats, and mobilize greater support for the policy of perestroika. The loss of the control of information through the media was one of the contributing factors to the collapse of the Soviet Union.

Globalization—The process by which the economies of countries around the world become increasingly integrated and interdependent; characterized by the worldwide integration of markets for goods, services, and capital.

Imperialism—A policy in which one country gains or expands political and/or economic influence over foreign lands through military conquest or economic supremacy.

Industrialization—The establishment and subsequent growth of manufacturing and mechanical production in a country; characterized by the growth of factories, technological advancements, and profound social developments.

APPENDIX C: U.S. HISTORY ITEM WRITER GLOSSARY

Inflation (Economic)—An increase in overall prices caused by rising wages, an oversupply of money or credit (e.g., an increase in the amount of currency), an increase in the demand for goods, or a shortage in the supply of goods.

Innovation—The creation or introduction of a new idea in the form of a new product, invention, or service or an improvement in organization or process.

Isolationism—The policy of avoiding or limiting involvement with other nations. This may be applied through restricted immigration, foreign policy (e.g., avoiding entangling alliances and nation building), or economic policy (e.g., high tariffs and protectionism).

Jihad—A belief within Islam calling for an uprising or struggle against threats to Islam. In a modern sense, it refers to armed action against persons and/or governments and is associated with groups such as al Qaeda.

Liberalism—A philosophy that advocates for change and reform to established economic, political, and social institutions and norms to resolve social inequities. Classical liberalism, from the 17th century through the early 20th century, emphasized individual freedom and the consent of the governed. Modern liberalism, in the 20th and 21st centuries, utilizes government policies to address societal inequities.

Libertarian—A person who believes in the primacy of individual rights and the exercise of free will. Modern libertarians view government as a potential threat to individual freedom and argue that the federal government should limit itself to duties expressly stated in the Constitution.

Marxism—A political and economic philosophy developed by Karl Marx and Friedrich Engels and described in The Communist Manifesto (1848). Marxism, or communism, was based on the premise that the capitalist system was corrupt and that it would eventually be overthrown by the workers, who would establish a classless society.

McCarthyism—A term that stems from Senator Joseph McCarthy's accusations in the 1950s of communists in the federal government. The search for suspected communists in the United States was widely publicized, and the charges were indiscriminate and unsubstantiated. Today, the term is used in a pejorative manner.

Militarism—A government policy dedicated to maintaining a strong military force with a willingness to use it aggressively to promote the country's interest. It is also the involvement of members of the military in setting government policy or in the direct governing of the country.

APPENDIX C: U.S. HISTORY ITEM WRITER GLOSSARY

Nadir—A reference to the low point in race relations beginning in the late nineteenth-century United States, coinciding with the period between *Plessy v. Ferguson* and *Brown v. Board of Education*.

Nationalism—A feeling of extreme pride and loyalty citizens have for their country. It can also be defined as a national policy based on self-interest rather than the common goals of international groups or coalitions.

Nativism—An attitude and belief that immigrants and their cultural influences are undesirable.

Pacifism—The belief that opposes the use of war to resolve conflicts; can include the doctrines of nonviolence and passive resistance.

Populism—Refers both to the People’s Party (a movement of farmers, workers, and middle-class reformers who protested the growing unequal distribution of wealth and political corruption during the Gilded Age) and a style of protest found throughout American history.

Progressivism—A reform movement that sought to improve economic, political, and social conditions during the late 19th and early 20th centuries. Progressivism is associated with the desire to use science to solve societal problems and government to affect change.

Radical—A person who favors rapid, fundamental change in the existing economic, political, and social order.

Social Darwinism—The social philosophy based on Charles Darwin’s theory of evolution that asserts humans, like other forms of life, competed for survival and that the “fittest” were the social elite. Therefore, Social Darwinism was used as a justification for imperialism, the denial of civil rights, and a justification for maintaining the societal status quo.

Socialism—A philosophy that espouses the utilization of government ownership or control of the means of production and the distribution of goods.

Superpower—A nation more powerful than most others that acts as a leader among nations; generally used after World War II in referring to the United States and the Soviet Union. While superpowers have often been considered those with the most destructive weapons, the term may also refer to nations with strong economies.

APPENDIX C: U.S. HISTORY ITEM WRITER GLOSSARY

Terrorism—The use of violence, intimidation, and coercion to achieve an end, to gain publicity for a cause, or to disrupt the normal functioning of society. In the twenty-first century, terrorism became a central issue in United States foreign policy.

Vietnamization—A policy of the Nixon administration to encourage the South Vietnamese to take more responsibility for fighting the war and enable the United States to gradually withdraw its soldiers from Vietnam.

White Collar—Refers to a salaried professional or an office worker in a professional, managerial, or administrative position; also used as a term to distinguish between social and economic classes. For example, neighborhoods, social events, and consumer spending patterns have been described as being white collar or blue collar.

Yellow Journalism—Sensationalized reporting used by newspapers to attract readers and make profits. It was a contributing factor in the outbreak of the Spanish-American War and is still an element of reporting today.

APPENDIX D: U.S. HISTORY END-OF-COURSE ASSESSMENT TEST DESIGN SUMMARY

Duration of Test

The table below displays the number of minutes allowed for regular test takers for the U.S. History EOC test, which is administered in two sessions, which are taken on the same day.

Grade	Duration (minutes)
U.S. History EOC Assessment	Approximately 160 minutes

Length of Tests

This table provides an approximate range for the number of items on each test. These ranges include both the operational and field-test items.

Grade	Item Range
U.S. History EOC Assessment	50–60

Reporting Categories

Reporting Categories	Benchmark
Late Nineteenth and Early Twentieth Century, 1860–1910 (33%)	SS.912.A.1.1
	SS.912.A.2.1
	SS.912.A.3.1
	SS.912.A.3.2
Global Military, Political, and Economic Challenges, 1890–1940 (34%)	SS.912.A.1.1
	SS.912.A.4.1
	SS.912.A.4.5
	SS.912.A.5.3
	SS.912.A.5.5
	SS.912.A.5.10
The United States and the Defense of the International Peace, 1940–present (33%)	SS.912.A.5.11
	SS.912.A.1.1
	SS.912.A.6.1
	SS.912.A.6.10
	SS.912.A.6.13
	SS.912.A.7.1
	SS.912.A.7.4
	SS.912.A.7.6
	SS.912.A.7.8
SS.912.A.7.11	
SS.912.A.7.12	

APPENDIX E: U.S. HISTORY COURSE DESCRIPTIONS

General Information

Course Number:	2100310
Course Path:	Section: Basic and Adult Education
Grade Group:	Secondary Grades 9–12
Subject:	Social Studies
SubSubject:	American and Western Hemispheric Histories
Course Title:	American History (United States History)
Course Section:	Basic and Adult Education
Abbreviated Title:	Amer Hist
Number of Credits:	One credit (1)
Course Length:	Year
Course Type:	Core
Course Level:	2
Course Status:	Draft–Not Approved
Graduation Requirements:	American History (AH)

General Notes:

American History (U.S. History) 9–12 Course—The Grades 9–12 American History course consists of the following content area strands: American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of American history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events, which occurred before the end of Reconstruction.

Scheme Descriptor

LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words.
LA.1112.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details.
LA.1112.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).

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- LA.1112.6.2.4** The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- LA.1112.6.3.1** The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
- MA.912.A.2.1** Create a graph to represent a real-world situation.
- MA.912.A.2.2** Interpret a graph representing a real-world situation.
- SS.912.A.1.1** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3** Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6** Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications.
- SS.912.A.2.1** Review causes and consequences of the Civil War.
- SS.912.A.2.2** Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3** Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.4** Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

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- SS.912.A.2.5** Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6** Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7** Review the Native American experience.
- SS.912.A.3.1** Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- SS.912.A.3.2** Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.3** Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4** Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5** Identify significant inventors of the Industrial Revolution, including African Americans and women.
- SS.912.A.3.6** Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7** Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8** Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9** Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10** Review different economic and philosophic ideologies.
- SS.912.A.3.11** Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

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- SS.912.A.3.12** Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13** Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1** Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2** Explain the motives of the United States' acquisition of the territories.
- SS.912.A.4.3** Examine causes, course, and consequences of the Spanish-American War.
- SS.912.A.4.4** Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5** Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6** Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7** Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8** Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9** Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States.
- SS.912.A.4.10** Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11** Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1** Discuss the economic outcomes of demobilization.
- SS.912.A.5.2** Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

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- SS.912.A.5.3** Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4** Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5** Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6** Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8** Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African-American experience.
- SS.912.A.5.9** Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10** Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11** Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12** Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1** Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2** Describe the United States' response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3** Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4** Examine efforts to expand or contract rights for various populations during World War II.

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- SS.912.A.6.5** Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6** Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7** Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8** Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9** Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10** Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11** Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12** Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13** Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14** Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15** Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1** Identify causes for post–World War II prosperity and its effects on American society.
- SS.912.A.7.2** Compare the relative prosperity between different ethnic groups and social classes in the post–World War II period.
- SS.912.A.7.3** Examine the changing status of women in the United States from post–World War II to present.
- SS.912.A.7.4** Evaluate the success of 1960s-era presidents’ foreign and domestic policies.
- SS.912.A.7.5** Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

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- SS.912.A.7.6** Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8** Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9** Examine the similarities of social movements (Native Americans, Hispanics, women, antiwar protesters) of the 1960s and 1970s.
- SS.912.A.7.10** Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11** Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13** Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14** Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15** Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16** Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17** Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3** Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

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- SS.912.G.2.1** Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1** Relate works in the arts (architecture, dance, music, theater, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.3** Relate works in the arts to various cultures.
- SS.912.H.1.5** Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.3.1** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.



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