

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM
for the 21ST Century (LEAP 21)
ASSESSMENT FRAMEWORK
Grade 8

INTRODUCTION

This section of the *Teachers' Guide to Statewide Assessment in Social Studies* presents the assessment framework for the grade 8 test. It provides specifications for the design and content of the grade 8 test, covering both Part A (multiple-choice items) and Part B (constructed-response tasks).

The grade 8 Assessment Framework is divided into four parts corresponding to the four social studies strands (Geography, Civics, Economics, and History). Within each part, the strand's thematic categories are used to organize information about the test. For example, under the Geography strand, test specifications are subdivided according to the strand's four thematic categories (A. The World in Spatial Terms; B. Places and Regions; C. Physical and Human Systems; and D. Environment and Society). The following information is presented for each thematic category:

Benchmarks Assessed: the text of all benchmarks eligible for the state test

Key Concepts: important concepts illustrating potential test content

Content Limits:

- any benchmarks which, for practical or philosophical reasons, are excluded from state-level testing and flagged for assessment at the local level only
- any special restrictions on test content and any content barred from testing of an assessed benchmark
- any content emphasis envisioned for assessment of the thematic category

Description of Test Questions:

- examples of what students should know or be able to do in response to questions assessing benchmarks in the category
- allocation of assessed benchmarks to Part A and/or Part B of the test
- types of stimulus material eligible for test items in the thematic category

The Social Studies test at grade 8 consists of two major parts.

Part A consists of roughly 60 multiple-choice test items assessing knowledge, conceptual understanding, and application of skills in all four social studies strands (Geography, Civics, Economics, and History). Each item has four response options (A, B, C, D) to be scored right/wrong. Items in Part A are intermingled across strands, not arranged into separate sections by strand.

Part B will consist of four open-ended questions (tasks) calling for a constructed response and requiring higher-order thinking in a social studies context (e.g., grasp of a concept, analysis of information, evaluation of a principle, or application of a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation, to supply a short written answer, or to produce a longer piece of writing in response to a social studies issue or problem. Each task in Part B will be scored on a 0-4 point qualitative scale.

The grade 8 Assessment Framework concludes with a set of sample test questions for Parts A and B of the test. Each sample multiple-choice item for Part A and each sample task for Part B is coded to a particular benchmark based on its primary focus. Sample test questions are provided to give teachers a concrete idea of the types of items that may appear on the state test. Teachers are encouraged to use the samples as a basis for familiarizing students with test formats and to use other similar examples in classroom assessment.

For ease of reference, a matrix of benchmark statements for all grade clusters (K–4, 5–8, and 9–12) is provided in the appendix of this guide.

GEOGRAPHY STRAND: GRADE 8
Physical and Cultural Systems

Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

GEOGRAPHY STRAND: THEMATIC CATEGORY

A. THE WORLD IN SPATIAL TERMS

Benchmarks Assessed

- G-1A-M1 identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies
- G-1A-M2 interpreting and developing maps, globes, graphs, charts, model, and databases to analyze spatial distributions and patterns

Key Concepts

- Map key (legend)
- Map symbols
- Distance scale
- Compass rose
- Cardinal directions
- Intermediate directions (NE, NW, SE, SW)
- Hemisphere
- Equator
- Latitude/longitude
- North and South Poles
- Prime Meridian
- Tropics (Tropic of Capricorn, Tropic of Cancer)
- U.S. time zones and International Date Line
- Pictograph
- Circle (pie) graph
- Bar graph
- Line graph
- Types of maps

Content Limits

- Benchmark G-1A-M3 (“organizing and displaying information about the location of geographic features and places by using mental mapping skills”) are not assessed due to its focus on “mental mapping skills.”
- Any information students may need to construct a map is presented in stimulus material. Students do not have to rely on their own mental picture of an area.
- Any illustration of a globe will be a side-view (not a top down view).

Description of Test Questions

Benchmarks G-1A-M1 and G-1A-M2 may be assessed either by multiple-choice items in Part A or by open-ended tasks in Part B. Benchmark G-1A-M2 (regarding “developing” maps, etc.) is especially well suited to testing in Part B.

The task of “developing” maps, graphs, or charts specified in G-1A-M2 may be assessed only in Part B. Although G-1A-M3 will not be directly assessed, its main aspect (“organizing and displaying information about the location of geographic features and places”) may be required in Part B tasks matched to G-1A-M2.

Stimulus material for test items may include any of various types of maps, such as physical (e.g., land forms/bodies of water, elevation), distribution (e.g., population, climate, vegetation, precipitation, natural resources), political (e.g., state or national boundaries, major cities), economic, or historical. Various types of graphs, charts, or diagrams may also serve as stimulus material.

For G-1A-M1, test items may require students to:

- Identify or describe characteristics, functions, or applications of various types of maps
- Compare the uses of different types of maps, including two different types of maps of the same area

For G-1A-M2, test items may require students to:

- Read and interpret a graph, chart, or diagram
- Read and interpret a map, using a map key/legend and symbols, distance scale, compass rose, and cardinal or intermediate directions
- Analyze the distributions or patterns shown on a map (e.g., compare/contrast population or resource distributions, climate, vegetation, elevations)
- Use time zones in the United States or the International Date Line to interpret a map or representation of a globe
- Use latitude (parallels) and longitude (meridians) to determine direction or locate or compare points on a map or representation of a globe
- Locate major land forms and geographic features, places, bodies of water/waterways on a map of Louisiana or the United States
- Locate major points/features on a map of an area of the world, referring to the equator, the hemispheres, the poles, or latitude/longitude, as needed
- Construct a map based on given narrative information
- Add features to a map based on given narrative information, such as showing the location of capital or key cities, major land forms, bodies of water, battle sites, etc.
- Construct a chart or diagram to display geographical information in an organized way (e.g., resources of various regions in Louisiana)
- Construct a circle graph, bar graph, or line graph to represent given data

GEOGRAPHY STRAND: THEMATIC CATEGORY

B. PLACES AND REGIONS

Benchmarks Assessed

- G-1B-M1 explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns
- G-1B-M2 identifying and describing significant physical features that have influenced historical events
- G-1B-M3 identifying criteria used to define regions and explaining how and why regions change
- G-1B-M4 describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions

Key Concepts

- Physical features of places
 - land forms and bodies of water/waterways
 - latitudinal location, distance from equator or poles, altitude
 - climatic zones, precipitation patterns, vegetation, ecosystems
- Human phenomena associated with places
 - e.g., migration, settlement patterns, population density, land use
- Criteria used to define regions
 - physical features (see above)
 - human settlement patterns, land use, cultural or political similarities
- Physical processes and natural disasters that change regions
 - volcanic activity, plate tectonics, earthquakes, global warming
 - erosion by water current, flood, coastal storm, ice, or wind
 - processes affecting bodies of water (e.g., silting, other build-up)

Content Limits

- All benchmarks in Thematic Category B are eligible for assessment on the state test.
- Items for G-1B-M1 do not assess effects of human action on physical environment. This topic is reserved for Benchmark G-1D-M3.
- For G-1B-M3, “how and why” regions *change* is limited to physical causes and effects, due to coverage of human factors under G-1D-M1. *Effects* of natural disasters are not tested under G-1C-E1 or G-1D-E3 at Grade 4, but may be tested here.

Description of Test Questions

Benchmark G-1B-M4 is restricted to assessment on Part B of the test. The other three benchmarks (G-1B-M1, M2, and M3) may be tested in either Part A or Part B. Of these, G-1B-M3 is the more likely choice for Part B. Stimulus material (e.g., a short narrative passage or a map) may be given with Part A items. Assessment of G-1B-M4 may include a political cartoon highlighting a controversy about uses of places or regions.

For G-1B-M1, test items may require students to:

- Describe or analyze the distinguishing physical and/or human characteristics of a given place (e.g., land forms, precipitation, ecosystems, settlement patterns)
- Identify regions of the U.S. and major regions of the world in terms of their primary physical characteristics (e.g., rain forests, deserts, Atchafalaya Basin)
- Identify land and climatic conditions conducive to human settlement in North America and other regions of the world, or describe the role of these conditions
- Describe how land forms (e.g., the Appalachian Mountains) affect migration and settlement patterns
- Evaluate and use information on a map (e.g., identify the most appropriate place for a settlement, given a map and a list of potential settlers' needs/goals)

For G-1B-M2, test items may require students to:

- Identify physical features that influenced historical events and describe their influence
 - e.g., the role of the Ohio River Valley in the American Revolution
 - e.g., the role of the Mississippi River/Swamp in the Battle of New Orleans
 - e.g., the role of the Appenine Mountains in the Punic Wars
 - e.g., the Nile and Tigris-Euphrates as “cradles of civilization”
 - e.g., geographical factors related to Little Big Horn or winter in Russia
- Identify ways in which location and physical features (e.g., bodies of water, waterways, mountains) generally influence the development or life of a region (e.g., effects of natural barriers, remote location vs. accessibility, island conditions)

For G-1B-M3, test items may require students to:

- Identify physical or other criteria used to define regions, or apply criteria to distinguish one region from another
- Explain physical processes that produce distinctive land forms
- Explain the effects of a physical process or natural disaster (e.g., migration of the Sahara, destruction of rain forests, erosion of riverbanks, reshaping of shorelines)
- Explain how or why specific regions are changing as a result of physical phenomena
 - e.g., the build-up of the Mississippi Delta region
 - e.g., changes in the coastal wetlands or coastal erosion of the Gulf Coast

For G-1B-M4, test items may require students to:

- Explain how goals (e.g., the search for God, glory, and gold) and interests (e.g., rain forests vs. industrial development, population expansion vs. natural habit, day-to-day survival vs. aesthetic natural conservation) affect the uses of places or regions
- Explain how technological advances and modern innovations affect the uses of places

GEOGRAPHY STRAND: THEMATIC CATEGORY C. PHYSICAL AND HUMAN SYSTEMS

Benchmarks Assessed

- G-1C-M2 identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region
- G-1C-M3 describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization
- G-1C-M4 analyzing types, patterns, and effects of human migration over time
- G-1C-M5 tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects
- G-1C-M6 comparing historical and contemporary patterns of economic interdependence
- G-1C-M7 explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface

Key Concepts

- Population characteristics (demographic variables)
 - population size
 - gender
 - age
 - birth rate
 - infant mortality
 - migration (immigration/emigration)
 - population density
 - religion
 - race, ethnicity
 - death rate
 - life expectancy
- Demographic concepts
 - education
 - urban/suburban/rural
 - cultural diffusion
 - housing
 - urbanization
 - cultural diversity
 - transportation
 - crime rate
- Related concepts
 - infrastructure
 - trade
 - economic interdependence
 - territorial expansion

Content Limits

- Benchmark G-1C-M1 (“predicting and explaining how physical features help to shape patterns and arrangements in the physical environment”) is not assessed on the state test, in favor of assessing G-1B-M3 (“how and why regions change”).

Description of Test Questions

All six assessed benchmarks in Thematic Category C may be tested by multiple-choice items in Part A or in Part B tasks. Notably, however, all except G-1C-M2 provide an especially rich basis for open-ended tasks in Part B. Stimulus material may accompany any test question in this thematic category.

For G-1C-M2, G-1C-M3, and G-1C-M4, test items may require students to:

- Analyze the population characteristics or other demographic information about a country or region, including rates of increase/decrease for demographic variables
- Construct a chart or draw a graph based on given demographic data or information (e.g., to show population characteristics, rates of increase/decrease, or trends)
- Explain patterns of rural/urban migration, or the positive and negative consequences of urban development (e.g., cultural diversity, over-crowding)
- Explain why humans settled and formed societies in specific regions, or why immigrant groups settled in specific areas (e.g., Acadians)
- Identify political, cultural, and economic motives for migration (e.g., retire to the U.S. Sunbelt; find jobs or new opportunities; escape oppression, persecution, or severe and chronic climate changes such as drought)
- Explain how immigration has influenced specific areas, or the effects of changing population distribution during a given period of time
- Explain the role of geographical factors in migration (e.g., how the Mississippi River affected westward movement)

For G-1C-M5, G-1C-M6, and G-1C-M7, test items may require students to:

- Analyze a flow chart illuminating the movement of people, goods, or ideas between regions or countries, or construct a flow chart based on given information (e.g., a flow chart describing Triangular Trade)
- Describe the factors that contribute to cultural diffusion (e.g., trade of goods/services)
- Identify or explain factors or events that facilitated cultural diffusion (e.g., European exploration/trade, Crusades)
- Describe the causes and effects of cultural diffusion in the U.S. or causes and effects of cultural diversity in Louisiana
- Describe parallels (or describe differences) between an historical and contemporary example of economic interdependence (based on given information)
- Explain conditions and motivations that contribute to conflict or cooperation within and among nations (e.g., natural resource needs, territorial expansion, Space Program)
- Identify or explain examples of cooperation, conflict, and ways societies interact to meet their needs (e.g., trade/political treaties, revolution, Cold War)

GEOGRAPHY STRAND: THEMATIC CATEGORY

D. ENVIRONMENT AND SOCIETY

Benchmarks Assessed

- G-1D-M1 analyzing and evaluating the effects of human actions upon the physical environment
- G-1D-M2 explaining and giving examples of how characteristics of different physical environments affect human activities
- G-1D-M3 analyzing the worldwide distribution and utilization of natural resources

Key Concepts

- Physical environments (e.g., rain forest, agricultural land, flood plains, wetlands, barrier islands, upland regions, landlocked areas, natural habitats)
- Human adaptations of physical environment
 - irrigation, terracing
 - timbering/deforestation
 - reclaiming land
 - levee, canal, dam, flood/sea wall
 - mining, industrialization
 - roads, tunnels, bridges, railroads
- Natural resources:
 - forests/timberland
 - coal, oil, natural gas
 - minerals in the earth (silver, gold, copper, tin, diamonds)
 - plants, roots, herbs (medicines, dyes)
 - fresh water
 - sea water (salt)
- Related concepts
 - natural resources: renewable, non-renewable, sustainable, limited
 - world distribution of natural resources
 - conservation of land and natural resources
 - pollution (air, water, noise)
 - hydrology (surface/underground water, cycle of precipitation/evaporation)
 - standard of living, access to resources, overpopulation
 - global warming, El Niño, acid rain, dead zones
 - Turtle Excluder Devices (TEDs) for trolling nets

Content Limits

- Benchmark G-1D-M4 (“identifying problems that relate to contemporary geographic issues and researching possible solutions”) is not assessed on the state test. This benchmark is viewed as best assessed at the local parish and classroom levels.
- Any questions involving levees or canals will concentrate on Louisiana.

Description of Test Questions

The three assessed benchmarks in Thematic Category D may be tested by either multiple-choice items in Part A or by tasks in Part B. Benchmark G-1D-M2 is very well suited to testing in Part B. Stimulus material may accompany any test question in this thematic category.

For G-1D-M1, test items may require students to:

- Analyze or evaluate actual consequences of environmental modifications on land forms, natural resources, or plant or animal life
- Predict the effects of potential environmental modifications on natural resources, or plant or animal life
- Explain human activities that pollute the environment and the impediments to controlling pollution of all kinds

For G-1D-M2, test items may require students to:

- Identify or describe the benefits or challenges inherent in a particular environment
 - e.g., soil and climate conducive to growing certain plants, such as rice in Louisiana
 - e.g., harsh climates or short agricultural growing seasons
 - e.g., characteristics that make New Orleans an excellent port
- Analyze ways in which a physical environment affects its inhabitants' way of life
 - e.g., effects of noise, overcrowding, lack of space, or lack of fresh air on urban life
 - e.g., environmental factors affecting life in upland regions, flood plains, etc.
- Explain or give examples of how people adapt to living in a particular physical environment

For G-1D-M3, test items may require students to:

- Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export
- Analyze the relationship between a country's standard of living and its local or accessible natural resources (e.g., the effects of oil or natural gas reserves in a region)
- Draw inferences from a map showing world or regional distribution of natural resources (e.g., coal, oil, mineral deposits/precious metals, timberland or rain forests)
- Map the locations of major environmental resources, based on given information
- Identify or explain the distribution and uses of Louisiana's natural resources

CIVICS STRAND: GRADE 8
Citizenship and Government

Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

CIVICS STRAND: THEMATIC CATEGORY

A. STRUCTURE AND PURPOSES OF GOVERNMENT

Benchmarks Assessed

C-1A-M2	describing the essential characteristics of various systems of government
C-1A-M3	explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions
C-1A-M4	explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution
C-1A-M5	describing the organization and major responsibilities of local, state, and national governments
C-1A-M6	identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers
C-1A-M7	explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws
C-1A-M9	explaining the necessity of taxes and describing the purposes for which tax revenues are used
C-1A-M10	identifying and evaluating different types of taxes

Key Concepts

- Systems of government:
 - Democracy (Republic, Parliamentary)
 - Monarchy
 - Oligarchy
 - Totalitarian/authoritarian/dictatorship
- Constitution, limited government, powers of government, limits of power
- Structure and responsibilities of local, state, and national government
- Key leaders/representatives at the federal, state, and local level
 - roles/responsibilities
 - qualifications
 - terms of office
- Rule of law, due process of law
- How a bill becomes law
- The court system
- Purpose and types of taxes

Content Limits

- Two benchmarks are not assessed: C-1A-M1 (“why governments are necessary” and “competing positions on the purposes government should serve”) and C-1A-M8 (“how public policy is formed, debated, and carried out”). These benchmarks are viewed as best assessed at the parish and classroom levels.
- For C-1A-M2, “communism” and “socialism” are excluded, as they may be viewed as social/economic systems rather than forms of government.
- Items for C-1A-M5 build from assessment of C-1B-E1 at grade 4.
- Items for C-1A-M6 build from assessment of C-1A-E5 at grade 4.
- C-1A-M10 on types of taxes is so similar to E-1B-M5 under Economics that these two benchmarks are not assessed on the same test form.

Description of Test Questions

Seven of the eight assessed benchmarks (C-1A-M2 through M6 and C-1A-M9 and M10) are assessed only in Part A of the test. Benchmark C-1A-M7 is assessed only in Part B. Stimulus material may be provided for some questions; for example, excerpts from the U.S. Constitution (e.g., Articles 1, 2, 3 or Amendments 9 and 10), excerpts from the Louisiana Constitution, examples of laws or court rulings, or a diagram.

For C-1A-M2 through M6, test items may require students to:

- Identify the characteristics and organization of various systems of national government, using the following terms as needed:
 - “indirect (vs. direct) democracy,” “constitutional (vs. absolute) monarchy,” “Republic” (excluding such republics as existed in the former U.S.S.R.)
 - “President,” “King,” or “Prime Minister”; “freedom/liberties”; “repression”
- Note: Comparing, contrasting, or evaluating various forms of government will be assessed only at the high school level.
- Explain the meaning of the term “federalism”
- Describe the purposes of state constitutions
- Identify the powers of the U.S. federal government, the powers of state government, or the powers they share, according to the U.S. and Louisiana constitutions
- Identify the powers of the respective branches of the federal government, the limits of their respective powers, and key positions within each branch
- Describe the major responsibilities of local, state, and federal government
- Describe the structure of the federal government, including Congress and the Cabinet
- Describe the structure of state government and various forms of local government
- Describe the powers/responsibilities and limits of power for government officials at the local/parish, state, and national level (e.g., Senator, various Cabinet members)
- Identify qualifications and terms of office for key leaders/representatives at the federal, state, and local level

For C-1A-M7, test items may require students to:

- Explain how a bill becomes law at the federal or state level
- Discuss the importance of the rule of law in the American constitutional system (e.g., establishing limits on those who govern and the governed, protecting individual liberties and the rights of the accused, promoting social order and the common good)
- List criteria for evaluating rules and laws
- Examine a given law or court ruling and evaluate it on given criteria (e.g., take and argue a position on the reasonableness of decisions in the Dred Scott Case)

For C-1A-M9 and C-1A-M10, test items may require students to:

- Explain why taxes are needed and purposes for which tax monies/revenues are used
- Identify the likely source of public funding to address given needs
- Identify types of taxes collected by the local, state, or federal government (e.g., Social Security tax, federal/state income tax, sales tax, tariffs)
- Evaluate a type of tax in an historical context (e.g., why England felt the Stamp Act and Tea Tax were necessary and why they led to the American Revolution)

CIVICS STRAND: THEMATIC CATEGORY

B. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

Benchmarks Assessed

- C-1B-M1 explaining the essential ideas and historical origins of American constitutional government
- C-1B-M2 identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture
- C-1B-M3 explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents
- C-1B-M4 analyzing the ways in which political and social conflict can be peacefully resolved
- C-1B-M5 analyzing democratic processes used to institute change
- C-1B-M6 analyzing the importance of political parties, campaigns, and elections in the American political system

Key Concepts

- Freedoms, civil/political liberties
- Historical documents:
 - Declaration of Independence
 - U.S. Constitution
 - Bill of Rights
- Principles of U.S. constitutional government
 - federal union
 - checks and balances
 - popular sovereignty
- Historical experiences/factors
 - colonization, American Revolution
 - admission of new states
 - Westward movement
 - Civil War, slavery
- Democratic (peaceful) processes used to resolve conflict/institute change
 - voting in/out of office
 - petitions
 - rallies, marches, strikes, sit-ins, boycotts, civil disobedience
- Political parties, campaigns, and elections in the U.S. political system
- Electoral College
- American constitutional democracy
- Magna Carta
- Articles of Confederation
- Mayflower Compact
- Amendments 13, 14, 15
- separation of powers
- respect for individual liberties
- consent of the governed
- Jeffersonian (laissez faire) democracy
- Great Depression
- immigration, “melting pot”
- civil rights movements
- recall
- amendment
- U.S. Census and reapportionment of districts
- impeachment
- compromise

Content Limits

- All benchmarks in Thematic Category B are eligible for assessment on the state test.

Description of Test Questions

All six benchmarks may be assessed either by multiple-choice items in Part A or by tasks in Part B. Benchmarks C-1B-M4, M5, and M6 are especially well suited for assessment in Part B. Stimulus material for test questions might include excerpts from the U.S. Constitution or other documents relevant to U.S. constitutional democracy (e.g., Articles of Confederation, Declaration of Independence, Emancipation Proclamation, Kennedy’s Inaugural Address, Martin Luther King’s “I Have a Dream Speech”).

For C-1B-M1, C-1B-M2, and C-1B-M3, test items may require students to:

- Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution
- Compare or contrast the Articles of Confederation with the U.S. Constitution
- Analyze how the U.S. Constitution reflects any of the principles of government (see *Key Concepts*) or explain the meaning of these principles
 - e.g., how separation of powers limits government
 - e.g., how the system of checks and balances is used and prevents abuse of power
- Explain the meaning and importance of other ideas essential to American constitutional democracy (e.g., basic freedoms) or analyze these ideas in core documents (e.g., Declaration of Independence, Bill of Rights, major speeches/texts)
- Describe historical experiences and factors that defined, influenced, or helped to shape American political culture (see *Key Concepts*)
- Identify the author or title of a significant historical document from an excerpt

For C-1B-M4 and C-1B-M5, test items may require students to:

- Explain how changes are made in a democratic society (e.g., voting into/out of office, impeachment, petitions, amendments, Supreme Court cases)
- Describe, analyze, or compare/contrast various peaceful ways of resolving political or societal conflicts, including understanding the role of majority vote vs. “consensus”
- Contrast peaceful methods of instituting change with such alternatives as revolution or assassination
- Analyze given events or experiences in U.S. history in terms of the methods used to institute change or resolve societal conflict (e.g., War of 1812, states’ rights theory, Jackson’s handling of the tariff controversy)
- Propose a peaceful way to resolve a political or societal conflict or to institute change, in terms of a given scenario

For C-1B-M6, test items may require students to:

- Describe the role of political parties in the American political system
- Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government
- Describe various kinds of elections (e.g., President, Senator, Mayor), including the role of the electoral college

CIVICS STRAND: THEMATIC CATEGORY
C. INTERNATIONAL RELATIONSHIPS

Benchmarks Assessed

- C-1C-M1 describing how the world is organized politically and explaining the means by which nation-states interact
- C-1C-M2 explaining the formation, implementation, and impact of United States foreign policy
- C-1C-M3 identifying types of foreign policy issues, using current and historical examples

Key Concepts

- Political organization of the world (nation-states)
- Alliances and international organizations of nations
—e.g., United Nations, NATO
- How nation-states interact
 - trade
 - treaty (political, economic, military)
 - diplomacy
 - summit meetings
 - embassies, ambassadors
- Foreign policy of the United States
 - division of responsibilities for foreign affairs
 - strategic interests
 - national security
 - peace keeping
 - isolation
 - protectionism
 - neutrality
 - humanitarian aid
 - economic aid
 - military aid
 - economic incentives
 - sanctions
 - war
- Foreign policy issues

Content Limits

- All benchmarks in Thematic Category C are eligible for assessment on the state test.

Description of Test Questions

Benchmark C-1C-M1 may be assessed only in Part A of the test. The other two benchmarks (C-1C-M2 and C-1C-M3) may be assessed in either Part A or Part B. Stimulus material may be provided for any test question in this thematic category, such as an excerpt from a significant historical document (e.g., Monroe Doctrine, Washington’s Farewell Address) or a newspaper article, magazine article, or other passage addressing a foreign policy issue or an issue involving an organization composed of member nations.

For C-1C-M1, C-1C-M2, and C-1C-M3, test items may require students to:

- Describe political divisions of the world in terms of the roles or common objectives of various alliances and international organizations (e.g., NATO, SEATO, Warsaw Pact, the United Nations, OPEC)
- Explain any of the various means by which nations interact
- Explain how United States foreign policy is formed and carried out, including the roles of the President, the Congress, the Secretary of State
- Explain the terms “strategic interests” and “national security” with respect to the United States
- Describe the various means by which the United States attains its foreign policy objectives and protects its strategic interests (e.g., aid, sanctions, treaties)
- Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts)
- Identify the foreign policy issue addressed in given reading material, or characterize the means by which it is being handled

CIVICS STRAND: THEMATIC CATEGORY
D. ROLES OF THE CITIZEN

Benchmarks Assessed

- C-1D-M1 explaining the meaning of citizenship and the requirements of citizenship and naturalization in the United States
- C-1D-M2 identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society
- C-1D-M3 discussing issues involving the rights and responsibilities of individuals in American society
- C-1D-M4 describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels

Key Concepts

- Citizenship
- Residency
- Naturalization
- Rights and responsibilities of citizenship
 - holding public office
 - voting
 - paying taxes
 - jury duty/witness
 - military service
 - obeying the law
 - due process of law
- Patriotism
- Citizens’ monitoring of and involvement in government and politics
 - voting in elections
 - running for office (e.g., local)
 - political campaigning
 - serving as a convention delegate
 - writing to representatives
 - signing petitions
 - peaceful demonstrations
 - political action committees, lobbying
 - attending public hearings
 - attending meetings of governing bodies
 - reading to keep informed on public issues

Content Limits

- C-1D-M5 (“communicating the importance of knowledge to competent and responsible political participation and leadership”) is assessed on the state test. This benchmark is viewed as best assessed at the parish or classroom level.
- For C-1D-M4, test items do not duplicate assessment of C-1B-M6 regarding the importance of political parties, campaigns, and elections as opportunities to participate in the American political system.
- In general, assessment of Thematic Category D at grade 8 builds on (not duplicates) assessment of similar concepts in this category at grade 4 (e.g., rights and responsibilities of citizenship).

Description of Test Questions

Benchmarks C-1D-M1 are tested only by multiple-choice items in Part A of the test. The other three benchmarks (C-1D-M2, C-1D-M3, and C-1D-M4) may be assessed in either Part A or Part B. Test items may include such stimulus material as excerpts from the Bill of Rights, laws (e.g., Title IX), court rulings (e.g., *Miranda v. Arizona*), political speeches/addresses or essays, or political cartoons.

For the assessed benchmarks, test items may require students to:

- Define the meaning of the word “citizenship” by contrast with “residency,” or in terms of the rights of citizens versus “resident aliens” or “non-resident aliens”
- Identify the qualifications or requirements for U.S. citizenship (e.g., birth in the U.S., birth to American parents abroad), including the means by which non-citizens may become U.S. citizens (e.g., naturalization)
- Identify individual rights guaranteed by specific amendments to the U.S. Constitution
- Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large
- Analyze issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, right to due process, responsibility to pay taxes), including issues presented in stimulus material
- Interpret a political cartoon
- Explain, discuss, or argue for/against an idea/issue/position presented in stimulus material related to rights or responsibilities of citizenship
- Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels, including
 - organizing or participating in peaceful demonstrations such as rallies, marches, etc.
 - keeping informed about public issues (e.g., reading newspapers or news magazines, attending meetings of governing bodies)
 - other measures listed under *Key Concepts*
- Examine the role of patriotism in the preservation of American constitutional democracy and ways in which citizens can demonstrate patriotic sentiments

ECONOMICS STRAND: GRADE 8
Interdependence and Decision Making

Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

ECONOMICS STRAND: THEMATIC CATEGORY
A. FUNDAMENTAL ECONOMIC CONCEPTS

Benchmarks Assessed

E-1A-M1	describing how the scarcity of resources necessitates decision making at both personal and societal levels
E-1A-M2	analyzing consequences of economic decisions in terms of additional benefits and additional costs
E-1A-M3	analyzing the consequences and opportunity cost of economic decisions
E-1A-M4	analyzing the role of specialization in the economic process
E-1A-M5	giving examples of how skills and knowledge increase productivity and career opportunities
E-1A-M6	describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems
E-1A-M7	describing the various institutions, such as business firms and government agencies, that make up economic systems
E-1A-M8	differentiating among various forms of exchange and money

Key Concepts

- Scarcity (limited resources)
- Four basic economic questions
- Costs and benefits
- Goods and services
- Division of labor, specialization
- Career opportunities
- Economic systems (traditional, command, and market systems)
- Productive resources
 - natural resources
 - human resources (including human capital)
 - capital resources
- Economic institutions (e.g., banks, government agencies, businesses)
- Forms of business ownership:
 - individual proprietorship, partnership, corporation, cooperative
- Forms of exchange: barter (direct exchange) and money
- Functions and characteristics of money
- Economic wants
- Economic choice/decisions
- Opportunity cost, trade-offs
- Producers, consumers
- Productivity
- Skills/knowledge

Content Limits

- E-1A-M9 (“using economic concepts to help explain historic and contemporary events and developments”) is assessed on the state test.
- Benchmark E-1A-M5 is reflected on every test form (i.e., tested in some way in every assessment cycle).

Description of Test Questions

Two of the eight assessed benchmarks (E-1A-M7 and E-1A-M8) may be tested only by multiple-choice test items in Part A. The other six benchmarks may be represented in either Part A or Part B. Benchmarks particularly well suited for tasks in Part B include E-1A-M1, M2, M3, and M5. Stimulus material may include (a) a chart, diagram, or illustration, (b) an economic scenario, or (c) a newspaper, magazine, or other article focusing on an economic concept covered in this thematic category.

For E-1A-M1, E-1A-M2, and E-1A-M3, test items may require students to:

- Analyze situations involving scarcity (limited resources) at the individual, group, or societal level to determine the need for choices or what is gained/lost by a decision
- Identify the four basic economic questions (i.e., what to produce, how to produce it, how much to produce, and who gets what is produced)
- Analyze or compare economic decisions in terms of benefits and costs
- Analyze an economic choice to identify its consequences and its opportunity cost (i.e., the best alternative given up when another option is chosen)
- Explain choices/trade-offs, costs/benefits, and opportunity costs related to developing a personal or family budget

For E-1A-M4, E-1A-M5, and E-1A-M6, test items may require students to:

- Define “specialization” and explain the role of specialization in the economic process—e.g., the need for specialization when individuals consume a broader range of goods and services than they themselves produce
—e.g., the impact of division of labor and specialization (e.g., an assembly line) on labor productivity
- Cite examples of how skills/knowledge increase personal productivity and career opportunities, or what skills/knowledge would enhance particular career prospects
- Discuss the importance of technical training to meet the needs of Louisiana business and industry (e.g., data processing, pipe fitting, welding)
- Characterize or analyze the use of productive resources in an economic system
- Describe how decisions about production/allocation of goods/services are made (i.e., how the four basic economic questions are answered) in “traditional” versus “command” versus “market” systems
—e.g., traditional system (largely determined by historical custom)
—e.g., command system (major decisions made by a central authority)
—e.g., market system (major decisions decentralized, made by businesses and households in keeping with their own self-interests)

For E-1A-M7 and E-1A-M8, test items may require students to:

- Describe institutions, such as banks, government agencies, large companies, and small businesses, that make up economic systems
- Distinguish between different types of businesses (e.g., corporation vs. partnership)
- Distinguish between various forms of exchange and money (e.g., barter, currency, bank checks, credit cards, mortgage and other loans)
- Identify the functions and characteristics of money

ECONOMICS STRAND: THEMATIC CATEGORY
B. INDIVIDUALS, HOUSEHOLDS, BUSINESSES,
AND GOVERNMENTS

Benchmarks Assessed

E-1B-M1	explaining the role of supply and demand in a competitive market system
E-1B-M2	explaining the factors that affect the production and distribution of goods and services
E-1B-M3	explaining the difference between private and public goods and services
E-1B-M4	identifying the costs and benefits of government policies on competitive markets
E-1B-M5	identifying different types of taxes and user fees and predicting their consequences
E-1B-M6	determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results
E-1B-M7	describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies

Key Concepts

- Market structure, competitive market
- Markets and prices
- Growth of the economy
- Economic risk
- Incentive
- Production and distribution (allocation) of goods/services
- Circular flow of goods/services and money payments
- Private vs. public goods/services
- Role of government
- International trade
- Competition, monopoly
- Supply and demand
- Investment, entrepreneur
- Cost, benefit
- Profit
- Types of taxes and user fees
- Impact of government policies
- Worldwide interdependence

Content Limits

- All benchmarks in Thematic Category B are eligible for assessment on the state test.
- For E-1B-M6, test items do not cover “trade barriers” or “balance of payments.”
- For E-1B-M7, test items do not cover “local” economies (national and state only).
- Also, E-1B-M7 do not assess understanding of measures of economic output, such as Gross Domestic Product (GDP). Such measures are covered E-1C-M1.
- Test items for E-1B-M5 do not duplicate assessment of Benchmark C-1A-M10. These two benchmarks are not assessed on the same test form.

Description of Test Questions

All benchmarks in Thematic Category B may be assessed in either in Part A or Part B. Notable benchmarks for assessment in Part B include E-1B-M4 and E-1B-M7. Stimulus material may include charts, graphs, diagrams, economic scenarios, or newspaper, magazine, or other articles on a topic covered in this thematic category.

For E-1B-M1 and E-1B-M2, test items may require students to:

- Describe fundamental principles of supply and demand or analyze a diagram or situation demonstrating such principles
 - e.g., that prices are measures of the relative scarcity of different products
 - e.g., how a change in supply or demand affects a product’s price
 - e.g., as price goes up, quantity demanded decreases or quantity supplied increases
 - e.g., as price decreases, quantity demanded increases or quantity supplied decreases
- Analyze the role of competition in affecting supply, demand, and prices of products
- Analyze the circular flow of goods/services and money payments from a diagram
- Explain or analyze factors affecting production and allocation of goods/services
 - e.g., identify major inventions/technological advances that increased productivity
 - e.g., explain economic risk, opportunity costs, and incentives (e.g., profit) and their role in influencing investments or decisions to produce

For E-1B-M3, E-1B-M4, and E-1B-M5, test items may require students to:

- Distinguish between private goods/services (i.e., those that can be purchased) and public goods/services (i.e., provided by the government and used collectively, simultaneously, and non-exclusively, such as national defense, roads, or environmental services to maintain clean air or water)
- Identify the costs and benefits of a given government policy on a competitive market
 - e.g., regulation/deregulation, trade agreements, embargo
 - e.g., government borrowing (deficit spending)
 - e.g., taxation and tax exemptions (redistribution of income)
 - e.g., minimum wage
- Identify various types of taxes and user fees and predict their consequences
 - e.g., Social Security tax; income, sales, or property tax; tariffs
 - e.g., road tolls, entrance fees to National parks

For E-1B-M6 and E-1B-M7, test items may require students to:

- Explain reasons for trade between nations (e.g., scarce resources, lower-cost imports, humanitarianism), the impact of international trade (e.g., higher quality of living, increased competition, increased specialization and interdependence)
- Give examples of U.S. exports (e.g., grain) and imports (e.g., electronics, clothing)
- Describe historical and economic factors influencing the economic growth and development of Louisiana and the nation (e.g., mass production, belief in individual freedom, wars, Great Depression/government programs, oil boom and decline)

ECONOMICS STRAND: THEMATIC CATEGORY
C. THE ECONOMY AS A WHOLE

Benchmarks Assessed

- E-1C-M1 explaining the meaning of economic indicators that help to describe economies
- E-1C-M2 describing the influences of inflation, unemployment, and underemployment on different groups of people

Key Concepts

- Economic indicators
- Inflation
- Employment
- Consumer Price Index (CPI)
- Gross Domestic Product (GDP)
- Economic output
- Per capita income
- Unemployment
- Stock market indices
- Valuation of currency/exchange rate

Content Limits

- Both benchmarks in Thematic Category C are eligible for assessment on the state test.
- For E-1C-M1, items do not assess Gross National Product (GNP), as this measure is less commonly used than Gross Domestic Product (GDP).
- For E-1C-M2, “underemployment” is not assessed on the state test.

Description of Test Questions

Benchmark E-1C-M1 may be assessed only by multiple-choice items in Part A of the test. Benchmark E-1C-M2 may be assessed in either part, but is particularly suited for Part B. Stimulus material may include charts, diagrams, illustrations, economic scenarios, or magazine/newspaper/other articles addressing topics in this thematic category.

Test items may require students to:

- Define the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation)
- Interpret the meaning of various economic indicators used in a chart/graph/table or in a news report or news feature
- Analyze income distributions from a chart/graph (e.g., in the U.S. vs. the Third World, or for various groups within a country)
- Define “inflation” and “unemployment” in terms of an economic system as a whole
- Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners, youth entering the labor market, unskilled versus skilled workers)

HISTORY STRAND: GRADE 8
Time, Continuity, and Change

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

ALERT

Part A test items requiring *knowledge* of U.S. and World History will be restricted to Eras 1-5 (i.e., those eras targeted for mastery by grade 8). Eras 6–9 (i.e., the eras targeted for instructional “survey” only) may be reflected on either Part A or Part B of the test, but only as context or as the subject of stimulus material for questions measuring conceptual understanding or application of skills.

HISTORY STRAND: THEMATIC CATEGORY A. HISTORICAL THINKING SKILLS

Benchmarks Assessed

H-1A-M1	describing chronological relationships and patterns
H-1A-M2	demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred
H-1A-M3	analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
H-1A-M4	analyzing historical data using primary and secondary sources
H-1A-M5	identifying issues and problems from the past and evaluating alternative courses of action

Key Concepts

- Chronology
- Continuity over time
- Point of view, perspective
- Primary/secondary source material
- Documents core to U.S. democracy
- Major historical issues/problems
- Course of action
- Timeline
- Change over time
- Historical context
- Historical data
- Famous speeches and addresses
- Historical analysis
- Alternative courses of action

Content Limits

- H-1A-M6 (“conducting research in efforts to answer historical questions”) is not assessed on the state test. This benchmark should be assessed at the local level.
- All other benchmarks for “Historical Thinking Skills” are eligible for assessment on the state test. Generally, however, they are not *directly* assessed in Part A. Although the skills may be needed to answer a multiple-choice item in Part A, the item usually is keyed to a benchmark in one of the other History categories.
- H-1A-M2, H-1A-M3, and H-1A-M5 may be the principal focus of a task in Part B and tasks may be keyed as such. Stimulus material is provided for any such task.
- If a question applies “chronological relationships and patterns” to events in a specific historical era or to aspects of another strand (e.g., to geographical changes over time), the question is keyed to the relevant benchmark rather than to H-1A-M1.
- If a question includes primary or secondary source material in order to assess a benchmark in a different thematic category or strand, the question is keyed to the respective benchmark rather than to H-1A-E4.

Description of Test Questions

Stimulus material relevant to Thematic Category A represents the full range of historical or history-related primary and secondary source material. Primary sources would include documents core to U.S. democracy, famous speeches or addresses, journals, diaries, or autobiographies. Secondary sources would include biographies, encyclopedias, almanacs, and other reference books, as well as newspaper or magazine articles and historical fiction. Other eligible stimulus material might be maps, timelines, tables or graphs, pictures or illustrations, and political cartoons.

Direct or indirect assessment of historical thinking skills may require students to:

- Design a timeline based on information given in a passage
- Interpret data presented in a timeline
- Chronologically organize major events and personalities in U.S. or Louisiana history
- Demonstrate an understanding of elapsed time between and within time periods
- Compare or contrast events or ideas from the past with events or ideas in the present, demonstrating awareness of differing political, social, or economic context
- Explain change or continuity over time (e.g., explain how a society has changed over a given period of time) based on information in stimulus material
- Explain the point of view of an historical figure or group, drawing on given stimulus material (e.g., viewpoints of Acadians who left Nova Scotia to settle in Louisiana, or of the abolitionists, or of Indian tribes during the Indian wars)
- Use information in a biographical sketch to analyze the political, social, or economic context of a past period in time
- Interpret a cartoon depicting the viewpoint or perspective of a significant figure or common citizen in a particular historical context
- Compare or contrast the viewpoints of two figures from different historical times
- Identify, explain, or analyze the causes, effects, or impact of a given historical event (e.g., American Revolution)
- Explain how a given historical figure influenced or changed the course of history (e.g., Napoleon, Hitler, Washington, Edison, Alexander the Great)
- Interpret or analyze historical data in a map, table, or graph to illuminate historical factors or trends (including applying necessary mathematical skills)
- Identify historical issues or problems and possible courses of action to address them
- Evaluate alternative courses of action in terms of their positive and negative consequences
- Evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences
- Propose different solutions to past issues and problems (e.g., more humane treatment of prisoners of war)
- Analyze given source material to distinguish opinion or propaganda from fact

HISTORY STRAND: THEMATIC CATEGORY

B. UNITED STATES HISTORY

Benchmarks Assessed

Era 1: Three Worlds Meet (Beginnings to 1620)

- H-1B-M1 identifying and describing characteristics of societies in the Americas, Western Europe and Western Africa that increasingly interacted after 1450
- H-1B-M2 explaining the cultural, ecological, and economic results of early European exploration and colonization

Era 2: Colonization and Settlement (1565-1763)

- H-1B-M3 describing the interactions among Native Americans, early Europeans, and Africans in the Americas
- H-1B-M4 tracing the emergence of religious freedom and changing political institutions in the English colonies
- H-1B-M5 analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas

Era 3: Revolution and the New Nation (1754-1820s)

- H-1B-M6 explaining the causes and course of the American Revolution and the reasons for the American victory
- H-1B-M7 explaining the impact of the American Revolution on the politics, society, and economy of the new nation
- H-1B-M8 relating the institutions and practice of government established during and after the American Revolution to the foundation of the American political system

Era 4: Expansion and Reform (1801-1861)

- H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers
- H-1B-M10 analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement
- H-1B-M11 explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society

Era 5: Civil War and Reconstruction (1850-1877)

- H-1B-M12 describing the causes and course of the Civil War and examining the impact of the war on the American people
- H-1B-M13 comparing and evaluating various reconstruction plans of the post-Civil War era

Key Concepts

- Exploration and explorers
- Three civilizations converge
- Founding of British colonies: Plymouth, Jamestown
 - mercantilism
 - triangular trade
 - introduction of slavery
- Founding of the Spanish and French colonies
- French and Indian War: causes, course, and consequences
- Great Awakening
- Emergence of freedoms (e.g., freedom of the press, religious toleration)
- American Revolution: causes, course, and consequences
 - core documents
 - Continental Congress
 - key figures
 - major battles
- Creation of national government/state governments
 - emergence of political institutions (e.g., colonial assemblies, town meetings)
 - Articles of Confederation
 - Constitutional Convention, compromises
 - U.S. Constitution, ratification process, Federalist Papers
- Washington, Jeffersonian Democracy, Era of Good Feeling
- Judicial review, John Marshall, Supreme Court decisions
- Louisiana Purchase
- War of 1812: causes, course, and consequences
- Jacksonian Era
- Sectionalism: Industrial Revolution, plantation system
- Manifest Destiny/Westward expansion
 - Trail of Tears
 - California Gold Rush
- Migration of people
 - Immigration of Irish, Germans, Polish, Italians, Chinese
 - Indian removal policies
- America on the world stage
 - Monroe Doctrine
 - Mexican-American War: causes, course, and consequences
- Age of Compromise
- Reform movements
 - women's rights
 - abolition
- Civil War: causes, course, and consequences
 - economic, social, and political cost
 - Emancipation Proclamation
 - Gettysburg Address
 - 13, 14, 15th Amendments
- Reconstruction
 - goals and plans
 - successes
 - failures

Content Limits

- Test items assessing *knowledge* of U.S. History are limited to the benchmarks listed above (all benchmarks in Eras 1-5). These alone are eligible for multiple-choice items demanding recall of historical facts or details in Part A of the test.
- Benchmarks in Eras 6-9 are eligible for assessment in either Part A or Part B, but are restricted to serving as context for assessing grasp of concepts or application of skills in Part A, or as the subject of stimulus material in either Part A or Part B. The following benchmarks are thus restricted.
 - H-1B-M14: describing the impact of industrialization in the United States [Era 6]
 - H-1B-M15: describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century [Era 7]
 - H-1B-M16: identifying the causes and consequences of major world conflicts involving the United States [Era 7]
 - H-1B-M17: describing the impact of the Great Depression and World War II on American society [Era 8]
 - H-1B-M18: discussing significant developments and issues in contemporary United States history [Era 9]
- Note: For H-1B-M1, test items include an emphasis on the trade that connected the Americas, Western Europe, and Western Africa.

Description of Test Questions

Test questions in Part A that assess *knowledge* (recall) of historical facts and details may be traditional multiple-choice items without stimulus material. Stimulus material may be provided, however, for any question in Part A or Part B of the test. These could include any relevant historical or history-related primary or secondary source materials (or excerpts thereof), or a map, timeline, chart, picture, or illustration. Of all benchmarks in Thematic Category B, the most notable for assessment in Part B is H-1B-M8.

For Era 1 (H-1B-M1 and M2), test items may require students to:

- Describe the trade that connected the Americas, Western Europe, and Western Africa during the period, including the origins of the West Africa-European trade connection
- Trace or describe major early explorations and explorers (e.g., Leif Ericson, Columbus, de Soto, Lewis and Clark, Marquette and Joliet)
- Identify or describe patterns of change in indigenous societies in the Americas up to the arrival of the Europeans, changes in Western European societies during the age of exploration, and developments in West Africa during the period of early contact with Europeans
- Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492
- Discuss the effects that Europeans had on the culture, ecology and economy of the new world
- Explain the course or consequences of the Columbian exchange

Description of Test Questions (History “B” continued)

For Era 2 (H-1B-M3, M4, and M5), test items may require students to:

- Describe the arrival of Africans in the European colonies in the 17th century and the increase in the importation of slaves in the 18th century
- Explain societal differences caused by the immersion of Africans in the Americas
- Describe the various religious groups in colonial America and the role of religion in colonial communities
- Describe the evolution of religious freedom within the colonies (e.g., Rhode Island colony, Maryland Toleration Act, separation of church and state)
- Describe the Great Awakening and its consequences (e.g., missionary/humanitarian activities, founding of colleges, democratic spirit in religion)
- Describe reflections of European culture, politics, and institutions in American life
- Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to the mother land
- Explain the emergence and development of political institutions in the English colonies

For Era 3 (H-1B-M6, M7, and M8), test items may require students to:

- Explain the causes, course, and consequences of the American Revolutionary War, including the major battles
- Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution
- Identify key figures in the American Revolution (e.g., Benjamin Franklin, Thomas Jefferson, Samuel Adams, George Washington, John Hancock)
- Explain the formation of government and the economic and social impact occasioned by the American Revolution, including major ideas expressed in the Declaration of Independence
- Describe the issues involved in the creation and ratification of the U.S. Constitution
- Discuss the significance of the Bill of Rights and its specific guarantees
- Describe major events and issues involving early presidencies (e.g., federal period, Jeffersonian democracy, Era of Good Feeling)

For Era 4 (H-1B-M9, M10, and M11), test items may require students to:

- Explain Napoleon’s reasons for selling Louisiana to the United States
- Explain President Madison’s reason for declaring war in 1812, the sectional divisions over the war, and the consequences of Native American alliance with the British
- Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations
- Describe Andrew Jackson’s impact on the U.S. political system (e.g., spoils system)
- Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans, including
 - government policy toward Native Americans during the early 1800’s
 - accommodation, revitalization, and resistance strategies of Native Americans
 - removal/resettlement of Native American Indian nations
- Explain Manifest Destiny and its economic, political, racial, and religious roots
- Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850

Description of Test Questions (History “B” continued)

Continuation of Era 4: Test items may require students to:

- Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War
- Identify major technological developments related to land, water, and transportation and how they transformed the economy, created international markets, and affected the environment
- Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms
- Identify factors that caused rapid urbanization and growth of slavery (e.g., invention of the cotton gin, opening of new lands in the South and West, the plantation system)
- Identify factors that caused new waves of immigration (e.g., the railroad, famine in Ireland, and the appeal of gold in California)
- Explain how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th century cities (e.g., how the factory system affected gender roles and the lives of men, women, and children; how immigrants adapted to life in the U.S.; the impact of such groups as the “Know Nothings”; how African Americans resisted conditions of their enslavement)
- Describe fundamental beliefs of abolitionism and compare positions of those who favored gradual versus immediate emancipation
- Explain the importance of the Second Great Awakening, ideas of its principal leaders, and how it affected public education, temperance, women’s suffrage, and abolition
- Describe women’s contributions to the reform movement

For Era 5 (H-1B-M12 and M13), test items may require students to:

- Describe the economic, social, and cultural differences between the North and South, and the impact of the compromises and the Dred Scott decision on increasing tensions
- Identify the causes, course, and consequences of the Civil War, including
 - roles of women, Native Americans, and African Americans on the home front and battle front in the Union and Confederacy
 - human resources and tactical advantages of the Union and the Confederacy
 - impact of new military technology (e.g., repeating rifles, iron-clad ships) on the final outcome of the war
 - human and material costs of the war in the North and in the South
- Chart the secession of the Southern states and identify the reasons for secession
- Explain the purpose, nature, and significance of Lincoln’s Emancipation Proclamation
- Describe provisions of the 13th Amendment and Lincoln’s reasons for advancing it
- Describe, compare, or evaluate various reconstruction plans of the post-Civil War South (e.g., as proposed by Lincoln, Andrew Johnson, and Congressional leaders)
- Explain the growing conflict between Andrew Johnson and Congress, and the reasons for and consequences of his impeachment and trial
- Describe the impact of military reconstruction on the South
- Explain how the presidential election of 1876 led to the Compromise of 1877 and brought about an end to Reconstruction in the South

HISTORY STRAND: THEMATIC CATEGORY
C. WORLD HISTORY

Benchmarks Assessed

Era 1: The Beginnings of Society

- H-1C-M1 describing the earliest human communities
- H-1C-M2 explaining the emergence of agricultural societies around the world

Era 2: The Rise of Early Civilizations (4000-1000 B.C.)

- H-1C-M3 identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley
- H-1C-M4 tracing the development and expansion of agricultural societies and the emergence of new states
- H-1C-M5 analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia

Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 B.C.–A.D. 300)

- H-1C-M6 discussing and giving examples of technological and cultural innovation and change
- H-1C-M7 describing the classical civilizations and examining their interactions and influences
- H-1C-M8 describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India

Era 4: Expanding Zones of Exchange and Encounter (A.D. 300-1000)

- H-1C-M9 tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa
- H-1C-M10 analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas

Era 5: Intensified Hemispheric Interactions (A.D. 1000-1500)

- H-1C-M11 analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa
- H-1C-M12 explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe
- H-1C-M13 describing the development and expansion of complex societies and empires in the Americas

Key Concepts

- Old Stone Age (cave dwellers, nomads)
- New Stone Age
 - domestication
 - civilization
- River valley civilizations
 - Nile
 - Indus
 - Tigris-Euphrates
 - Huang
- Development of communication:
 - written communication (e.g., cuneiform, hieroglyphics)
 - calendars
 - record keeping
- Major religions/philosophies
 - polytheism
 - Christianity
 - Hinduism
 - monotheism
 - Judaism
 - Buddhism
 - Confucianism
 - Islam
 - Taoism
- Chinese civilization (e.g., Dynasty, Great Wall)
- Greek civilization
 - democracy
 - acropolis
 - city-states
 - Alexander the Great
 - social class structure
- Roman Empire
 - republic
 - Caesar
 - 12 Tables
 - Pax Romana
 - Constantine
- Byzantine Empire:
 - Justinian
- Persian Empire
- Middle Ages
 - feudalism
 - Charlemagne
 - crusades
 - Magna Carta
 - guild system
- African civilizations
 - Ghana
 - Mali
 - Songhai
- Central and South American civilizations
 - Mayan
 - Aztec
 - Inca
- Renaissance
 - art
 - science
 - literature
- Age of Exploration
 - Marco Polo
 - Columbus
 - Magellan
 - Prince Henry the Navigator
 - Pizarro
 - da Gama
 - Cortez
- Cultural diffusion

Note: The study of major civilizations listed above should cover characteristics related to geography, government, economy, architecture, language, and religion, including each culture's notable contributions in all fields of human endeavor.

Content Limits

- Test items assessing *knowledge* of World History are limited to the benchmarks listed above (all benchmarks in Eras 1-5). These alone are eligible for multiple-choice items demanding recall of historical facts or details in Part A of the Test.
- Benchmarks in Eras 6-9 are eligible for assessment in either Part A or Part B, but are restricted to serving as context for assessing grasp of concepts or application of skills in Part A, or as the subject of stimulus material in either Part A or Part B. The following benchmarks are thus restricted.
 - H-1C-M14: explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the fifteenth through the mid-eighteenth centuries [Era 6]
 - H-1C-M15: determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world [Era 7]
 - H-1C-M16: describing the transformation of world societies that occurred during an era of global trade and Western domination [Era 7]
 - H-1C-M17: identifying the causes and worldwide consequences of major 20th century conflicts [Era 8]
 - H-1C-M18: identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world [Era 9]
- Note: For H-1C-M11, test items emphasize trade of the period. Also, for both H-1C-M-11 and M12, the term “Middle Ages” is used in referring to this period.

Description of Test Questions

Test questions in Part A that assess *knowledge* (recall) of historical facts and details may be traditional multiple-choice items without stimulus material. Stimulus material may be provided, however, for any question in Part A or Part B of the test. These could include any relevant historical or history-related primary or secondary source materials (or excerpts thereof), or a map, timeline, chart, picture, or illustration.

For Era 1 (H-1C-M1 and M2), test items may require students to:

- Describe features of the earliest communities
- Explain how geographical features influenced development of early civilizations
- Explain why agricultural societies developed from “hunters and gatherers”

For Era 2 (H-1C-M3, M4, and M5), test items may require students to:

- Describe or compare/contrast the major characteristics of early river valley civilizations
—e.g., for Nile civilization: Egyptian pyramids, hieroglyphics, irrigation methods
—e.g., for Tigris-Euphrates civilization: Code of Hammurabi, Ziggurat
- Describe how these early civilizations influenced the development of other cultures
- Describe the development of agricultural societies and individual communities
- Identify the effects of migration and militarization on the politics or social fabric of Europe and Asia (e.g., migration of the Hebrews, conquests of Alexander the Great)

Description of Test Questions (History “C” *continued*)

For Era 3 (H-1C-M6, M7, and M8), test items may require students to:

- Describe or compare/contrast the major characteristics of civilizations (Greek, Roman, Byzantine, Persian, Chinese)
 - e.g., Greek acropolis, columns, orators, writings
 - e.g., Roman alphabet, dome, arch, aqueducts, and roads
 - e.g., Chinese dynasty
- Explain the sharing of ideas, goods, services through trade between the Greek and Roman civilizations
- Describe the absorption or reflection of Greek/Roman ideas into other cultures (through trade, warfare, etc.)
- Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India
- Describe or compare/contrast the major religions in terms of leaders, key beliefs, and location

For Era 4 (H-1C-M9 and M10), test items may require students to:

- Trace, describe, or analyze the spread of major religions and cultural traditions
- Identify the effect that the major religions have had on European, Asian, and African civilizations
- Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas
- Describe major events, key figures, and social structure of the Middle Ages

For Era 5 (H-1C-M11, M12, and M13), test items may require students to:

- Identify effects of trade on the economic and cultural development of Europe, Africa, and Asia
- Explain how communication among regions was accomplished
- Explain the role, importance, and routes of major explorers
- Explain how or why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions
- Describe the origins and expansion of ancient American empires (i.e., Inca, Maya) and complex societies in the Americas (e.g., Aztec)

HISTORY STRAND: THEMATIC CATEGORY
D. LOUISIANA HISTORY

Benchmarks Assessed

- H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana
- H-1D-M2 tracing the development of the various governments that have been established in Louisiana throughout history
- H-1D-M3 identifying and discussing the major conflicts in Louisiana’s past
- H-1D-M4 locating and describing Louisiana’s geographic features and examining their impact on people past and present
- H-1D-M5 tracing the development and growth of Louisiana’s economy throughout its history
- H-1D-M6 examining folklore and describing how cultural elements have shaped our state and local heritage

Key Concepts

- Explorers (e.g., La Salle, de Soto, Marquette and Joliet, Lewis and Clark)
- Iberville (Pierre le Moyne)
- William C.C. Claiborne
- General Benjamin Butler
- Louisiana Purchase
- Treaty of Fountainebleau
- Statehood
- Reconstruction
- Ku Klux Klan (KKK)
- Colonial government
 - French Superior Counsel, Napoleonic Code, Spanish Cabildo
 - Territorial, Republic, Confederate, Constitutional
- Major conflicts
 - Natchez Indian wars, Battle of New Orleans (War of 1812), Civil War
- Geographic features
 - plains, pine flats, uplands prairies, terraces; Mt. Driskell
 - marshes, bayous, waterways, delta, coastal wetlands
 - Mississippi River, Red River, Atchafalaya River
- Economy: agriculture (cotton, sugar cane), Port of New Orleans
 - seafood
 - fur trading
 - oil, gas, timber
 - tourism
- Cultural elements
 - voodoo, African/West Indies
 - Cajun/Creole cooking
 - Mardi Gras, jazz
 - Native Americans
 - Bienville (Jean Baptiste le Moyne)
 - P.B.S. Pinchback
 - Huey Long
 - Treaty of San Ildefonso
 - Louisiana secession
 - Bourbon rule
 - Jim Crow laws, Plessy v. Ferguson
 - Evangeline/Longfellow
 - Cajun language
 - antebellum
 - Poverty Point

Content Limits

- All benchmarks in Thematic Category D are eligible for assessment on the state test.
- For H-1D-M4, test items will not overlap assessment of G-1C-M4 or G-1C-M5 in the Geography strand.
- For H-1D-M5, test items will not overlap assessment of E-1B-M7 in Economics.

Description of Test Questions

Any benchmark may be tested by multiple-choice items in Part A or by tasks in Part B. H-1D-M1 and H-1D-M4 are relatively best suited for assessment in Part B.

Test questions in Part A which assess *knowledge* (recall) of historical facts and details may be traditional multiple-choice items without stimulus material. Stimulus material may be provided, however, for any question in Part A or Part B of the test. These could include any relevant historical or history-related primary or secondary source materials (or excerpts thereof), or a map, timeline, chart, picture, or illustration.

For H-1D-M1, H-1D-M2, and H-1D-M3, test items may require students to:

- Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (e.g., Acadians)
- Describe leaders who were influential in Louisiana’s development (e.g., Bienville, de Gálvez, Iberville, Claiborne, P.B.S. Pinchback, Huey Long)
- Describe or explain the importance of major *events* and *ideas* in the development of Louisiana (e.g., Louisiana Purchase, Napoleonic Code, Spanish/French control change, statehood)
- Describe the nature or causes of various migrations into or within Louisiana
—e.g., Acadians’ migration to Louisiana to avoid swearing allegiance to Great Britain
—e.g., new settlers in Louisiana enticed by the promise of riches under Law’s Mississippi Scheme or, after statehood, settlers from other southern states
- Describe the contributions of ethnic groups significant in Louisiana History (e.g., French, Spanish, Native American tribes, Africans)
- Describe various governments in Louisiana’s history (e.g., French Superior Counsel, Spanish Cabildo, Territorial, Republic, Confederate, Constitutional)
- Describe major conflicts in context of Louisiana history (e.g., Natchez Indian wars, Civil War, Battle of New Orleans/War of 1812)
- Construct a timeline from given information about people, events, or ideas significant to the growth and development of Louisiana

For H-1D-M4, H-1D-M5, and H-1D-M6, test items may require students to:

- Describe or analyze the impact of Louisiana’s geographic features on historic events, settlement patterns, economic development, etc.
- Explain how Louisiana’s natural resources have shaped its history (e.g., petroleum)
- Trace the state’s economic development and growth towards economic diversity
- Explain cultural elements that have shaped Louisiana state heritage (see *Key Concepts*)