

**GRADUATION EXIT EXAMINATION  
FOR THE 21<sup>ST</sup> CENTURY (GEE 21)**

**ASSESSMENT FRAMEWORK  
Grade 11**

**INTRODUCTION**

This section of the *Teachers' Guide to Statewide Assessment in Social Studies* presents the assessment framework for the grade 11 test. It provides specifications for the design and content of the grade 11 test, covering both Part A (multiple-choice items) and Part B (constructed-response tasks).

The Grade 11 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 11 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) and 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 is scored on a 0–4 point qualitative scale.

The grade 11 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 11***  
***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.**

**ALERT**

World Geography is an elective course—one of three options (along with World History and Western Civilization) for fulfilling current graduation requirements. To help ensure that all students are properly prepared for the state test, questions on areas of the world other than the United States are limited to *conceptual understanding* or *application of skills*. That is, no test question in either Part A or Part B requires students to recall facts or details about the geography of any area outside the United States. This restriction is compatible with the nature of Grade 11 benchmarks in the Geography strand.

**GEOGRAPHY STRAND: THEMATIC CATEGORY**  
**A. THE WORLD IN SPATIAL TERMS**

**Benchmarks Assessed**

G-1A-H1      using geographic representations, tools, and technologies to explain, analyze, and solve geographic problems

**Key Concepts**

- |                        |                       |                           |
|------------------------|-----------------------|---------------------------|
| • Map key (legend)     | • Map symbols         | • Distance scale          |
| • Compass rose         | • Cardinal directions | • Intermediate directions |
| • Equator              | • Latitude/longitude  | • Prime Meridian          |
| • North and South Pole | • Tropic of Capricorn | • Tropic of Cancer        |
| • Hemisphere           | • Time zones          | • International Date Line |
| • Types of maps        | • Types of graphs     | • Graphic organizers      |

**Content Limits**

- Benchmark G-1A-H2 (“organizing geographic information and answering complex questions by formulating mental maps of places and regions”) are not assessed on the state test due to its focus on “mental mapping skills.”
- If a question requires students to construct or complete a map or other graphic aid, any information required to do so is presented in stimulus material. Students are not required to rely on their own mental picture of an area or on their own knowledge to perform these tasks.
- A two-dimensional illustration of a globe may reflect either a side-view or top-down view of the earth.

## Description of Test Questions

Benchmark G-1A-H1 may be assessed either by multiple-choice items in Part A or by tasks in Part B. 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, diagrams, or graphic organizers (e.g., concept maps, word webs) may also serve as stimulus material.

### *Test items may require students to:*

- Compare or contrast various types of maps
- Analyze or interpret a map or representation of a globe to locate places, areas, or geographical features, including using the following map elements:
  - map key/legend and symbols
  - distance scale, compass rose, and cardinal or intermediate directions
  - map projections
  - time zones or the International Date Line
  - latitude (parallels) and longitude (meridians, Prime Meridian)
  - the equator, the hemispheres, or the poles
- Use a city map or road map to plot a route from one place to another, or to identify the shortest route
- Construct a map based on given narrative information
- Add features to a map based on given narrative information, such as showing the location of key cities, major land forms, bodies of water, battle sites, etc.
- Analyze, interpret, and use information in a graph, chart, diagram, or graphic organizer
- Construct a chart, diagram, or graphic organizer to display geographical information in an organized way
- 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-H1 determining how location and social, cultural, and economic processes affect the features and significance of places
- G-1B-H2 analyzing the ways in which physical and human characteristics of places and regions have affected historic events
- G-1B-H3 analyzing the various ways in which physical and human regions are structured and interconnected
- G-1B-H4 explaining and evaluating the importance of places and regions to cultural identity

#### Key Concepts

- Location and physical characteristics of places
  - distance from equator or poles
  - amount/type of precipitation
  - borders
  - strategic location
  - topography: bodies of water; major land forms (e.g., mountains, barrier islands)
  - natural resources (e.g., coal, oil, gold, silver, forests)
  - altitude, climate/climatic zones
  - soil, vegetation
  - coastlines
  - time zones
- Human characteristics of places (social/cultural/economic processes)
  - migration/immigration
  - land use (e.g., agricultural, industrial)
  - economic development
  - demography (e.g., population centers, population density)
  - settlement patterns
  - cultural diversity, religions
  - economic activities
- Historic events
  - cultural diffusion, spread of religion
  - imperialism
  - conflicts over natural resources
  - major human migrations
  - major wars and battles
  - religious conflicts, “ethnic cleansing”
- Interconnections among regions
  - regional land transportation systems
  - geographical/physical similarities (e.g., climatic zones, terrain)
  - interconnecting waterways
- Cultural identity of places and regions
  - ethnic enclave, ethnocentrism
  - regional definition and regional labels (e.g., Dust Bowl, New South, Sunbelt)
  - cultural traits

## Content Limits

- All benchmarks in Thematic Category B are eligible for assessment on the state test.
- Testing of G-1B-H1 avoids overlap with testing of G-1C-H2 and G-1D-H3 in regard to motivating factors for migration and settlement.
- For G-1B-H1 and G-1B-H2, all test items have a distinctly geographical emphasis to avoid overlap with benchmarks in the Economics and History strands.
- Test items involving both geographical concepts and recall of specific historical facts are keyed to the relevant History benchmark (rather than to G-1B-H2) and are in keeping with Content Limits regarding historical eras eligible for state testing.

## Description of Test Questions

All four benchmarks may be assessed either by multiple-choice items in Part A or by tasks in Part B. Benchmarks G-1B-H1 and G-1B-H2 are particularly well suited for assessment in Part B. Stimulus material, particularly a map of an area or region or an illustration of a globe, may accompany test questions in Thematic Category B.

### *For G-1B-H1 and G-1B-H2, test items may require students to:*

- Analyze the distinguishing physical or human characteristics of a given place (e.g., land forms, precipitation, ecosystems, settlement patterns, economic activities)
- Describe how location, topography, and other physical characteristics affect human activities (e.g., plantation versus subsistence farming) or the significance of a place
- Draw conclusions about a place or area from its geographic or physical features
- Examine the role of topology, climate, soil, vegetation, and natural resources in shaping the history of a region
- Explain how location and physical features of places influenced historical events (e.g., major WW II battles, Cuban Missile Crisis, Vietnam, Middle East wars/conflicts)

### *For G-1B-H3, test items may require students to:*

- Distinguish regions in terms of the countries they comprise, using a map
- Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals)
- Analyze world regions in terms of given characteristics (e.g., climatic zones, population density, natural resources, economic activities, time zones)
- Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions
- Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration)

### *For G-1B-H4, test items may require students to:*

- Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt)
- Describe how physical and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem as the home of the world's three major religions)

## GEOGRAPHY STRAND: THEMATIC CATEGORY

### C. PHYSICAL AND HUMAN SYSTEMS

#### Benchmarks Assessed

- G-1C-H1 analyzing the ways in which Earth’s dynamic and interactive physical processes affect different regions of the world
- G-1C-H2 determining the economic, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems
- G-1C-H3 analyzing trends in world population numbers and patterns and predicting their consequences
- G-1C-H4 analyzing the characteristics, distribution, and interrelationships of the world’s cultures
- G-1C-H5 describing and evaluating spatial distribution of economic systems and how economic systems affect regions
- G-1C-H6 analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

#### Key Concepts

##### *For G-1C-H1:*

- Physical processes that affect regions
  - earth/sun relationships, wind patterns, ocean currents, monsoons, hurricanes
  - volcanic activity, plate tectonics, earthquakes, global warming
  - erosion by water current, flood, coastal storm, ice, or wind (e.g., Dust Bowl)
- Effects on climate, land, land use, agriculture, industry, and infrastructure
- Effects on human conditions (e.g., health, food/nutrition, economic welfare)

##### *For G-1C-H2, G-1C-H3, and G-1C-H4:*

- Migration and settlement patterns
  - emigration/immigration (e.g., New Immigration, Boat people)
  - internal migration (e.g., urbanization, ghettos, migration to suburbs or “Sunbelt”)
- “Push/pull” factors contributing to migration and settlement patterns
  - physical (e.g., climate, soil, drought, famine, scarcity of natural resources)
  - political (e.g., war, oppression/persecution)
  - socio-economic (e.g., unemployment rate, job opportunities, lifestyle change)
- Demography
  - population size, density, growth
  - infant mortality, life expectancy
  - other demographic characteristics (e.g., age, gender, religion, race/ethnicity)
  - birth rate, death rate
  - literacy rate, standard of living
- Cultural characteristics (e.g., language, ethnic heritage, religion)
  - cultural diffusion, assimilation
  - cultural diversity (“melting pot”)

## Key Concepts (*continued*)

### *For G-1C-H5 and G-1C-H6:*

- Economic systems (capitalism, socialism, communism)
- Economic development (developed vs. developing countries, per capita income)
- States, nations (nation-states)
- Territory
- Welfare of the environment
- Related “quality of life” factors
- International cooperation and conflict
- “Dollar diplomacy”
- World trade and trade agreements (e.g., NAFTA, GATT)
- Multinational entities (e.g., OPEC, ASEAN, European Economic Union)
- International organizations (e.g., Red Cross, Greenpeace)
- Natural resources
- Protection of wildlife
- National or regional self-interest
- U.S. Peace Corps

## Content Limits

- All benchmarks in Thematic Category C are eligible for assessment on the state test.
- All items have a distinctly geographical emphasis to distinguish them from testing of related concepts in the Economics and History strands, especially in regard to:
  - spatial* distribution of economic systems and how they affect regions (G-1C-H5)
  - concepts of international cooperation, conflict, and self-interest (G-1C-H6).
- For G-1C-H1, test items on the effects of physical processes do not overlap assessment of G-1D-H2 regarding environmental challenges to human systems.

## Description of Test Questions

All six benchmarks may be assessed either by multiple-choice questions in Part A or by tasks in Part B. Benchmarks G-1C-H2 through H5 are particularly well suited for Part B. Stimulus material, such as maps, charts and graphs, may accompany any test question in Thematic Category C.

### *For G-1C-H1, test items may require students to:*

- Examine the physical effects of earth-sun relationships
- Explain the movement of wind patterns across the earth, its relationship to ocean currents, and its climatic effects on various regions of the world
- Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment or human life of an area
- Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas fault) and related factors

## Description of Test Questions (Geography “C” *continued*)

*For G-1C-H2, G-1C-H3, and G-1C-H4, test items may require students to:*

- Characterize, compare, or contrast past and present trends in human migration
- Explain or assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs or to the U.S. Sunbelt)
- Explain how the physical environment provides opportunities or creates obstacles for human settlement
- Examine social and cultural factors that influence settlement sites and the impact of migration and settlement on human systems
- Analyze ways in which human migration and settlement have led to physical changes in the environment
- Analyze patterns of urban development in an area or region
- Compare, contrast, or analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions
- Analyze or assess the current or future impact of population growth on the world (e.g., in terms of natural resources, food supply, standard of living)
- Analyze ways in which cultural characteristics can link or divide regions, or the distribution of cultural characteristics in an area of the world

*For G-1C-H5 and G-1C-H6, test items may require students to:*

- Describe or assess the geographical distribution of economic systems
- Characterize or distinguish between developed and developing countries (e.g., among “Pacific Rim countries”)
- Assess ways in which varying degrees of economic development relate to differences in quality of life in a region
- Analyze ways in which the distribution of economic systems relate to regional tensions or regional cooperation (e.g., North and South Korea)
- Analyze the role of differing points of view and national self-interest in disputes over territory and resources
- Analyze the role of trade agreements, “dollar diplomacy,” or the Peace Corps in strengthening regional or international ties
- Analyze regional issues and alliances in terms of common interests related to territory and resources
- Assess the role of international organizations in promoting international cooperation related to natural resources, the environment, and wildlife

**GEOGRAPHY STRAND: THEMATIC CATEGORY**  
**D. ENVIRONMENT AND SOCIETY**

**Benchmarks Assessed**

G-1D-H1	describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment
G-1D-H2	examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges
G-1D-H3	analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land of different regions of the world
G-1D-H4	evaluating policies and programs related to the use of natural resources
G-1D-H5	developing plans to solve local and regional geographic problems related to contemporary issues

**Key Concepts**

- Technological advances that expanded human capacity to modify the environment
  - Challenges posed by physical environment, such as:
    - flood-prone, earthquake-prone, drought-prone areas
    - extremes of climate (heat, cold, lack of precipitation)
    - physical attributes (e.g., deserts, wetlands, swamps, dead zones)
    - acid rain, global warming, climate conditions (e.g., El Niño)
    - geographic isolation, landlocked borders, obstructing mountain ranges
    - challenges faced by island or archipelago nations
    - limited natural resources (e.g., sources of fresh water, sources of energy)
  - Strategies for dealing with physical/environmental challenges, such as:
    - infrastructure (e.g., bridges, tunnels, canals, levees, dams, dikes, flood/sea walls)
    - engineering (e.g., extra protections against earthquakes)
    - agriculture (e.g., irrigation, terracing, hardy plants, multiple planting seasons)
    - international efforts (e.g., trade alliances, importation, humanitarian aid)
  - Policies and programs related to conservation and use of natural resources
    - conservation programs (e.g., conserving water or electricity, recycling)
    - anti-pollution measures and laws (e.g., emission controls)
    - land clearing, land reclamation, land use measures (e.g., zoning laws)
    - Tennessee Valley Authority (TVA), Environmental Protection Agency (EPA)
  - Regional distribution of natural resources in relation to:
    - exploration, colonization
    - import/export of resources
    - settlement patterns, land use
    - standard of living
-

## Content Limits

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

## Description of Test Questions

All five benchmarks may be tested either by multiple-choice items in Part A or by tasks in Part B. Benchmarks G-1D-H2 through H5 are particularly well suited for Part B. Benchmark G-1D-H1 is likely to be assessed only in Part A. Stimulus material, such as a map, may be provided for any test question, but most likely in regard to G-1D-H3.

### *Test items may require students to:*

- Identify technological advances that expanded human capacity to modify the environment (e.g., steam, electric, and nuclear power; jet propulsion; telephone)
- Describe the significance of given technological advances in relation to challenges posed by the physical environment
- Describe challenges to human systems and activities posed by the physical environment, or the impact of natural processes and disasters on human systems
- Identify, analyze, or evaluate strategies for dealing with environmental challenges—e.g., evaluate the effectiveness of attempts to limit damage from natural disasters—e.g., analyze the importance of agricultural strategies in coping with harsh climate, soil, and terrain)
- Analyze the relationship between the discovery/development of natural resources in a region and (a) human settlement patterns, or (b) regional variations in land use
- Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict
- 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)
- Describe the impact/implications of scarcity of natural resources (e.g., water shortage) or pollution of natural resources (e.g., air, water)
- Assess the role of government in preserving natural resources and protecting the physical environment
- Evaluate the effectiveness of policies and programs related to conservation and use of natural resources
- Defend a position on an environmental issue involving conservation or use of natural resources (e.g., in terms of private versus public interest)
- Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government aid to disaster areas, responsibility for bearing the cost of environmental clean-up)

***CIVICS STRAND: GRADE 11***  
***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-H1 analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes
- C-1A-H2 comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each
- C-1A-H3 explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system
- C-1A-H4 explaining the organization and functions of local, state, and national governments and evaluating their relationship
- C-1A-H5 evaluating the role and importance of law in the American political system and applying criteria to evaluate laws
- C-1A-H6 examining the major responsibilities of the national government for domestic and foreign policy
- C-1A-H7 explaining how government is financed through taxation

**Key Concepts**

***For C-1A-H1:***

- Preamble to U.S. Constitution
- Purposes of government:
  - domestic tranquillity
  - common defense
  - general welfare
  - justice
  - liberty

***For C-1A-H2:***

- Political spectrum (totalitarianism to democracy)
  - reactionary, conservative, moderate, liberal, radical
  - right wing, left wing
  - hawk, dove
- Forms of government:
  - unlimited, limited
  - direct democracy
  - indirect democracy (republic, parliamentary)
  - dictatorship
  - monarchy (absolute, constitutional)

***For C-1A-H3:***

- Governmental powers
  - delegated
  - concurrent
  - reserved
  - implied (necessary and proper clause, elastic clause)
  - denied
- Limits on government
  - checks and balances
  - separation of powers
  - federalism
  - judicial review
  - supremacy clause
  - item veto
  - customs and traditions
  - amendment
  - impeachment
- Branches of government:
  - Legislative (bicameral vs. unicameral)
  - Executive
  - Judicial

## Key Concepts (*continued*)

### ***For C-1A-H4:***

- City government
  - Mayor Council
  - City Manager
  - Commission Plan
- Structure/functions of parish government
  - District Attorney
  - District Court
  - Clerk of Court
  - Sheriff
  - Police Jury/Parish Council
  - Assessor
  - Coroner
  - Ward/Precinct
  - parish seat
- Structure/functions of state government
  - Governor
  - Lieutenant Governor
  - Attorney General
  - Legislature
  - state court system
- Structure/functions of federal government
  - President
  - Vice-President
  - Cabinet
  - Congress
  - Supreme Court, District Court, Court of Appeals
  - Regulatory and independent agencies
  - Amendment 20
  - Amendment 22
  - Amendment 25
- Roles/duties, qualifications, and terms of office for elected and appointed officials
- Related terms
  - charter
  - proposition
  - home rule
  - ordinance
  - warrant
  - extradition

### ***For C-1A-H5:***

- Rule/importance of law in the American political system
  - 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
- How a bill becomes law
- Judicial review
- Due process of law
- Fifth Amendment, Fourteenth Amendment
- Criteria for evaluating rules and laws (e.g., fairness, enforceability)

### ***For C-1A-H6:***

- Responsibilities of federal government for domestic and foreign policy
- Division of responsibilities for foreign policy/foreign affairs
- Concepts related to foreign policy (see also *Key Concepts* for Category “C”)
  - foreign relations
  - diplomatic recognition
  - United Nations
  - human rights
  - interdependence
  - balance of trade
  - trade deficit
  - economic sanction

### ***For C-1A-H7:***

- Amendment 16
- Amendment 24
- Sources of government revenue
  - taxes, fines
  - licenses, user fees
  - borrowing
- Types and uses of taxes
  - proportional tax
  - progressive tax
  - regressive tax
  - specific taxes (e.g., Social Security tax, income tax, sales tax, tariffs)

## Content Limits

- All benchmarks in Thematic Category A are eligible for assessment on the state test.
- For C-1A-H1, the concept *general welfare* shall be understood to include economic purposes of government (e.g., promoting *economic prosperity*, per E-1A-H6).
- For C-1A-H2, test items may address forms of government (see Key Concepts), but do not address types of economic systems (e.g., capitalism, socialism). Types of economic systems are covered under Economic benchmark E-1A-H4.
- Also for C-1A-H2, examples of historical and contemporary forms of government respect the Content Limits for World Geography and World History to the extent possible. Nevertheless, students are expected to know the form of government of major nations studied, particularly those of strategic interest to the United States.
- For C-1A-H6, items cover *responsibilities* for foreign policy; they do not require knowledge of policies adopted at specific times in history. Historical policies are covered under the History strand (e.g., H-1B-H10, H14 or H18, or H-1C-H15).
- For C-1A-H7, test items focus on types of taxes and uses of tax dollars, but do not duplicate assessment of Economics benchmark E-1B-H3 (*impact* of taxation on various groups).

## Description of Test Questions

Benchmarks C-1A-H4 and C-1A-H7 may be assessed only by multiple-choice items in Part A. All others may be assessed on either part of the test, except for C-1A-H5 which is restricted to Part B. Stimulus material may be provided—for example, excerpts from the Constitution or Amendments, examples of laws or court rulings, diagrams or charts, political cartoons, scenarios, or other narrative material.

### ***For C-1A-H1, test items may require students to:***

- Analyze ways in which government upholds justice/individual rights, promotes domestic tranquility/social order, provides for common defense/security, supports general welfare/the common good, and advances economic prosperity
- Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants)

### ***For C-1A-H2, test items may require students to:***

- Compare or contrast various forms of government in terms of defining characteristics
- Evaluate forms of government on given criteria, or explain how various forms would handle a given social, economic, or political issue
- Identify historical examples of various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, dictatorship in Mussolini’s Italy, constitutional monarchy in pre-1979 Iran)
- Identify examples of various forms of government among nations important to current U.S. strategic interests

## **Description of Test Questions (Civics “A” continued)**

### ***For C-1A-H3 and C-1A-H4, test items may require students to:***

- Explain the distribution of powers and responsibilities of the U.S. federal government
- Explain the limits on government in the U.S. federal system (see *Key Concepts*)
- Categorize governmental powers as delegated, reserved, concurrent, or implied
- Identify powers denied to federal or state governments by the Constitution
- Analyze or assess issues related to the distribution of powers at the federal level (e.g., why certain provisions of the Constitution result in tensions among the three branches of government)
- Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system
- Cite the roles/duties, qualifications, and terms of office for key elected and appointed officials
- Explain the structure and functions of state and local governments
- Discuss the advantages/disadvantages of various types of local government
- Examine constitutional provisions concerning the relationship between federal and state governments

### ***For C-1A-H5, test items may require students to:***

- Explain how a bill becomes law at the federal or state level
- Analyze or assess the role of law in the American political system
- Analyze or assess the importance of law in American society in regard to a given issue (e.g., analyze the impact of a given law, or assess the argument that Americans rely too much on the legal system to solve problems that could be solved by other means)
- Examine ways in which unalienable rights are protected by the Constitution
- Evaluate a specific law or court ruling on given criteria
- Examine the meaning, implications, or applications of the Fifth and Fourteenth Amendments (e.g., regarding self-incrimination, double jeopardy, due process)

### ***For C-1A-H6 and C-1A-H7, test items may require students to:***

- Characterize or analyze responsibilities of the federal government for domestic and foreign policy
- Explain the roles of the Congress, the President, and the Judiciary in regard to foreign affairs, and the roles of the National Security Council, the Joint Chiefs of Staff, and the Secretary of State in forming or carrying out foreign policy
- Explain the nature of proportional, progressive, and regressive taxes, and identify key examples of each type (e.g., income tax, sales tax)
- Explain how government is financed through taxation, including the major sources of tax revenues at the federal, state, and local level
- Identify major sources of government revenue and relate taxes to other forms of revenue (e.g., fines, licenses, user fees, borrowing)
- Analyze or evaluate various uses of tax dollars (e.g., in terms of the public’s need for services versus the public’s reaction to taxation)
- Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice

## CIVICS STRAND: THEMATIC CATEGORY

### B. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

#### Benchmarks Assessed

- C-1B-H1 analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shape American society
- C-1B-H2 explaining basic democratic beliefs and principles of constitutional democracy in American society and applying them to the analysis of issues of conflicting beliefs and principles
- C-1B-H3 analyzing the nature of American political and social conflict
- C-1B-H4 evaluating issues related to the differences between American ideals and the realities of American social and political life
- C-1B-H5 evaluating the roles of political parties, campaigns, and elections in American politics
- C-1B-H6 analyzing the historical and contemporary roles of associations and groups in local, state, and national politics

#### Key Concepts

- Historical documents that shaped our ideas of democracy
  - Magna Carta
  - Declaration of Independence
  - U.S. Constitution
- English Bill of Rights
- Federalist Papers
- Mayflower Compact
- Articles of Confederation
- Gettysburg Address
- Principles of U.S. constitutional government
  - federal union
  - individual liberties
- separation of powers
- consent of the governed
- checks and balances
- popular sovereignty
- Related concepts
  - European philosophers
  - Supreme Law of the Land
- limited government
- U.S. Census and reapportionment of districts
- states' rights
- Compromises or Plans
  - bicameral plans:
  - Great (Connecticut) Compromise
  - 3/5 Compromise
- Virginia Plan
- Presidential Compromise (Electoral College)
- New Jersey Plan
- Commerce Compromise
- Political Process
  - political parties
  - primary/general elections
  - independent voter
  - national conventions (Republican, Democratic)
  - special interest groups and associations
- two-party system
- run-off election
- secret (Australian) ballot
- third parties
- Electoral College
- campaign, platform
- role of the media
- PACs, lobbyists
- Techniques of Persuasion/Propaganda:
  - bandwagon
  - transfer/association
- testimonial/endorsement
- glittering generalities
- card stacking
- plain folks
- name calling

## Content Limits

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

## Description of Test Questions

Five of the six benchmarks (C-1B-H1, H2, H3, H5, and H6) may be assessed in either Part A or Part B of the test. Benchmark C-1B-H4 is restricted to Part B only. Benchmarks C-1B-H2 through H5 are especially well suited to Part B. Stimulus material may include excerpts from historical documents (see *Key Concepts*) or other texts that shaped our society (e.g., Emancipation Proclamation, Kennedy’s Inaugural Address, King’s “I Have a Dream Speech”), or other political material (e.g., from a campaign platform, campaign speech, political essay, news story, editorial, or court case).

### ***For C-1B-H1 through C-1B-H4, test items may require students to:***

- Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States
- Explain how European philosophers helped shape American democratic ideas (e.g., Rousseau’s natural rights of man, Locke’s social contract, Montesquieu’s three branches of government, Voltaire’s freedom of speech and press)
- Analyze central ideas in an American historical document (see *Key Concepts*) or explain the document’s significance in shaping the U.S. Constitution
- Identify the author or title of a significant historical document from an excerpt
- Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case)
- Explain issues involved in various Compromises or Plans (see *Key Concepts*)
- Explain the meaning or importance of principles of U.S. constitutional democracy in American society (e.g., ideas in the Bill of Rights or other Amendments)
- Assess the importance of the Constitution as the Supreme Law of the Land, or ways in which U.S. constitutional government has helped shape American society
- Apply principles of constitutional democracy to instances of conflicting beliefs or principles within American society or between American and foreign societies (e.g., individual rights, human rights, Affirmative Action, immigration quotas)
- Analyze a given example of American political or social conflict, or state and defend a position on the issue (e.g., right of the public to know vs. need for national security, right to property vs. protection of the environment, Kent State, Watergate)
- Discuss discrepancies between American ideals and social or political realities of life (e.g., equality versus prejudice, consent of the governed vs. citizen apathy)

### ***For C-1B-H5 and C-1B-H6, test items may require students to:***

- Explain the two-party system or assess the role of third parties in the election process
- Examine the role of political parties or assess the significance of campaigns, elections, the Electoral College, and the U.S. census in the American political system
- Evaluate the role of the media and public opinion in American politics
- Analyze the use or effects of propaganda or persuasive techniques
- Explain historical or contemporary roles of special interest groups and associations in U.S. politics (e.g., NAACP, ACLU, AARP, PIRG, LABI, NRA, tobacco lobby)

**CIVICS STRAND: THEMATIC CATEGORY**  
**C. INTERNATIONAL RELATIONSHIPS**

**Benchmarks Assessed**

- C-1C-H1 analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States
- C-1C-H2 analyzing the major foreign policy positions of the United States and evaluating their consequences
- C-1C-H3 evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States

**Key Concepts**

- Political organization of the world (nation-states)
- Alliances and international organizations of nations (e.g., United Nations, NATO)
- How nation-states interact, such as:
  - trade
  - diplomacy
  - embassies, ambassadors
  - treaty (political, economic, military)
  - summit meetings
  - conflicts
- Foreign policy positions of the United States
  - isolationism
  - neutrality
  - peace keeping
  - foreign aid (humanitarian, economic, military)
  - Washington’s Farewell Address
  - protectionism
  - strategic interests
  - human rights
  - sanctions, embargo
  - national security
  - Monroe Doctrine
- Impact of U.S. foreign policy positions on the world
  - e.g., trade embargo (China, Iraq)
  - e.g., not conceding to terrorists (Iran)
  - e.g., NAFTA
  - e.g., human rights
- Effects of international developments on the U.S.
  - e.g., break up of the Soviet Union
  - e.g., Middle East conflict
- Economic, technological, and cultural influence of the United States on the world

## Content Limits

- All benchmarks in Thematic Category C are eligible for assessment on the state test.
- Test items focus on general concepts or principles or current events. Some may entail historical contexts consistent with eras eligible for testing under the History strand. Questions calling for specific historical knowledge generally are keyed to a benchmark in the History strand, rather than to a benchmark in Civics Thematic Category “C.” Items on historical U.S. foreign policy positions, for example, are keyed to a relevant History benchmark (e.g., H-1B-H10, H14 or H18, or H-1C-H15).
- For C-1C-H2, test items on the consequences of major U.S. foreign policy positions do not address effects of domestic policies on international trade (see E-1B-H5).
- For C-1C-H3, test items on international *economic* developments do not overlap assessment of Economics Benchmark E-1B-H4.

## Description of Test Questions

All three benchmarks may be tested either by multiple-choice items in Part A or by tasks in Part B. Test questions may be accompanied by stimulus material (e.g., a newspaper, magazine, or other article on a foreign policy issue or an issue involving interactions among political entities).

### *For C-1C-H1, test items may require students to:*

- Examine the political divisions of the world and the factors that contribute to those divisions
- Analyze or assess the various ways that nation-states interact
- Explain, analyze, or assess the role of the United Nations or other international organizations in political interactions and conflicts
- Analyze ways in which the interactions of nation-states or international organizations affect the United States

### *For C-1C-H2 and C-1C-H3, test items may require students to:*

- Examine the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargo, treaties)
- Explain how domestic policies and constitutional principles of the United States affect its relations with the world
- Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States’ relations with the rest of the world
- Evaluate the role of the United States as a peace-keeper in foreign affairs
- Characterize or analyze foreign policy issues or positions in a given description (e.g., in a news article or editorial)
- Describe principal economic, technological, and cultural effects the United States has had on the world
- Examine ways in which ideas, actions, and problems of other nations impact the United States

**CIVICS STRAND: THEMATIC CATEGORY**  
**D. ROLES OF THE CITIZEN**

**Benchmarks Assessed**

- C-1D-H1      evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens
- C-1D-H2      evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy
- C-1D-H3      explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy
- C-1D-H4      analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

**Key Concepts**

- Rights of citizens
  - personal rights (e.g., gun control, doctor-assisted suicide)
  - economic rights (e.g., right to work, minimum wage, equal opportunity)
  - political rights (e.g., due process, minimum voting age)  
—Amendments dealing with suffrage (15th, 19th, 23rd, 24th, and 26th)
- Responsibilities/duties of citizens, such as:
  - voting
  - civic participation
  - obeying the law
  - military service (registering with selective service)
  - paying taxes
  - public service
  - informed electorate
  - jury duty/witness
  - political action
- Forms of political participation
  - voting
  - political conventions
  - writing elected officials
  - peaceful demonstrations
  - political action committees (PACs), lobbying, special interest groups
  - public hearings, town meetings
  - staying informed (e.g., reading to keep informed on public issues)
  - running for office
  - platform support
  - initiative, referendum, recall
  - civil disobedience
  - campaigning
  - signing petitions
- Patriotism
- Political leadership and public service
  - careers in public service
  - volunteering (e.g., for environmental clean-up, public landscaping)
  - program participation (e.g., Neighborhood Watch, Adopt a Highway)
  - contributing (time, money) to charitable causes

## Content Limits

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

## Description of Test Questions

All four benchmarks may be tested either by multiple-choice items in Part A or by tasks in Part B. Test questions may include such stimulus material as excerpts from the Bill of Rights or other Amendments, laws (e.g., Title IX), court rulings, political addresses or essays, newspaper or magazine articles, political cartoons, or narrative scenarios.

### *For C-1D-H1, test items may require students to:*

- Explain ways in which a person can become a U.S. citizen (e.g., birth, naturalization)
- Distinguish between personal, political, and economic rights of citizenship
- Examine the scope and limits of a particular right of citizenship
- Examine the importance of various rights of citizenship to the individual or to society at large
- Analyze or discuss an Amendment or law concerning the rights of citizens in terms of their effect on public policy or American life
  - e.g., Amendments concerning suffrage or civil rights
  - e.g., Americans with Disabilities Act (ADA)
- Evaluate a given situation or issue in terms of the personal, political, or economic rights of citizens
- Explain and defend a position on an issue involving the rights of citizens

### *For C-1D-H2, H3 and H4, test items may require students to:*

- Distinguish between personal and civic responsibilities
- Examine or assess the importance of various responsibilities of citizenship to the individual or to society at large (e.g., the importance of voting)
- Formulate opinions concerning civic duties versus personal interests
- Evaluate a given situation or issue in terms of the responsibilities of citizens
- Explain and defend a position on an issue involving a responsibility of citizens
- Characterize or explore various forms of political participation
- Discuss the importance of political leadership to American society, and examine ways in which citizens can exercise leadership
- Characterize examples of public service, and discuss the importance of public service to American society
- Assess the value of being knowledgeable about public affairs
- Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry
- Evaluate the role of patriotism in the preservation of American constitutional democracy

***ECONOMICS STRAND: GRADE 11***  
***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-H1	analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result
E-1A-H2	analyzing the roles that production, distribution, and consumption play in economic decisions
E-1A-H3	applying the skills and knowledge necessary in making decisions about career options
E-1A-H4	comparing and evaluating economic systems
E-1A-H5	explaining the basic features of market structures and exchanges
E-1A-H6	analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems
E-1A-H7	analyzing the roles of money and banking in an economic system
E-1A-H8	applying economic concepts to understand and evaluate historical and contemporary issues

**Key Concepts**

- |   |   |                      |
|---|---|----------------------|
| • Economic decisions:   | • scarcity, choice                            | • costs and benefits |
| • opportunity cost  | • marginal (added) cost                       | • trade-offs         |
| • Productive resources:   | • natural resources                           | • capital resources  |
|   | • human resources (including human capital)   |                      |
| • Productivity, specialization  | • career planning, career options             |                      |
| • Goods and services:   | • producers, consumers                        | • buyers, sellers    |
| • production  | • distribution                                | • consumption        |
| • channels of distribution  | • marketing                                   |                      |
| • Economic institutions:  | • multinational corporations                  | • stock market       |
| • businesses (corporation, partnership, individual proprietorship, cooperative) | • government                                  | • labor unions       |
| • banks   | • labor contract, negotiation                 | • open/closed shop   |
| • Labor union terminology:  | • right to strike, “right to work” laws       |                      |
| • slowdown, strike  | • injunction                                  | • scab               |
| • lockout   | • economic self-interest                      | • profit, risk       |
| • Economic incentives   | • capitalism (free enterprise), market system |                      |
| • Economic systems:   | • traditional system                          | • command economy    |
|   | • mixed system (as in most modern economies)  |                      |
| • Market structure  | • pure competition                            | • oligopoly          |
|   | • monopolistic competition                    | • monopoly           |
| • Forms of exchange:  | • barter                                      | • money              |
| • Economic process:   | • role of money                               | • role of banks      |

## Content Limits

- All benchmarks in Thematic Category A are eligible for assessment on the state test.
- Benchmark E-1A-H3 are reflected on every test form (i.e., tested in some way in every assessment cycle).
- Testing of E-1A-H8 do not require independent knowledge of economic conditions or changes in U.S. or world history. Any such knowledge would be tested under the History strand (see H-1B-H12 and H-1B-H15, and H-1C-H15).
- Benchmark E-1A-H3 is reflected on every test form (i.e., tested in some way in every assessment cycle).

## Description of Test Questions

All eight benchmarks in this thematic category may be tested either by multiple-choice items in Part A or by tasks in Part B. Four benchmarks (E-1A-H2, H3, H7, and H8) are particularly well suited for assessment in Part B. Stimulus material may be provided for some questions. These materials may include (a) charts, diagrams, or illustrations, (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-H1, E-1A-H2, and E-1A-H3, test items may require students to:***

- Analyze situations involving scarcity to determine the impact or implications of insufficient resources to satisfy all needs/wants
- Analyze economic choices/decisions in terms of incentives, benefits, costs, trade-offs, or consequences
- Analyze an economic choice at the personal, family, or societal level to identify its opportunity cost (i.e., the best alternative given up when another option is chosen)
- Explain the interdependence of natural resources and the availability of products in a free enterprise system
- Analyze choices and decisions related to 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 actions or conditions that increase productivity or output of the economy
  - e.g., providing labor with additional capital goods
  - e.g., division of labor and specialization
  - e.g., technological change
- Define “productivity” and characterize the relationship between productivity and standard of living
- Examine the role of marketing and channels of distribution in economic decisions
- Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction
- Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field
- Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society

## Description of Test Questions (Economics “A” *continued*)

***For E-1A-H4 and E-1A-H5, test items may require students to:***

- Characterize or compare various types of economic systems (see *Key Concepts*) in terms of ownership/control of the means of production and distribution, determination of wages and prices, economic decision making, etc.
- Evaluate economic systems in terms of their ability to achieve given social goals (e.g., freedom, equity, efficiency, security, growth)
- Explain or compare/contrast features of various market structures (see *Key Concepts*), or cite the advantages and disadvantages of a given market structure
- Explain factors affecting level of competition in a market (e.g., number of buyers and sellers, profit motive, collusion among buyers or sellers, presence of cartels)
- Explain or analyze the effects of competition on producers and consumers
  - e.g., that active competition among sellers results in lower prices and profit levels
  - e.g., that competition among buyers results in higher prices for the product

***For E-1A-H6 and E-1A-H7, test items may require students to:***

- Characterize or analyze the role of various economic institutions in economic systems —e.g., the role of banks in increasing the money supply by making loans
  - e.g., the role of government in promoting economic growth or stable prices
  - e.g., the impact of labor unions and labor or management actions on productivity
- Examine the role of government as producer, employer, and consumer in economic systems
- Analyze the importance of labor-management relations and the effects of given labor and management practices on productivity or business profitability
- Examine the economic consequences of actions related to labor unrest (e.g., slowdown, strike, lock-out), including effects on production/output levels or productivity
- Compare or contrast characteristics of various forms of business ownership
- Explain ways in which businesses have changed to meet rising production costs or to compete more effectively in a global market

***For E-1A-H8, test items may require students to:***

- Apply any key concept in this thematic category to analyze or evaluate a given economic issue or situation
- Characterize a given issue or situation as an example of a particular fundamental economic principle
- Analyze information about a current economic system undergoing change from a largely command or traditional system to a more mixed system (e.g., Eastern European countries, China, other developing economies)

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

**Benchmarks Assessed**

E-1B-H1	identifying factors that cause changes in supply and demand
E-1B-H2	analyzing how changes in supply and demand, price, incentives, and profit influence production and distribution in a competitive market system
E-1B-H3	analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy
E-1B-H4	analyzing the causes and consequences of worldwide economic interdependence
E-1B-H5	evaluating the effects of domestic policies on international trade
E-1B-H6	analyzing Louisiana’s role in the national and world economies

**Key Concepts**

- Supply and demand:
  - elastic/inelastic
  - supply or demand curve
  - substitutes/complements
  - equilibrium price
  - shortage/surplus
- Factors affecting supply or demand
  - price of the product
  - price of inputs
  - competition
  - price of related (complementary or substitute) products
  - technological change
  - consumer tastes, preferences, and income levels
- Factors of production (i.e., land, labor, capital, and entrepreneurship)
- Factors affecting production and distribution
  - incentive, profit, risk
  - price, relative price
  - capital investment
  - supply and demand
  - consumption vs. saving
  - entrepreneurship
- Circular flow of goods/services and money payments
- Government action/intervention in a market economy
  - taxation
  - government spending
  - regulation
  - related concepts:
    - distribution of income
    - economic growth
    - competition, monopoly
    - merger, acquisition
- Economic interdependence:
  - trade agreements
  - global economy
  - imports/exports
  - value of currency
  - trade surplus/deficit
  - balance of trade
  - foreign exchange
  - International Monetary Fund (IMF)
- Effects of domestic policies on international trade
  - tariffs/duties
  - non-tariff barriers to trade (e.g., quotas)
  - protectionism
- Louisiana’s economic roles:
  - national economy
  - world economy

## Content Limits

- All benchmarks in Thematic Category B are eligible for assessment on the state test.
- For E-1B-H4, test items on worldwide economic interdependence do not overlap testing of World History benchmark H-1C-15. (See *Key Concepts*, “Major Economic Trends & Developments,” for H-1C-15.)
- Testing of E-1B-H4 and E-1B-H5 does not require independent knowledge of specific historical or contemporary facts, such as specific domestic policies or international trade practices. Assessment requires general understanding or application of these concepts in a given situation or context.
- Testing of E-1B-H3 is limited to the impact of governmental taxation, spending, and regulation on a market economy in general, or their differential impact on various groups. Effects of fiscal policy and regulation in the *U.S. economy* is covered under Thematic Category C (see E-1C-H4). Note also that distinguishing among different types of taxes is assessed under Civics Benchmark C-1A-H7.

## Description of Test Questions

All six benchmarks in this thematic category may be assessed either by multiple-choice items in Part A or by tasks in Part B. Benchmarks E-1B-H3 through H6 are particularly well suited for testing in Part B. 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-H1 and E-1B-H2, test items may require students to:***

- Interpret a supply or demand curve
- Explain, analyze, or apply principles of supply and demand, including concepts of price, incentives, and profit
  - 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
- Identify factors that cause changes in supply or demand for a product
  - e.g., changes in consumer preferences or income levels, or change in prices of related products (complements, substitutes) affecting demand
  - e.g., changes in number of producers, production costs or prices of inputs, or technology affecting supply
  - e.g., degree of competition among producers or buyers affecting supply and demand
- Explain or apply the concepts of “inelastic” and “elastic” supply and demand, and the concept of “equilibrium price”
- Analyze the circular flow of goods/services and money payments from a diagram
- Explore the role of “factors of production” in the economy (see *Key Concepts*)
- Examine factors affecting production/allocation of goods/services (see *Key Concepts*) and characterize their effects (e.g., impact of consumption on production levels)

## Description of Test Questions (Economics “B” *continued*)

### *For E-1B-H3, test items may require students to:*

- Analyze the uniform or differential impact of a given tax policy or government spending practice on individuals and businesses in a market economy
  - e.g., income tax, sales tax, excise taxes, Social Security tax
  - e.g., shifting resources from the private to the public sector, or vice versa
  - e.g., spending programs targeting a particular income group, business sector, or business activity
- Analyze the impact of given tax exemptions or credits on individuals and businesses (e.g., tax deduction for interest paid on a home mortgage, tax incentives for business investment in research and development)
- Analyze the impact of given forms of taxation (e.g., proportional, progressive) on society at large (e.g., redistribution of income)
- Analyze the effects of governmental action/intervention in a market economy (e.g., anti-trust laws, consumer protection laws, regulation/deregulation of industries)

### *For E-1B-H4 and E-1B-H5, test items may require students to:*

- Explain or analyze the causes of global economic interdependence (e.g., need or desire for imports, benefits of exports, specialization)
- Examine the worldwide exchange of goods/services in terms of its effect in increasing global interdependence and global competition
- Explain the relationship between economic interdependence and standard of living
- Examine fundamental concepts of currency valuation and foreign exchange and their role in a global economy
- Explain how the economy of one country can affect the economies of other countries or the balance of trade (surplus, deficit) among nations
- Explain the role of the International Monetary Fund in supporting world economies
- Assess international differences in resources, productivity, and prices, and analyze their relationship to international trade
- Analyze or assess ways in which economic trends affect international trade policy
- Explain reasons why nations often restrict free trade, and the various types of trade barriers (e.g., quotas, tariffs/duties)
- Evaluate the effects of various barriers to free trade among nations
- Argue a position on the issue of free trade (versus protectionism, for example)

### *For E-1B-H6, test items may require students to:*

- Evaluate the role and importance of Louisiana ports in the national economy
- Analyze the value or impact of Louisiana products in the world market

## ECONOMICS STRAND: THEMATIC CATEGORY

### C. THE ECONOMY AS A WHOLE

#### Benchmarks Assessed

- E-1C-H1 explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate
- E-1C-H2 explaining how interest rates, investments, and inflation/deflation impact the economy
- E-1C-H3 analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy
- E-1C-H4 explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy

#### Key Concepts

- Interest rate
- Labor force, employment
- Income distribution
- Economic indicators:
  - Gross Domestic Product
  - Consumer Price Index
  - unemployment rate
  - currency valuation
- Goals of fiscal and monetary policies:
  - price stability
- Fiscal policies
  - government spending
  - balanced budget
- Monetary policies:
  - availability of credit
  - role of the Federal Reserve System as the central banking system of the U.S.
- Federal Deposit Insurance Corporation (FDIC)
- U.S. Government regulation of the economy
- Investment
- Unemployment
- Business cycle
- per capita GDP
- stock market indices
- per capita income
- foreign exchange rate
- maximum employment
- government revenue
- budget deficit/surplus
- banking
- bank reserves
- Inflation, deflation
- Underemployment
- real GDP
- rate of inflation
- interest rate
- economic growth
- taxation programs
- national debt
- money supply
- loans, interest rates
- Regulatory agencies

#### Content Limits

- All benchmarks in Thematic Category C are eligible for assessment on the state test.
- Benchmark E-1C-H3 is reflected on every test form (i.e., tested in some way in every assessment cycle).
- For E-1C-H1, test items do not assess GNP, as this measure is less commonly used than GDP.
- For E-1C-H4, test items on fiscal policy and regulation do not overlap E-1B-H3

## Description of Test Questions

All four benchmarks in Thematic Category C may be assessed either by multiple-choice items in Part A or by tasks in Part B. Benchmarks E-1C-H3 and E-1C-H4 are well suited for testing in Part B. Stimulus material for test questions may include charts, diagrams, economic scenarios, or magazine, newspaper, or other articles addressing relevant topics.

### *For E-1C-H1 and E-1C-H2, test items may require students to:*

- Explain the meaning or use of various economic indicators (see *Key Concepts*), or their implications as measures of economic well-being
- Relate economic indicators in describing the health of an economy
- Interpret various economic indicators used in a chart/graph/table or news article
- Draw conclusions about two different economies based on given economic indicators
- Characterize inflation/deflation as a sustained increase/decrease in average price levels of an entire economy, and explain reflections in the Consumer Price Index
- Explain the impact of inflation/deflation on individuals, nations, and the world
- Describe the effects of interest rates on businesses and consumers
- Predict the consequences of investment decisions made by individuals, businesses, and government

### *For E-1C-H3, test items may require students to:*

- Explain various causes and consequences of unemployment in a market economy —e.g., available jobs, lack of work experience/training/skills, labor force immobility, discrimination, minimum wage, costs/benefits of looking for a job
- Analyze regional, national, or demographic differences in rates of unemployment
- Analyze the relationship between the business cycle and employment
- Explain the meaning of “underemployment” and analyze its causes and consequences
- Explain factors contributing to unequal distribution of income in a market economy
- Interpret or extrapolate from a chart/graph displaying various income distributions (e.g., in the U.S. vs. the Third World, or for various groups within a country)
- Examine the socio-economic impact of unequal distribution of income or great disparity in the distribution of wealth in a market economy

### *For E-1C-H4, test items may require students to:*

- Distinguish monetary policy (policies that change the supply of money in an economy) from fiscal policy (government spending and taxation policies)
- Explain the goals of U.S. fiscal and monetary policy (e.g., promoting price stability, maximum employment, and economic growth)
- Explain the role the Federal Reserve System as the central banking system of the U.S.
- Distinguish between interest rates charged by the Federal Reserve (discount rate) and by commercial banks (e.g., prime rate)
- Analyze the effects of a given fiscal or monetary policy on the U.S. economy (e.g., leading to change in the availability/cost of credit or affecting the national debt)
- Explain the role of regulatory agencies in the U.S. economy (e.g., Federal Trade Commission, Environmental Protection Agency, Consumer Protection Agency, Securities & Exchange Commission)
- Examine examples of U.S. regulations and their effects on the U.S. economy

## ***HISTORY STRAND: GRADE 11***

### ***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**

##### ***UNITED STATES HISTORY:***

Part A test items requiring *knowledge* of U.S. History will be limited to Eras 6-9. This restriction designates separate domains of content for the Grade 11 and Grade 8 tests, rather than overlap between the two. Moreover, the restriction gives the eleventh-grade test a more concentrated focus on eras treated in depth at the high school level, undiluted by eras merely “reviewed” at the upper level.

Eras 1-5 (those targeted for mastery by Grade 8) may be reflected on either Part A or Part B of the Grade 11 test, but only as context or as the subject of stimulus material for questions measuring *conceptual understanding* or application of *skills*. Even for concepts/skills assessment, the large majority of U.S. History questions will be related to Eras 6-9 in keeping with instructional emphasis at the high school level.

##### ***WORLD HISTORY:***

World History will be more tightly restricted because it is an elective course—one of three options (along with World Geography and Western Civilization)—for fulfilling current graduation requirements. To ensure that all students are properly prepared for the state test, World History *knowledge* will be required on *Part A* only in regard to *Eras 8 and 9*. Benchmarks for these eras are the ones most easily integrated into U.S. History which all students must take. Questions in Part A or Part B assessing *concepts or skills* may reflect any of Eras 6, 7, 8 or 9.

**HISTORY STRAND: THEMATIC CATEGORY**  
**A. HISTORICAL THINKING SKILLS**

**Benchmarks Assessed**

H-1A-H1	applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity
H-1A-H2	explaining and analyzing events, ideas, and issues within a historical context
H-1A-H3	interpreting and evaluating the historical evidence presented in primary and secondary sources
H-1A-H4	utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues
H-1A-H6	analyzing cause-effect relationships

**Key Concepts**

- Chronology, timeline
- Historical context
- Primary/secondary source material
- Methods of inquiry
- Historical analysis
- Historical change and continuity
- Historical evidence
- Famous speeches/addresses
- Historical and contemporary issues
- Cause-effect relationships

**Content Limits**

- H-1A-H5 (“conducting research in efforts to analyze historical questions and issues”) is not assessed on the state test. This benchmark is to be assessed the local level.
- All other benchmarks for “Historical Thinking Skills” are eligible for assessment on the state test. Generally, however, they are not be *directly* assessed. Although the skills may be needed to answer a question in Part A or Part B, the question usually is keyed to a benchmark in one of the other History categories.
- If a question applies key concepts such as “chronology,” “continuity,” or “change” to events that span more than one historical Era or more than one History benchmark, the question is keyed to H-1A-H1.
- Questions requiring use of primary or secondary source material will be keyed to a substantive benchmark, rather than to H-1A-E3. A question requiring cause-effect analysis will be keyed to the benchmark for the relevant historical era, rather than to H-1A-H6. Similarly, any question calling for historical explanation or analysis is keyed to a benchmark for the relevant era, rather than to H-1A-H2.
- H-1A-H4, however, may be the primary focus of a question in Part A or B, and may be keyed as such. (See “New South” concepts under *Key Concepts* for H-1B-H9 for sample content that may be keyed to H-1A-H4.)

## 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 or utilize a timeline in addressing a specific historical period
- Chronologically organize major events and leading figures in U.S. or world history
- Compare historical periods or historical conflicts in terms of similar issues, actions, or trends
- Contrast past and present events or ideas, demonstrating awareness of differing political, social, or economic context
- Analyze change or continuity over time (e.g., cultural changes over a given period of time) based on information in stimulus material
- Examine multiple perspectives on an historical issue or event
- Analyze the point of view of an historical figure or group
- Analyze or interpret a given historical event, idea, or issue
- Defend a point of view on an historical issue or event, with supporting evidence drawn from stimulus material
- Utilize given primary or secondary material to interpret historical facts, ideas, or issues
- Determine alternative courses of action to address an historical or contemporary issue
- Analyze or evaluate alternative courses of action in terms of positive and negative implications or consequences
- Analyze or evaluate the credibility of a given historical treatise in terms of its source, unstated assumptions, etc.
- Analyze given source material to distinguish opinion or propaganda from fact, or to identify persuasive techniques (see *Key Concepts* for Civics Thematic Category B)
- Interpret a political cartoon depicting an historical event, issue, or perspective
- Interpret or analyze historical data in a map, table, or graph to illuminate historical factors or trends (including applying necessary mathematical skills)
- Analyze causes or effects (or explore cause-effect relationships) in historical and contemporary events

**HISTORY STRAND: THEMATIC CATEGORY**  
**B. UNITED STATES HISTORY**

**Benchmarks Assessed**

Era 6: The Development of the Industrial United States (1870-1900)

- H-1B-H6 analyzing the development of industrialization and examining its impact on American society
- H-1B-H7 describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted

Era 7: The Emergence of Modern America (1890-1930)

- H-1B-H8 evaluating the significance of the Progressive Movement
- H-1B-H9 analyzing the rise of the labor and agrarian movements
- H-1B-H10 explaining the changing role of the United States in world affairs through World War I
- H-1B-H11 analyzing the significant changes that evolved in the United States between World War I and the Great Depression

Era 8: The Great Depression and World War II (1929-1945)

- H-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal
- H-1B-H13 analyzing the origins, course, and results of World War II

Era 9: Contemporary United States (1945 to the Present)

- H-1B-H14 examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era
- H-1B-H15 analyzing the economic, political, social, and cultural transformation of the United States since World War II
- H-1B-H16 explaining the major changes that have resulted as the United States has moved from an industrial to an information society
- H-1B-H17 analyzing developments and issues in contemporary American society
- H-1B-H18 discussing and demonstrating an understanding of recent developments in foreign and domestic policies

## Key Concepts

### *For H-1B-H6:*

- Robber barons
  - Corporation
  - Industrial giants:
  - Inventors:
  - Government regulation of business activity
    - Sherman Anti-Trust Act
    - Interstate Commerce Commission
- assembly line
  - impact of business consolidation
  - Cornelius Vanderbilt
  - John D. Rockefeller
  - Alexander Graham Bell
  - Thomas Edison
  - Andrew Carnegie
  - J. P. Morgan

### *For H-1B-H7:*

- Immigration:
  - Internal migration patterns
    - urbanization
    - Dawes Act (Indians)
- Ellis Island
  - Chinese Exclusion Act
  - ghettos
  - Statue of Liberty
  - “melting pot”
  - tenements

### *For H-1B-H8:*

- Progressive movement
  - Reform measures
    - Australian Ballot
    - initiative
    - Amendments 16, 17, 18, 19
    - Pure Food & Drug Act
    - Clayton Act
  - Progressive leaders
    - Teddy Roosevelt
  - Reformers:
  - Muckrakers
    - Thomas Nast
- direct primary
  - referendum
  - recall
  - Meat Inspection Act
  - Federal Trade Commission
  - Federal Reserve Act
  - Prohibition
  - William Howard Taft
  - Jane Addams
  - Upton Sinclair
  - Woodrow Wilson
  - Carrie Chapman Catt
  - Ida Tarbell

### *For H-1B-H9:*

- Agrarian movement
  - New South
    - share cropping, tenant farming
    - Solid South
    - George Washington Carver
  - Populist Party
  - Rise of labor
  - Labor leaders:
- Jim Crow laws
  - Booker T. Washington
  - Grangers (farm organization)
  - American Federation of Labor (AFL)-CIO
  - Samuel Gompers
  - Plessy v. Ferguson
  - W. E. B. DuBois
  - Eugene Debs

## Key Concepts (*continued*)

### *For H-1B-H10:*

- Foreign policy
  - Open Door Policy
  - Roosevelt Corollary to Monroe Doctrine
  - Big Stick policy
- Foreign intervention and/or expansion
  - imperialism
  - annexation of Hawaii
  - Protectorate (e.g., Philippine Islands, Guam, Puerto Rico)
- World War I
  - U.S. entry into the war
  - Allied Powers/Big Four
  - Armistice
  - 14 Points
- World War I home front
  - Selective Service
  - mobilization
- U.S. leaders
  - McKinley
  - Pershing (“Black Jack”)
- Dollar Diplomacy
- neutrality
- isolationism
- yellow journalism
- Spanish American War
- Panama Canal
- Zimmermann Note
- Bolshevik Revolution (Lenin)
- submarine warfare
- League of Nations
- Treaty of Versailles
- financing the war
- patriotic activities
- Teddy Roosevelt
- Woodrow Wilson

### *For H-1B-H11:*

- Presidents of the United States
  - Harding
  - Coolidge
  - Hoover
- Characteristics of the 1920’s
  - Great Red Scare (1919–)
  - immigration quota
  - organized crime
  - Harlem Renaissance:
  - talkies
  - airplane:
  - automobile
  - racism, prejudice
  - Roaring 20’s
  - political scandals
  - Langston Hughes
  - phonograph
  - Wright brothers
  - Model T
  - assembly line
  - Installment buying
  - Scopes trial
  - jazz
  - women’s rights
  - Countée Cullen
  - radio
  - Lindbergh
  - Henry Ford
  - mass production
  - protective tariff
- Agricultural depression

## Key Concepts (*continued*)

### ***For H-1B-H12:***

- Great Depression
  - Economic causes:
    - overproduction
    - underconsumption
    - unequal distribution of income
    - overspeculation
    - protective tariffs
  - Psychological causes: pessimism, panic
  - Stock Market Crash
- 1932 presidential election:
  - Herbert Hoover
  - F.D.R.
- New Deal
  - 1st 100 Days
  - relief, recovery, reform programs (e.g., WPA, CCC, AAA, SSA, FDIC)
  - fireside chats
- New Deal leaders
  - F.D.R
  - Huey Long
  - Eleanor Roosevelt
  - Black Cabinet
  - Frances Perkins
  - Brain Trust
- Other legislation/policies
  - Amendments 20, 21
  - Good Neighbor Policy
  - Court Packing Plan

### ***For H-1B-H13:***

- Origins of World War II (see *Key Concepts* for World History)
- Course of World War II (see *Key Concepts* for World History)
- U.S. foreign policy (isolation, neutrality, involvement)
- U.S. entry into World War II
  - Neutrality Acts
  - Pearl Harbor
  - lend/lease
  - cash/carry
- U.S. role as an Allied power (versus Axis powers)
  - island hopping
  - atomic bomb
- World War II home front:
  - Selective Service
  - financing the war
  - censorship
  - rationing
  - patriotic activities (e.g., Victory Gardens, USO, newsreels, war movies)
  - mobilization (e.g., Office of War Mobilization)
  - role of women (e.g., Rosie the Riveter)
  - Japanese internment (Nisei)
  - black market
  - price controls
- Political leaders
  - F.D.R., Truman
  - Hitler
  - Churchill
  - Mussolini
  - Stalin
  - Hirohito, Tojo
- Military leaders
  - Marshall
  - Patton
  - Montgomery
  - Eisenhower
  - Nimitz
  - de Gaulle
  - MacArthur
- Results of WW II
  - G.I. Bill (Servicemen's Readjustment Act)
  - See also *Key Concepts* for World History

## Key Concepts (*continued*)

### *For H-1B-H14 to H18 (Era 9):*

#### Domestic Policies/Developments/Issues

- Civil Rights Movement
  - Leaders:
    - Martin Luther King
    - Rosa Parks
    - Malcolm X
    - Jessie Jackson
  - Organizations:
    - NAACP
    - Black Panthers
    - Southern Christian Leadership Conference
  - Non-violent protests
  - Legislation:
    - Civil Rights Acts of 1964, 1965
  - Court decisions:
    - Brown v. Board of Education of Topeka–1954
- Technological Age:
  - mass communication
  - space
  - nuclear developments
  - computer technology
- Social/cultural developments
  - Great Society
  - war on poverty
  - education and housing
  - immigration/migration
  - minority issues
  - women’s issues
- Political developments
  - Red Scare/McCarthyism
  - Watergate
  - assassinations
  - Vietnam war protest
  - terrorism

#### Foreign Policies/Developments

- Foreign aid
  - Marshall Plan
  - Truman Doctrine
  - Eisenhower Doctrine
  - Peace Corps
- Collective security
  - United Nations
  - NATO
  - Warsaw Pact
- Cold War policies
  - nuclear development
  - Gulf of Tonkin Resolution
  - War Powers Act
  - domino theory
  - containment policy
- Cold War incidents/developments
  - Cuban crises (e.g., Bay of Pigs, Cuban Missile Crisis)
  - Berlin crises (e.g., Berlin Airlift, Berlin Wall)
  - Korean Conflict
  - Vietnam War
  - Middle-East conflicts
  - Panama Canal Treaty
- Post Cold War issues
  - Star Wars
  - U.S. peace-keeping forces
  - NAFTA
  - disarmament
  - fall of communism
- Leaders
  - Harry S. Truman
  - Dwight D. Eisenhower
  - John F. Kennedy
  - Lyndon Johnson
  - Richard M. Nixon
  - Gerald Ford
  - Jimmy Carter
  - Ronald Reagan
  - George Bush
  - Bill Clinton

## Content Limits

- The state test requires *knowledge* of U.S. History only in relation to benchmarks in Eras 6–9 (see H-1B-H6 through H-1B-H18 listed above). These benchmarks alone are eligible for multiple-choice items demanding recall of historical facts or details in Part A of the test.
- Benchmarks in Eras 1-5 may be reflected in Part A, but may serve only as context for assessing students’ grasp of general concepts or application of skills. The following benchmarks are thus restricted.
  - H-1B-H1: analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas [Era 1]
  - H-1B-H2: summarizing the process by which the United States was colonized and later became an independent nation [Era 2]
  - H-1B-H3: analyzing the development of the American constitutional system [Era 3]
  - H-1B-H4: tracing territorial expansion and reform movements in the United States [Era 4]
  - H-1B-H5: analyzing the origins, major events, and effects of the Civil War and Reconstruction [Era 5]
- Any era may serve as the subject of stimulus material for skills assessment in either Part A or Part B of the test.
- For H-1B-H8, test items on “reform measures” do not duplicate assessment of the Civics strand. Such concepts as Australian Ballot, recall, referendum, initiative, direct primary, and constitutional amendment (see *Key Concepts* for H-1B-H8) are treated in historical terms here. Their political aspect (e.g., their definition, function, and use) would be assessed under Civics.
- For H-1B-H12, items on “socio-economic conditions” during the Great Depression do not overlap assessment of Economics benchmarks E-1C-H1 or E-1C-H2, which entail indicators and underpinnings of a healthy economy in general.
- Test items on World War I, World War II, and the Cold War take a distinctly American perspective, so as not to overlap their treatment under World History (see Thematic Category C).

## Description of Test Questions

Testing of assessed benchmarks in Part A or Part B of the test follow guidelines outlined under Content Limits above. Notably, however, H-1B-H2, H3, and H17 are particularly well suited for testing in Part B.

Test questions in Part A that assess *knowledge* (recall) of historical facts and details (for benchmarks in Eras 6–9) may be traditional multiple-choice items without stimulus material. Nevertheless, stimulus material may be provided for any question in Part A or Part B of the test. These may include excerpts from primary or secondary sources, or a map, timeline, chart, picture, or illustration.

**Note:** In addition to the types of test questions described below, test questions may require students to apply historical thinking skills (see Thematic Category A) to events and issues in Eras 1-5.

***For Era 6 (H-1B-H6 and H-1B-H7), test items may require students to:***

- Examine the causes of industrialization and analyze its impact on production and business structures in the U.S.
- Describe the emergence of big business and explain how it changed American society in the late 1800's
- Explain or analyze the changing relationship between the federal government and private industry
- Examine the phases, geographic origins, and motivations behind mass immigration to the United States
- Explain or analyze how immigration precipitated the urbanization of America and discuss its impact on housing, political structures, public health, etc.
- Analyze the impact of legislation, technological developments, and economic policies on established social and migratory groups in the settlement of western United States

***For Era 7 (H-1B-H8, H9, H10, and H11), test items may require students to:***

- Assess the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the U.S.
- Evaluate aspects of the Progressive Movement in terms of its goals and resulting accomplishments
- Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community
- Describe the U.S. policy of imperialism and how it increased U.S. involvement in world affairs
- Examine the causes of World War I and the events which compelled U.S. involvement
- Describe significant elements in the course of the war, including the home front
- Explain the consequences of World War I in terms of changes in U.S. foreign and domestic policy (e.g., disillusionment with involvement in foreign affairs), debt default, immigration
- Describe the characteristics of the 1920's and the cultural changes that resulted
- Examine U.S. domestic and foreign policies of the 1920's

## Description of Test Questions (History “B” *continued*)

***For Era 8 (H-1B-H12 and H-1B-H13), test items may require students to:***

- Analyze the causes of the Great Depression and its impact on American society
- Evaluate the expanding role of government as a result of the Great Depression and the New Deal, and assess the effects of the New Deal legislation
- Describe conditions which precipitated the outbreak of World War II
- Explain the course of events which led to U.S. entry into World War II, trace the course of the war, and describe the effects of the war on the American home front
- Explain or analyze the consequences of World II in terms of its impact on the United States

***For Era 9 (H-1B-H14, H15, H16, H17, and H18), test items may require students to:***

- Examine the spread of communism after World War II in terms of its impact on U.S. foreign policy and the U.S. response to it
- Analyze conflicts which resulted from Cold War tensions
- Examine the effects of the Cold War on American society and domestic policy
- Analyze the reasons for the end of the Cold War and its impact on the world today (from an American perspective)
- Analyze the impact of domestic policies on life in the United States
- Examine the major issues, leaders, and achievements of the civil rights movement
- Evaluate the effects of Watergate on the United States and its policies
- Describe the social and cultural changes in post-war America
- Evaluate the effects of the mass media on American society
- Describe the impact of technology on American society
- Analyze an issue in contemporary American society from different perspectives and explore alternative solutions
- Examine the relationship between the United States and nations of the world in the post Cold War era
- Identify recent trends in the U.S. economy and analyze shifts in government policy designed to address them
- Explain recent Supreme Court decisions and how they impact American political and social institutions
- Explain or assess domestic issues and reforms in American society

**HISTORY STRAND: THEMATIC CATEGORY**  
**C. WORLD HISTORY**

**Benchmarks Assessed**

Era 8: A Half-Century of Crisis and Achievement (1900-1945)

H-1C-H13 analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts

Era 9: The 20th Century Since 1945 (1945 to the Present)

H-1C-H14 analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II

H-1C-H15 explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends

**ALERT**

The *Key Concepts* lists for World History are highly selective. The concepts were chosen to ensure that students will be exposed to relevant instruction regardless of which courses they take to meet current graduation requirements. Accordingly, the designated concepts are ones that are most easily integrated into the course of study in American History and/or into the elective Western Civilization course. The tight parameters for the World History strand explain the distinctly Western “slant” in listed key concepts. The orientation of the lists is strictly a function of obligations attendant on statewide testing. It is not meant to undermine or detract from the value of serious multinational or multicultural study.

## Key Concepts

### *For H-1C-H13:*

- Causes of World War I
    - creation of Italy and Germany
    - nationalism, self-determination
    - balance of power alliances
    - imperialism
    - militarism, arms race (Schlieffen Plan)
    - assassination of Francis Ferdinand
  
  - Consequences of World War I
    - Russian Revolution
    - Treaty of Versailles
    - global depression
    - reflections in art, literature, and intellectual thought (e.g., Freud, Einstein)
    - Treaty of Brest Litovsk
    - war guilt, reparations
    - League of Nations
    - Lenin
    - Weimar Republic
  
  - Rise of totalitarian systems:
    - fascism, Nazism
    - acts of aggression
    - glorification of the state
    - communism (Stalin)
    - Mussolini, Hitler, Franco, Hirohito/Tojo
    - expansionism
    - xenophobia, racism, anti-Semitism (pogroms)
  
  - Origins of World War II
    - global depression
    - international aggression/militarism (arms race)
    - Munich Conference, failure of appeasement
    - Non-Aggression Pact
    - rise of totalitarianism
    - Axis Agreement
  
  - Course of World War II
    - invasion of Poland
    - scorched earth policy, kamikaze
    - Axis/Allied Powers
    - Allied wartime conferences: Casablanca, Yalta, Potsdam
    - major battles
    - holocaust, concentration camp, genocide
    - D-Day
    - V-E Day
    - blitzkrieg, total war
    - atomic warfare
    - Atlantic Charter
    - resistance movements (e.g., France)
    - formation of United Nations
    - V-J Day
  
  - Aftermath of WW II
    - occupation of defeated powers
    - Nuremberg Trials
    - Japanese war trials
    - Cold War
-

## Key Concepts (*continued*)

### *For H-1C-H14:*

- Post World War II
  - origins of Cold War, implications of Yalta Conference
  - formation of Soviet Bloc (satellite), Iron Curtain
  - peaceful coexistence
  - United Nations
  - Chinese Revolution (Sun Yat-sen, Mao Zedong, Chiang Kai-shek)
  - Berlin airlift/wall
  - India (Mahatma Gandhi)
  - Vietnam, Cambodia
  - détente
  - NATO
  - Korean Conflict
  - Cuba (Fidel Castro)
  - South Africa
  - Warsaw Pact
  - Khrushchev
  - SEATO
  - anti-colonialism
  - Belgian Congo
  - Algeria

### *For H-1C-H15:*

- Major political trends and developments
  - glasnost, perestroika
  - dissidents
  - Arab-Israeli conflicts
  - nationalism
  - terrorism
- Major economic trends and developments
  - global interdependence
  - economic imperialism
  - developed countries
  - OPEC
  - trade deficit
  - economic sanctions
  - developing countries
  - Common Market, European Community/Union
  - free trade
  - protectionism
- Major social trends and developments
  - population growth
  - religious fundamentalism (e.g., Islam)
  - genocide
  - women's rights
  - migration (e.g., Boat People)
  - human rights
  - apartheid
- Major cultural trends—art, literature, intellectual life, mass culture, mass media
- Major technological developments:
  - nuclear proliferation
  - space race
  - Intercontinental Ballistic Missile (ICBM)
  - electronics, communication, transportation, and medical developments

## Content Limits

- Test items assessing *knowledge* of World History are limited to the benchmarks in Eras 8 and 9 (see H-1C-H13, 14, and 15 above). Only these benchmarks are eligible for multiple-choice items demanding recall of historical facts or details in Part A of the test. These three benchmarks may also be measured by tasks in Part B of the test.
- Benchmarks in Eras 6 and 7 may be reflected in Part A or Part B, but may serve only as context for assessing grasp of concepts or application of skills. The following benchmarks are thus restricted.

### Era 6: Emergence of the First Global Age (1450-1770)

- H-1C-H6: analyzing the impact of transoceanic linking of all major regions of the world
- H-1C-H7: analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions
- H-1C-H8: explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally
- H-1C-H9: tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas

### Era 7: An Age of Revolutions (1750-1914)

- H-1C-H10: analyzing the impact that political revolutions and new ideologies had on societies around the world
  - H-1C-H11: evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies
  - H-1C-H12: analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination
- Benchmarks in Era 1-5 are not eligible for assessment on the state test. The following benchmarks are thus excluded:
    - H-1C-H1: analyzing the development of early human communities and civilizations [Era 1]
    - H-1C-H2: making generalizations about the cultural legacies of both the ancient river and the classical civilizations [Era 2]
    - H-1C-H3: analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions [Era 3]
    - H-1C-H4: summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas [Era 4]
    - H-1C-H5: analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa [Era 5]
  - Test items on World War I, World War II, and the Cold War take an international or global perspective, rather than a distinctly American one, so as not to overlap their treatment under U.S. History (see Thematic Category B).

## Description of Test Questions

Testing of assessed benchmarks in Part A or Part B of the test follow guidelines outlined under Content Limits above.

Test questions in Part A that assess *knowledge* (recall) of historical facts and details (for benchmarks in Eras 8 and 9) may be traditional multiple-choice items without stimulus material. Nevertheless, stimulus material may be provided for any question in Part A or Part B of the test. These may include excerpts from primary or secondary sources, or a map, timeline, chart, picture, or illustration.

**Note:** In addition to the types of test questions described below, test questions may require students to apply historical thinking skills (see Thematic Category A) to events and issues in Eras 6 and 7.

***For Era 8 (H-1C-H13), test items may require students to:***

- Examine the origins, major events, and peace settlements of World War I from an international or global perspective
- Examine the causes and consequences of the Russian Revolution of 1917
- Explain or analyze the consequences of World I in terms of its impact on the world
- Explain how art, literature, and intellectual thought reflected changes brought about by World War I
- Analyze the causes and consequences of global depression following World War I
- Analyze the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Italy, Germany, Japan, Spain
- Describe the ideologies of fascism and Nazism and how they affected society
- Explain the significance of various acts of aggression/expansionism by totalitarian powers (e.g., Ethiopia, China, Spanish Civil War, Anschluss, Czech crisis)
- Explain or analyze underlying social, political, and economic origins of World War II from an international or global perspective
- Explain the significance of major events in World War II, including decisions made at wartime conferences
- Assess the consequences of World War II as a total war

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

*For Era 9 (H-1C-H14 and H-1C-H15), test items may require students to:*

- Explain major differences in the political ideologies and values of the Western democracies versus the Soviet bloc and how they led to development of the Cold War
- Describe the causes and international consequences of major Cold War crises and military conflicts
- Analyze the development of communism in the Soviet Union and China
- Describe the rise of nationalism and explain how nationalism brought an end to colonial rule in Asia, Africa, the Americas, and the Middle East
- Analyze the development of economic interdependence in the global economy
- Assess the economic disparities between industrialized and developing countries
- Analyze causes and consequences of the world’s accelerating population growth rate
- Assess the status or progress of human and civil rights around the world
- Evaluate the impact of World War II and its aftermath in art, literature, and intellectual life (e.g., existentialism)
- Examine the role of religion in post-World War II society
- Analyze the worldwide implications of nuclear, electronic, space, medical, and transportation developments
- Assess the success of democratic movements in Asia, Africa, Europe, and the Americas
- Analyze the decline of economic, political, and military bipolarization in the post-Cold War era
- Examine terrorist movements in terms of their proliferation and impact on politics and society
- Explain the reasons for the creation of Israel, analyze resulting Arab-Israeli conflicts, and assess efforts to resolving them
- Assess the success and failure of détente
- Analyze the causes, social and political consequences, and moral implications of genocide and mass killings in the 20th century
- Evaluate the role of the United Nations in the contemporary world