

Florida Interim Assessment Item Bank and Test Platform

Item Specifications

**Social Studies
U.S. History
Grades 9–12**



FLORIDA DEPARTMENT OF EDUCATION
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32399-0400

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I. Introduction

The U.S. Department of Education awarded a Race to the Top grant to Florida in August 2010. An important component of this grant focused on the development of high-quality assessment items and balanced assessments for use by districts, schools, and teachers. The assessment items will be stored in the Florida Interim Assessment Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate customized high-quality assessments for computer-based delivery or paper-and-pencil delivery. The IBTP allows Florida educators to determine what students know and are able to do relative to instruction on Florida’s Next Generation Sunshine State Standards and the Common Core State Standards (CCSS).

A. Purpose of the Item Specifications

The *Item Specifications* define the expectations for content, standards alignment, and format of assessment items for the Item Bank and Test Platform. The *Item Specifications* are intended for use by item writers and reviewers in the development of high-quality assessment items.

B. Scope

The *Item Specifications* provide general and grade-specific guidelines for the development of all Grades 9–12 Social Studies Assessment items available in the Florida Interim Assessment Item Bank.

C. Standards Alignment

Items developed for the Florida Interim Assessment Item Bank and Test Platform will align to the Next Generation Sunshine State Standards for Social Studies and, where appropriate and applicable, the Common Core State Standards for Mathematics and Literacy in History/Social Studies.

1. Next Generation Sunshine State Standards

Florida’s Next Generation Sunshine State Standards (NGSSS) for Social Studies provide the basis for social studies teaching and learning in Florida’s public schools. For Grades 9–12, the NGSSS are divided into benchmarks that identify what a student should know and be able to do in each course. The NGSSS are available at <http://www.floridastandards.org/homepagelindex.aspx>.

2. Common Core State Standards

Selected standards from the CCSS for Mathematics and Literacy in History/Social Studies have been embedded in Florida’s course descriptions for Grades 6–12 social studies courses to provide support for social studies literacy and mathematics skills. Appendix B of this document provides a list of the CCSS Mathematics and Literacy Standards associated with the Grades 9–12 U.S. History course. Assessment items for social studies should be aligned to one or more of the associated CCSS, whenever appropriate, in addition to the targeted social studies benchmark.

II. Criteria for Item Development

Social studies item writers for the Florida Interim Assessment Item Bank must have a comprehensive knowledge of social studies curriculum based on the Next Generation Sunshine State Standards and an understanding of the range of cognitive abilities of the target student population. Item writers should understand and consistently apply the guidelines established in this document. Item writers are expected to use their best judgment in writing items that measure the social studies benchmarks of the NGSSS and the CCSS, where appropriate, without introducing extraneous elements that reflect bias for or against a group of students.

A. Overall Considerations for Item Development

These guidelines are provided to ensure the development of high-quality assessment items for the Florida Interim Assessment Item Bank.

1. Each item should be written to measure primarily one NGSSS benchmark; however, other benchmarks may also be addressed for some item types.
2. Whenever possible, each item will also be aligned to a secondary CCSS Mathematics and/or Literacy standard applicable to a particular grade.
3. Items should be appropriate for students in terms of grade-level instruction, experience and difficulty, cognitive development, and reading level. The reading level of the test items should be on grade level (refer to the glossaries in CPALMS for each course), except for specifically assessed social studies terms or concepts. Some words used in the social studies benchmarks are above grade level.
4. Of the assessment items associated with a given benchmark, 50% or more should meet or exceed the cognitive level (DOK) of the benchmark.
5. Each item should be written clearly and unambiguously to elicit the desired response.
6. Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.

B. Item Contexts

The context in which an item is presented is called the item context or scenario. These guidelines are provided to assist item writers with development of items within an appropriate context.

1. The item context should be designed to interest students at the targeted level. Scenarios should be appropriate for students in terms of grade-level experience and difficulty, cognitive development, and reading level.
2. The context should be directly related to the question asked. The context should lead the student cognitively to the question. Every effort should be made to keep items as concise as possible without losing cognitive flow or missing the overall idea or concept.

3. Information and/or data in items must be accurate and verifiable using reliable sources. Source documentation should accompany items as needed.
4. All item scenarios, graphics, diagrams, and illustrations must be age-, grade-, and experience-appropriate.
5. The item content should be timely but not likely to become dated.

C. Use of Media

Media can be used to provide either necessary or supplemental information—that is, some media contain information that is necessary for answering the question, while other media support the context of the question. Items may include diagrams, illustrations, charts, tables, audio files, or video files unless otherwise noted in the Individual Benchmark Specifications.

1. Items should not begin with media. Media in items is always preceded by text.
2. All visual media (tables, charts, graphs, photographs, maps, illustrations, etc.) should be titled. Titles should be in all caps, boldfaced, and centered, and may be placed above or below the visual media.

D. Item Style and Format

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

1. Items should be clear and concise and should use vocabulary and sentence structure appropriate for the assessed grade level. Writers should refer to the resources provided during item writer training and to the glossaries in CPALMS.
2. The words *most likely* or *best* should be used only when appropriate to the question.
3. Items requiring art should be to scale whenever possible. If not possible, a not-to-scale text box should be included at the bottom left of the art.
4. Graphics in items should be clearly labeled and contain all necessary information.
5. Items using the word *not* should emphasize the word *not* using all uppercase letters (e.g., Which of the following is NOT an example of . . .). The word *not* should be used sparingly.
6. As appropriate, boldface type should be used to emphasize key words in the item (e.g., **least**, **most**, **greatest**, **percent**, **best**).
7. Masculine pronouns should NOT be used to refer to both sexes. Name(s) should be used whenever possible to avoid gender-specific pronouns (e.g., instead of “The student will make changes so that he . . .”, use “John and Maria will make changes so that they . . .”).

E. Item Types

This section presents guidelines for development of the following types of items:

- Selected Response (SR)—1 point
- Gridded Response (GR)—1 point
- Short Response (SHR)—1 point
- Constructed Response (CR)—2 points
- Extended Response (ER)—4 points
- Essay Response (ESR)—6 points
- Performance Task (PT)—1–10 points

1. Selected Response (SR) Items (1 point)

Selected response items require students to choose an answer from the choices given. Each item consists of a stem and either three or four answer options, depending on the grade level (see #3 below). One of the answer options is the correct answer, and the remaining options are called distractors. Selected response items may also include a stimulus and/or passage.

1. SR items should take approximately one minute per item to answer.
2. SR items are worth one point each.
3. SR items for grades K, 1, and 2 should have three answer options (A, B, and C). SR items for all other grades and courses should have four answer options (A, B, C, and D).
4. SR items must have only one correct answer option.
5. During item development and review, the correct response should be indicated.
6. During item development and review, the rationale for distractors (incorrect answer choices) should be indicated. The rationale should include information explaining why a student would select that distractor.
7. Distractor rationales should represent social studies misconceptions commonly made by students who have not mastered the assessed concepts.
8. Each distractor should be a believable answer (i.e., plausible, but incorrect).
9. All answer options should be written in a style appropriate to the question asked. For example, a “how” question should have answer options that explain how.
10. Options should have parallel structure whenever possible. Test item options should not have an outlier (e.g., an answer option that is significantly longer than or different from the other options).
11. Items should not be clued or answered by information in the stem or other options.

12. Options such as *none of the above*, *all of the above*, *not here*, *not enough information*, or *cannot be determined* should not be used as answer options.
13. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.
14. Answer options that are single words should be arranged in alphabetical or reverse alphabetical order.
15. Answer options that are phrases or sentences should be arranged from shortest to longest or longest to shortest.
16. Numerical answer options should be arranged in ascending or descending order.
17. Numerical answer options that represent relative magnitude or size should be arranged as they are shown in the stem or in some other logical order.
18. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem, table, chart, or illustration.
19. If the answer options for an item are neither strictly numerical nor denominate numbers, the options should be arranged by the logic presented in the item, by alphabetical order, or by length.

2. Gridded Response (GR) Items (1 point)

Gridded response questions are worth 1 point each. The questions require students to solve problems or interpret charts or graphs and mark their answers by filling in the appropriate bubbles for the numbers on answer grids. Students must accurately complete the grid to receive credit for their answers.

3. Short Response (SHR) Items (1 point)

Short response items usually include a scenario and instructions on how to respond. The recommended time allotment for a student to respond is 3 minutes. A complete answer is worth 1 point. There are no partial points for this item type.

4. Constructed Response (CR) Items (2 points)

Constructed response items usually include a scenario and instructions on how to respond. The recommended time allotment for a student to respond is 5 minutes. A complete answer is worth 2 points and a partial answer is worth

1 point. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows:

SCORING RUBRIC	
2	A score of two indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. When required, student explanations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
1	A score of one indicates that the student has demonstrated an incomplete understanding of the social studies concepts applicable to the prompt or has provided a response that is only partially correct. The student may have arrived at an acceptable conclusion, but with a flawed or weak application of social studies concepts. The student may also have applied the social studies concepts, but failed to fully arrive at the conclusion. The response may contain flaws that detract slightly from the demonstration of understanding.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, or contain clear misunderstandings of the underlying social studies concepts. The response may contain major flaws that detract from the demonstration of understanding.

Exemplars: A specific exemplar should be developed for each constructed response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

5. Extended Response (ER) Items (4 points)

Extended response items include a scenario and instructions on how to respond and are worth 4 score points. However, ER items are usually more complex than SHR items and 2-point CR items. The recommended time allotment for a student to respond is 10–15 minutes. The extended response

holistic rubric and exemplar specific to each item are used for scoring as follows:

SCORING RUBRIC	
4	A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
3	A score of three indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The student's response to the prompt is essentially correct, but the social studies explanations and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying social studies concepts.
2	A score of two indicates that the student has demonstrated only a partial understanding of the social studies concepts applicable to the prompt. Although the student may have arrived at an acceptable conclusion, the student's work lacks an essential understanding of the underlying social studies concepts. The response may contain errors related to misunderstanding important aspects of the prompt and misuse of social studies terms.
1	A score of one indicates that the student has demonstrated a very limited understanding of the social studies concepts applicable to the prompt. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the prompt, the student has reached an inadequate conclusion. The response exhibits many flaws or may be incomplete.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, contain clear misunderstandings of the underlying social studies concepts, or be incorrect.

Exemplars: A specific exemplar should be developed for each extended response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

6. Essay Response (ESR) Items (6 points)

Essay response items consist of asking a general question or providing a stimulus (such as an article or research paper on a relevant topic), and asking the student to express their thoughts or provide facts about the topic using logic and reason. Essay response items encompass a higher level of thinking and a broader range of skills that includes CCSS literacy standards, both of which are critical to future success in higher education and the workforce.

In most cases, essay responses will go beyond a single paragraph in length, with a distinct introduction, body, and conclusion. An essay response will be worth a total of 6 points, with a rubric structure similar to that of the 4-point extended response. Students should be given about 20 to 30 minutes to complete each item.

Exemplars: A specific exemplar should be developed for each essay response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

7. Performance Task (PT) Items (1–10 points)

Performance tasks are used to measure students' ability to *demonstrate* knowledge and skills from one or more benchmarks of the NGSSS and the CCSS. Specifically, performance tasks may require students to create a product, demonstrate a process, or perform an activity that demonstrates proficiency in social studies. They are evaluated using customized scoring rubrics, and each task may be worth 1–10 points. Performance tasks may have the following characteristics:

1. Performance tasks may cover a short time period or may cover an extended period of time.
2. Performance tasks must contain clear and explicit directions for understanding and completing the required component tasks and producing the objective output.
3. All tasks, skills, and/or behaviors required by the performance tasks must be objective, observable, and measurable.
4. All necessary equipment, materials, and resources should be referenced within the text of the performance task.
5. Performance tasks should elicit a range of score points.
6. Performance tasks generally require students to organize, apply, analyze, synthesize, and/or evaluate concepts.

7. Performance tasks may measure performance in authentic situations and outside the classroom, where appropriate and practical.
8. Typical response formats include demonstrations, oral presentations, exhibits, or other products.
9. Every performance task requires companion rubrics to be used for scoring purposes. Rubrics should meet the following criteria:
 - a. The rubrics and performance tasks should be developed in tandem to ensure compatibility.
 - b. Rubrics must be specific to the individual requirements of each performance task; generic rubrics are not acceptable.
 - c. The rubric must allow for efficient and consistent scoring.
 - d. The customized rubric will also serve as an exemplar and should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.
 - e. The highest score descriptor should allow for all foreseeable methods of correctly and thoroughly completing all requirements of the performance task.

A performance task may address one or more benchmarks or standards and may be composed of multiple items. The expectation is the performance tasks will include a demonstration of the student’s mastery of the benchmark or standard. Items are expected to have rubrics.

F. Complex Stimuli and Reading Passages

The cross-curricular focus on aligning Florida IBTP items with the Common Core State Standards for mathematics and literacy make complex reading passages important components of the item bank. A passage is a segment of written work, followed by a series of questions that assess the student’s comprehension of reading and the content presented. Some social studies items will be associated with a reading passage, while others will be standalone items.

G. Readability

Items must be written with readability in mind. In addition, vocabulary must be appropriate for the grade level being tested. The following sources provide information about the reading level of individual words:

Taylor, Stanford E. *EDL Core Vocabularies: Reading, Mathematics, Science, and Social Studies*. Austin, TX: Steck-Vaughn-EDL, 1989.

Mogilner, Alijandra. *Children’s Writer’s Word Book*. Cincinnati, OH: Writer’s Digest Books, 1992.

H. Cognitive Complexity

1. Overview

Florida’s adoption of the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects presents Florida with an opportunity

to revise its current Depth of Knowledge (DOK) Model of Cognitive Complexity. More information about Florida’s Depth of Knowledge levels is available online at <http://www.cpalms.org/cpalms/dok.aspx>.

2. Levels of Depth of Knowledge for Social Studies

Level 1 (Recall) standards and assessment items require students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. Standards or tasks at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

Some examples that represent but do not constitute all of Level 1 performance are:

- Recognize the importance of U.S. symbols.
- List characteristics of good citizenship.
- Describe different types of jobs in an economic system and the types of tools used.
- Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
- Use latitude and longitude to locate places.
- Describe the role of the three branches of government in the United States.

Level 2 (Basic Application of Concepts & Skills) includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Some examples that represent but do not constitute all of Level 2 performance are:

- Distinguish between primary and secondary sources.
- Describe technological developments that shaped European exploration.
- Identify and explain significant events leading up to the American Revolution.
- Discuss the concept of Manifest Destiny.

- Explain how the three branches of government in the United States were designed to set up a system of checks and balances.

Level 3 (Strategic Thinking & Complex Reasoning) requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to analyze new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Some examples that represent but do not constitute all of Level 3 performance are:

- Describe the introduction, impact, and role of slavery in the colonies.
- Examine and explain the changing roles and impact of significant women during the American Revolution.
- Compare and contrast Federalist and Anti-Federalist views of government.
- Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- Differentiate fact from opinion, utilizing appropriate historical research and fiction/nonfiction support materials.
- Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

Level 4 (Extended Thinking & Complex Reasoning) standards and assessment items combine the strategic thinking of Level 3 with the addition of planning, investigating, or developing that will require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should require in-depth analysis using multiple sources. Students should connect and relate ideas and concepts within the content area or among content areas through research in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 standard or assessment item will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performances students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4.

Some examples that represent but do not constitute all of Level 4 performance are:

- Using primary sources, write an analysis of the historical development of significant sociocultural and/or socioeconomic trends and developments (e.g., women’s/worker’s rights, race relations, religious influences).
- Produce a presentation that compares and contrasts various political systems (e.g., democracy, communism, democratic socialism, anarchy, etc.).
- Write an essay linking the significance of geological location and resources on the economic and social development of a country or region.
- Design a study of regional natural resources and assess the impact of human development and use.

I. Item Difficulty

Item writers will not be expected to make a prediction of difficulty for each item created. However, item writers should develop items that reflect a range of difficulty levels.

J. Universal Design

The application of universal design principles helps develop assessments that are usable to the greatest number of students, including students with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the items in the Florida Interim Assessment Item Bank maximize readability, legibility, and compatibility with accommodations, and item development includes a review for potential bias and sensitivity issues.

Items must allow for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design, including, but not limited to,

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

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

K. Sample Items

Appendix A of this document contains a selection of sample items. The sample items represent a range of cognitive complexities and item types.

III. Review Procedures for Florida Interim Assessment Item Bank Items

Prior to being included in the Florida Interim Assessment Item Bank, items must pass several levels of review as part of the item development process.

A. Review for Item Quality

Assessment items developed for the Florida Interim Assessment Item Bank are reviewed by Florida educators, the FDOE, and the Item Bank contractors to ensure the quality of the items, including grade-level appropriateness, standards alignment, accuracy, and other criteria for overall item quality.

B. Review for Bias and Sensitivity

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

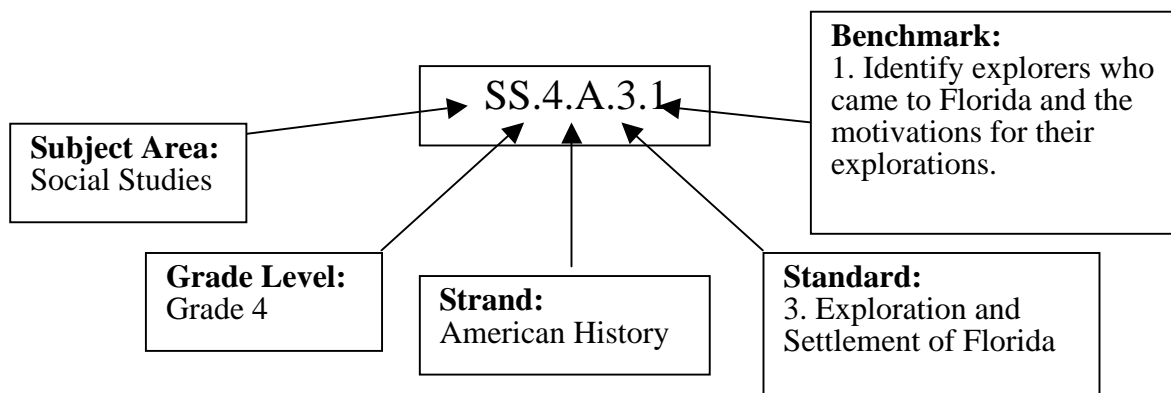
This review is to ensure that the primary purpose of assessing student achievement is not undermined by inadvertently including in the item bank any material that students, parents, or other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and to determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities.

IV. Guide to the Individual Benchmark Specifications

A. Benchmark Classification System

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

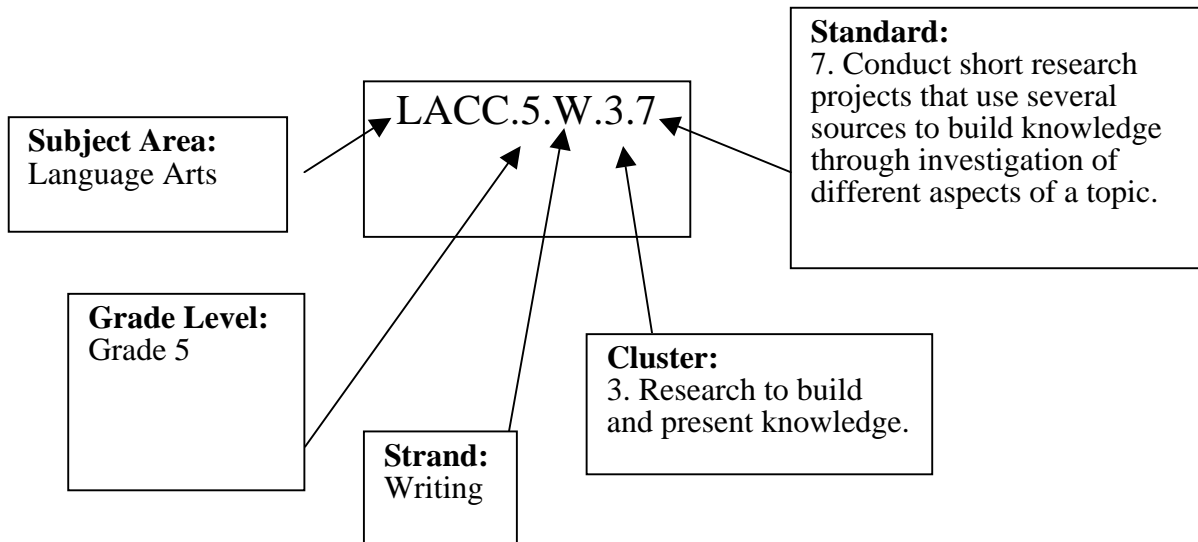
- The two letters in the *first position* of the code identify the **Subject Area**.
- The number(s) in the *second position* represent the **Grade Level**.
- The letter in the *third position* represents the **Strand** to which the benchmark belongs (e.g., *A* represents American History, *G* represents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



B. Common Core State Standard Classification System

Each standard in the CCSS is also labeled with a system of numbers and letters.

- The four letters in the *first position* of the code identify the **Subject Area**.
- The number(s) in the *second position* represent the **Grade Level**.
- The letter in the *third position* represents the **Strand**.
- The number in the *fourth position* represents the **Cluster**.
- The number in the *last position* identifies the specific **Standard**.



V. Definitions of Benchmark Specifications

The *Item Specifications* identify how the benchmarks in Florida’s NGSSS and the CCSS are assessed by items in the Florida Interim Assessment Item Bank. For each assessed benchmark, the following information is provided in the Individual Benchmark Specifications section.

Strand	refers to the general category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics and Government, and Humanities.
Standard	refers to a main idea or description statement of general expectations regarding knowledge and skill development.
Benchmark	refers to specific statements of expected student achievement.
Common Core State Standard Connections	refers to the Common Core Literacy and Mathematics Standards that are closely related to the benchmark. (See Appendix B for a list of CCSS standards associated with this course/grade band.)
Benchmark Clarifications	explain how achievement of the benchmark will be demonstrated by students. The clarification statements explain what students are expected to do when responding to the question.
Content Limits	define the range of content knowledge and degree of difficulty that should be assessed in the items for the benchmark. Content limits may be used to identify content beyond the scope of a targeted benchmark if the content is more appropriately assessed by another benchmark. These statements help to provide validity by ensuring the test items are clearly aligned to the targeted benchmark.

VI. Individual Benchmark Specifications

A. U.S. History Item Specifications

Course Number: 2100310 - **United States History (U.S. History) 9–12 Course** - The grade 9–12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events that influenced the development of the United States and the resulting impact on world history.

Benchmark SS.912.A.1.1	
Standard	1: Social Studies Skills Use research and inquiry skills to analyze U.S. History using primary and secondary sources.
Benchmark	SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify how historical information is gathered and communicated by individuals. Students will describe how historical information is synthesized into a description that conforms to historically accepted methodology.
Content Limits	Items should focus on the time period outlined by the United States History course.

Benchmark SS.912.A.1.2	
Standard	1: Social Studies Skills Use research and inquiry skills to analyze U.S. History using primary and secondary sources.
Benchmark	SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will interpret primary and secondary sources to evaluate the historical significance of a particular individual, event, or time period.
Content Limits	Items are limited to the use of primary and secondary sources. Items should focus on the time period outlined by the United States History course.

Benchmark SS.912.A.1.3

Standard	1: Social Studies Skills Use research and inquiry skills to analyze U.S. History using primary and secondary sources.
Benchmark	SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will interpret timelines of historical events to explain and/or evaluate the sequence of events.
Content Limits	Items will be limited to the use of timelines. Items should focus on the time period outlined by the United States History course.

Benchmark SS.912.A.1.4

Standard	1: Social Studies Skills Use research and inquiry skills to analyze U.S. History using primary and secondary sources.
Benchmark	SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze various types of stimuli to evaluate and/or explain the importance of particular time periods and events in history.
Content Limits	Items will be limited to the use of images, symbols, objects, cartoons, graphs, charts, maps, and artwork. Items should focus on the time period outlined by the United States History course.

Benchmark SS.912.A.1.5

Standard	1: Social Studies Skills Use research and inquiry skills to analyze U.S. History using primary and secondary sources.
Benchmark	SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify the use of bias in distributed information. Students will evaluate the presence and importance of validity, reliability, and authenticity when reviewing current events.
Content Limits	Items will be limited to current events with the focus on, but not limited to, Internet resources. Items should focus on the time period outlined by the United States History course.

Benchmark SS.912.A.1.6

Standard	1: Social Studies Skills Use research and inquiry skills to analyze U.S. History using primary and secondary sources.
Benchmark	SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate and/or analyze excerpts from case studies to identify social, political, legal, and economic relationships in history.
Content Limits	Items will be limited to the interpretation of broader political, social, legal, and economic concepts that should be addressed in a historical context as outlined in the United States History course.

Benchmark SS.912.A.1.7

Standard	1: Social Studies Skills Use research and inquiry skills to analyze U.S. History using primary and secondary sources.
Benchmark	SS.912.A.1.7: Describe various sociocultural aspects of American life, including arts, artifacts, literature, education, and publications.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or describe different components that compose the sociocultural aspects of American life. Students will identify how sociocultural components such as the arts, artifacts, literature, education, and media are integrated into the American experience.
Content Limits	Items will be limited to the interpretation of broad sociocultural aspects that should be addressed in a historical or cultural context as outlined in the United States History course.

Benchmark SS.912.A.2.1

Standard	2: Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
Benchmark	SS.912.A.2.1: Review causes and consequences of the Civil War.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify the economic, political, and/or social causes of the Civil War. Students will identify varying points of view regarding the main causes of the Civil War. Students will identify the economic, political, and/or social consequences of Reconstruction. Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, and the 13th, 14th, and 15th Amendments.
Content Limits	Items referring to the causes and consequences of the Civil War or Reconstruction are limited to addressing broader social, political, and economic issues.

Benchmark SS.912.A.2.2

Standard	1: Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
Benchmark	SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or categorize the influence of significant people or groups on Reconstruction. Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.
Content Limits	Items are limited to the time period of 1865–1877.

Benchmark SS.912.A.2.3

Standard	1: Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
Benchmark	SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Items may assess the role of the Radical Republicans in Reconstruction. Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators, and white extremist organizations such as the KKK, Knights of the White Camellia, the White League, Red Shirts, and Pale Faces.
Content Limits	Items are limited to the time period of 1865–1877.

Benchmark SS.912.A.2.4

Standard	1: Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
Benchmark	SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify the significance and/or impact of the 13th, 14th, and 15th Amendments to the Constitution on African Americans and other groups. Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.
Content Limits	Items will only refer to the freedoms provided by the amendments and how they impacted African Americans and other groups.

Benchmark SS.912.A.2.5

Standard	1: Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
Benchmark	SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain how Jim Crow laws circumvented the intent and meaning of the 13th, 14th, and 15th Amendments. Students will analyze and/or explain the various components of Jim Crow legislation and their effects on Southern minorities.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.2.6

Standard	1: Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
Benchmark	SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Items referring to Jim Crow laws may include the Black Codes, the Nadir, sharecropping, debt peonage, and the loss of suffrage.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.2.7

Standard	1: Civil War and Reconstruction Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
Benchmark	SS.912.A.2.7: Review the Native American experience.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify settlement patterns in the American West, the reservation system, and/or the experiences of the Native Americans from 1865–90. Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.
Content Limits	Items referring to the Native American experience are limited to addressing broader social, political, and economic issues.

Benchmark SS.912.A.3.1

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution
Benchmark	SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze and/or explain the causes of the economic challenges faced by American farmers. Students will identify strategies used by farmers to address the economic challenges of the late 1800s. Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.2

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution
Benchmark	SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the Second Industrial Revolution that began in the late 19th century.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze and/or explain the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution. Students will analyze and/or evaluate the human experience during the Second Industrial Revolution.
Content Limits	Items assessing the Second Industrial Revolution are limited to the time period from 1865–1910. Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.3

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.3: Compare the First and Second Industrial Revolutions in the United States.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Items comparing the First and Second Industrial Revolutions may include inventions, industrial developments, entrepreneurs, monopolies, government policies, and labor movements. Examples may include, but are not limited to, trade, and development of new industries.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.4

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify the new industries and/or economic innovations of the Industrial Revolution and their impact on American economy and society. Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributions to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.5

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.5: Identify significant inventors of the Industrial Revolution, including African Americans and women.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C. J. Walker, George Westinghouse.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.6

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze and/or explain the social and/or economic causes and/or conditions in the United States that contributed to the shift from an agrarian to an industrial society during this time period. Students will analyze the changes and their impact on society during this time period. Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.
Content Limits	Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts. Items will not require complex application or interpretation of economic graphs such as supply and demand curves.

Benchmark SS.912.A.3.7

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will compare and/or contrast the experiences of northern European, southern European, and Asian immigrants during the Industrial Revolution. Students will analyze and/or evaluate the human experience during the Industrial Revolution. Examples may include, but are not limited to, nativism, integration of immigrants into society when comparing “old” (before 1890) and “new” immigrants (after 1890), Immigration Act of 1924.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.8

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain the impact of social change and reform movements in the late 19th and early 20th centuries. Students will explain and/or evaluate the importance of significant events, movements, and people in American society during the late 19th and early 20th centuries.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.9

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.10

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.10: Review different economic and philosophic ideologies.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or explain the different economic and philosophic ideologies that emerged during the Industrial Revolution. Economic examples may include, but are not limited to, market economy, mixed economy, planned economy; philosophic examples are capitalism, socialism, communism, anarchy.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.11

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze and/or explain the social and/or political causes and/or conditions in government, society, and the economy that contributed to the rise of political machines during the late 19th and early 20th centuries. Students will analyze and/or evaluate the impact of political machines on society, government, immigration, and the economy during the late 19th and early 20th centuries. Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.12

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, NAACP, YMCA, Women’s Christian Temperance Union, National Women’s Suffrage Association, National Women’s Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.3.13

Standard	3: Industrial Revolution Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
Benchmark	SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain the impact of key events and peoples in Florida history related to the Industrial Revolution. Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek, and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.4.1

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze the literary works, government policies, social philosophies, geographic factors, and/or economic incentives that motivated American imperialism in the late nineteenth and early twentieth centuries. Students will compare and/or contrast imperialist and anti-imperialist viewpoints from the late nineteenth and early twentieth centuries. Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, Turner’s thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.
Content Limits	Items are limited to the time period of 1890–1920. Items assessing key events and peoples in Florida history are limited to the role of Florida in the Spanish-American War.

Benchmark SS.912.A.4.2

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.2: Explain the motives of the United States’ acquisition of the territories.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain and/or examine the literary works, government policies, social philosophies, geographic factors, and/or economic incentives that motivated the United States’ acquisition of territories during the late 19th and early 20th centuries. Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.
Content Limits	Items are limited to the time period of 1890–1920.

Benchmark SS.912.A.4.3

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.3: Examine causes, course, and consequences of the Spanish-American War.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will trace the origin, course, and/or consequences of the Spanish-American War. Students will describe the role of the media in promoting the Spanish-American War. Examples may include, but are not limited to, Cuba as a protectorate, yellow journalism, the sinking of the USS Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.
Content Limits	Items are limited to the time period of 1890–1920.

Benchmark SS.912.A.4.4

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense, and independence for Panama.
Content Limits	Items are limited to the time period of 1904–1914.

Benchmark SS.912.A.4.5

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify the general causes of World War I, including how political alliances, imperialist policies, nationalism, and militarism each generated conflict in World War I.</p> <p>Students will identify the reasons for United States involvement in World War I and how involvement in the war was justified to the American public.</p> <p>Students will identify the major events and issues that affected the home front.</p> <p>Students will explain the role of technology and/or the concept of total war in World War I.</p> <p>Students will identify significant individuals and their roles in military and/or political leadership during World War I.</p> <p>Students will explain the dichotomy between the Fourteen Points and the Treaty of Versailles, which resulted in the failure of United States support for the League of Nations.</p> <p>Students will analyze the short- and/or long-term social, political, and/or economic consequences of World War I for the United States and America's role in international relations in the post-war period.</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the home front, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.4.6

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify how the United States prepared for war by creating measures to provide soldiers, resources, and finances. Students will explain how the United States government passed legislation and/or created agencies that were directly in response to war concerns.
Content Limits	Items will not address issues related to World War I from a perspective other than that of the United States.

Benchmark SS.912.A.4.7

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain the role of technology during World War I. Students will explain how technology influenced the creation of new strategies during World War I.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.4.8

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will compare the experiences minorities and other groups had while serving in Europe. Students will examine the roles Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while stationed in Europe.
Content Limits	Items will not address issues related to World War I from a perspective other than that of the United States.

Benchmark SS.912.A.4.9

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will compare the major events and issues that affected the home front and how they affected particular cultures and ethnic groups in the United States. Students will examine the challenges faced by particular cultural and ethnic groups in the United States during World War I.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.4.10

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain and/or examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. Students will explain and/or examine Wilson’s Fourteen Points and its impact on the Treaty of Versailles and the League of Nations. Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions, reparations, and the League of Nations (including Article X of the Covenant).
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.4.11

Standard	4: World Affairs through WWI Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.
Benchmark	SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.
Content Limits	Items are limited to the time period of 1890–1920.

Benchmark SS.912.A.5.1

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.1: Discuss the economic outcomes of demobilization.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain and/or describe the economic effects of demobilization following World War I. Students will identify and/or evaluate the economic consequences involved in the development of peace and relief efforts after World War I.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts. Items should not overemphasize economics but should provide balance among social, political, and economic effects of foreign economic policies.

Benchmark SS.912.A.5.2

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will describe the various events and the public reaction associated with the Red Scare. Students will evaluate the political and social effects of public perception in the United States as it relates to communism, anarchy, and government upheaval during the Red Scare. Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.
Content Limits	Items addressing this benchmark should be limited to the time period of 1918–1929.

Benchmark SS.912.A.5.3

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will recognize that, while the United States shaped isolationist political policies, it greatly expanded its economic ties to Europe and developed an industrial economy that conducted business in global markets. Students will examine the extent to which United States economic foreign policy led to prosperity at home and abroad. Examples may include, but are not limited to, the Depression of 1920–21, “The Business of America is Business,” assembly line, installment buying, consumerism.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts. Items should not overemphasize economics but should provide balance among social, political, and economic effects of foreign economic policies.

Benchmark SS.912.A.5.4

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or evaluate the impact of business practices, consumer patterns, and government policies of the 1920s. Students will recognize how consumer patterns influenced businesses, manufacturing, and marketing practices.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts. Items should not overemphasize economics but should provide balance among social, political, and economic effects of foreign economic policies.

Benchmark SS.912.A.5.5

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will describe the various domestic and international peace and relief efforts in which the United States was involved following World War I. Students will identify and/or evaluate the social, political, and economic incentives for the development of peace and relief efforts after World War I. Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.
Content Limits	Items should not require students to recall the names of treaties, conferences, and organizations but to use context to recognize the underlying goals and purposes of each. Items should focus on peace and relief efforts that involved the United States.

Benchmark SS.912.A.5.6

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe the impact Hollywood had in shaping the lives of Americans during the 1920s.</p> <p>Students will analyze the significance of the Harlem Renaissance to the growth and development of African American culture in the United States.</p> <p>Students will examine how the Fundamentalist movement contributed to the adoption of conservative attitudes in American society.</p> <p>Students will evaluate how prohibition contributed to the increase of illegal and violent activities.</p> <p>Examples may include but are not limited to motion pictures, Duke Ellington, the blues, Zora Neal Hurston, the Cotton Club, religious revival, Charles Darwin, Scopes Monkey Trial, speakeasies, bootleggers, 18th Amendment.</p>
Content Limits	<p>Items should not recognize specific works of art or identify the work of a particular artist.</p> <p>Items should focus on the changes and evolution of society.</p>

Benchmark SS.912.A.5.7

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will recognize and/or examine the varying freedom movements in the United States and their desire to expand civil, political, social, economic, and religious rights for women and ethnic minorities. Students will analyze how civil rights issues both united and divided society in the United States in the period of 1919–39. Students will identify and/or evaluate the decisions made by national and state governments related to minorities and other civil rights issues.
Content Limits	Items addressing issues of civil rights should be limited to the Roaring Twenties and the Great Depression (1919–39).

Benchmark SS.912.A.5.8

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will compare and/or contrast the ideologies, methods, and attitudes toward segregation of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey. Students will analyze the effects of each individual’s accomplishments and ideologies relating to the African American experience.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.5.9

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify reasons for the rise of nativism during the 1920s. Students will describe the various reasons for the reemergence of the Ku Klux Klan during the 1920s in America. Students will recognize the political and social effects of stereotypes within American society during the 1920s. Examples may include, but are not limited to, 100 Percent Americanism.
Content Limits	Items addressing this benchmark should be limited to the Roaring Twenties and the Great Depression (1919–39).

Benchmark SS.912.A.5.10

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will recognize and/or examine varying points of view related to the desire to expand and restrict civil rights for women and political, social, economic, religious, and ethnic minorities. Students will identify reasons for the rise of nativism in the 1920s and 1930s. Students will analyze how civil rights issues both united and divided society in the United States in the period of 1919–39. Students will identify and/or evaluate the decisions made by national and state governments related to immigration and other civil rights issues.
Content Limits	Items addressing issues of civil rights should be limited to the Roaring Twenties and the Great Depression (1919–39).

Benchmark SS.912.A.5.11

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will recognize the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s. Students will identify and/or evaluate the impact of business practices, consumer patterns, and government policies of the 1920s and 1930s as they relate to the Great Depression and subsequent New Deal. Students will examine the human experience during both the Great Depression and the New Deal.
Content Limits	Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts. Items will focus on the Great Depression in the United States and Florida rather than the global effects of the economic downturn.

Benchmark SS.912.A.5.12

Standard	5: Roaring Twenties and the Great Depression Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.
Benchmark	SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in Florida.</p> <p>Students will examine and/or identify the contributions of key individuals in Florida history during the 1920s and 1930s.</p> <p>Students will explain the effects of the changing role of tourism in Florida’s development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40).</p> <p>Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Marjorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p>
Content Limits	Items assessing key events and peoples in Florida history are limited to the impact of the social, political, and economic events of the 1920s and 1930s.

Benchmark SS.912.A.6.1

Standard	6: World War II and post–World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world.
Benchmark	SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify and/or evaluate the social, political, and economic causes of World War II, both domestically and internationally.</p> <p>Students will evaluate the significance of specific wartime events and actions both on the home front and on the progress of the war.</p> <p>Students will analyze the role played by individuals in the war effort, including the involvement of women and minority groups in home front and overseas activities.</p> <p>Students will identify and/or evaluate the role of technology in World War II and the political, economic, and social implications of the use of technology.</p> <p>Students will evaluate the long-term influences of the war on both domestic and international affairs.</p> <p>Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
Content Limits	<p>Items should address international issues from the perspective of the United States rather than from the perspective of other countries or global leaders.</p> <p>If a battle is mentioned, it should be a turning point in the cause, course, or outcome of the war</p>

Benchmark SS.912.A.6.2

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.2: Describe the United States' response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain the role played by United States politically, socially, and economically during the initial outbreak of World War II. Students will describe the reasons for legislation and/or programs approved by the United States government during the early years of World War II.
Content Limits	Items should address international issues from the perspective of the United States rather than from the perspective of other countries or global leaders.

Benchmark SS.912.A.6.3

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze how the Holocaust and anti-Semitism impacted the Jewish people as well as other groups in Europe.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.6.4

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate the significance of specific wartime events and actions on the home front that impacted the rights of various populations. Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.
Content Limits	Items should focus on events that occurred in the United States.

Benchmark SS.912.A.6.5

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate how World War II influenced policies established by the United States government. Students will evaluate the long-term influences of the war on domestic affairs. Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.
Content Limits	Items should focus on domestic government policies adopted during World War II.

Benchmark SS.912.A.6.6

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or evaluate the causes and consequences of the use of atomic weapons during World War II both domestically and internationally. Students will analyze and/or evaluate the role of technology in World War II and the political, economic, and social implications.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.6.7

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate the reason for the Allies conducting the trials as related to the promotion of international justice. Students will describe how the Nuremberg Trials and their verdicts were viewed by the public.
Content Limits	Items should be limited to the time period of 1945–1949.

Benchmark SS.912.A.6.8

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will recognize the impact the Red Scare had on the lives of individuals in the United States. Students will identify how the United States government reacted to the Red Scare. Students will analyze the social and political aftermath of the Red Scare in the United States. Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.
Content Limits	Items will be limited to the perspective of the United States and the time period of the second Red Scare.

Benchmark SS.912.A.6.9

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate the long-term influences of World War II on both domestic and international affairs. Students will analyze the role played by individuals in the post-war effort to promote peace both domestically and internationally. Students will describe the contributions of Mary McLeod Bethune to the Civil Rights Movement in the United States. Examples may include, but are not limited to, the Declaration of Human Rights.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.6.10

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or evaluate the social, political, and economic causes of the early years of the Cold War (1945–50). Students will recognize the significance of events or actions of the early years of the Cold War (1945–50) that influenced government policy and social interactions. Students will identify and/or evaluate the long-term social, political, and economic implications of events and actions that occurred during the early years of the Cold War (1945–50). Students will recognize varying points of view related to the early years of the Cold War (1945–50) and examine how those points of view shaped public policies and social interactions. Students will evaluate the impact of the early years of the Cold War (1945–50) on the lives of individuals in the United States. Students will evaluate how events of the early years of the Cold War (1945–50) influenced United States involvement in international conflicts.
Content Limits	Items will address early Cold War issues from the perspective of the United States rather than from the perspective of other countries or global leaders.

Benchmark SS.912.A.6.11

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or evaluate the role of technology developed during World War II and the political, economic, and social implications of the use of technology. Students will evaluate the effects of nuclear proliferation and its impact on the social, political, and economic policies of the United States and other countries. Students will identify and/or evaluate the role of nuclear technology in shaping foreign policies around the world.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 United States History course.

Benchmark SS.912.A.6.12

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify and/or evaluate the social, political, and economic causes of the Korean War.</p> <p>Students will identify and/or evaluate the consequences of the Korean War both domestically and internationally.</p> <p>Students will evaluate the significance of specific wartime events and actions both on the home front and on the progress of the war.</p> <p>Students will analyze the role played by individuals in the war effort, including the involvement of minority groups in home front and overseas activities.</p> <p>Students will identify and/or evaluate the role of technology during the Korean War and the political, economic, and social implications of the use of technology.</p> <p>Students will evaluate the long-term influences of the war on both domestic and international affairs.</p> <p>Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur.</p>
Content Limits	<p>Items should address international issues from the perspective of the United States rather than from the perspective of other countries or global leaders.</p> <p>If a battle is mentioned, it should be a turning point in the cause, course, or outcome of the war.</p>

Benchmark SS.912.A.6.13

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will interpret how the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations shaped social interactions and government policies in the United States and how those policies affected the international perspective of the United States and its role in foreign affairs.</p> <p>Students will identify and/or evaluate the role of nuclear technology in shaping foreign policies during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p>Students will identify and/or evaluate the influence of the media on public opinion concerning the presidential foreign policy actions of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p>Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p>
Content Limits	Items should not require students to recall minute details of specific foreign policies but to address the broader implications of those policies.

Benchmark SS.912.A.6.14

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify and/or evaluate the social, political, and economic causes of the Vietnam War.</p> <p>Students will identify and/or evaluate the consequences of the Vietnam War both domestically and internationally.</p> <p>Students will evaluate the significance of specific wartime events and actions both on the home front and on the progress of the war.</p> <p>Students will analyze the role played by individuals in the war effort, including the involvement of minority groups in home front and overseas activities.</p> <p>Students will analyze the influence of the media concerning foreign and domestic policies and events during the Vietnam War.</p> <p>Students will identify and/or evaluate the role of technology during the Vietnam War and the political, economic, and social implications of the use of technology.</p> <p>Students will evaluate the long-term influences of the war on both domestic and international affairs.</p> <p>Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p>
Content Limits	<p>Items should address international issues from the perspective of the United States rather than from the perspective of other countries or global leaders.</p> <p>If a battle is mentioned, it should be a turning point in the cause, course, or outcome of the war.</p>

Benchmark SS.912.A.6.15

Standard	6: World War II and post-World War II Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.
Benchmark	SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain the impact of key events and peoples in Florida history. Examples may include, but are not limited to, Mosquito Fleet, “Double V Campaign,” construction of military bases and World War II training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.
Content Limits	Items are limited to the time period of World War II and post-World War II.

Benchmark SS.912.A.7.1

Standard	7: Modern United States: Global Leadership and Domestic Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.1: Identify causes for post-World War II prosperity and its effects on American society.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify and/or evaluate how demobilization and government policies contributed to post-World War II prosperity.</p> <p>Students will analyze the social, political, and economic factors that contributed to post-World War II prosperity.</p> <p>Students will identify the limitations of post-World War II prosperity by examining the social, political, ethnic, racial, and cultural groups that were unaffected during that period of prosperity.</p> <p>Students will identify and/or evaluate the long-term influence of post-World War II prosperity on society in the United States by considering both the positive and negative social, cultural, political, geographic, and economic effects on society.</p> <p>Examples may include, but are not limited to, G.I. Bill, baby boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s, and the protest in the 1960s.</p>
Content Limits	<p>Items should focus on significant events relating to prosperity and disparity within society as opposed to requiring recall of cultural fads.</p> <p>Items should focus on the post-war period of 1945–75.</p> <p>Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</p> <p>Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.</p>

Benchmark SS.912.A.7.2

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or evaluate the relative post-World War II prosperity on different ethnic groups and social classes in the United States by considering both the positive and negative social, cultural, political, geographic, and economic effects on society. Students will identify the limitations of post-World War II prosperity by examining the social, political, ethnic, racial, and cultural groups that were unaffected during that period of prosperity.
Content Limits	Items should focus on significant events relating to prosperity and disparity within society as opposed to requiring recall of cultural fads. Items should focus on the post-war period of 1945–75. Items will not require complex application or interpretation of economic graphs such as supply and demand curves. Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.

Benchmark SS.912.A.7.3

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify how women’s roles and status in politics, the workplace, and society changed from post-World War II to present.</p> <p>Students will evaluate the actions of individuals involved in the changing status of women.</p> <p>Students will identify how the leadership, practices, and achievements of the women’s rights movement were influenced by the Civil Rights Movement.</p> <p>Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p>
Content Limits	Items should focus on events and individuals from the time period of 1954–present.

Benchmark SS.912.A.7.4	
Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.4: Evaluate the success of 1960s-era presidents' foreign and domestic policies.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.</p> <p>Students will identify domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.</p> <p>Students will analyze the incentives for 1960s-era foreign and domestic policies.</p> <p>Students will identify and/or evaluate the controversies associated with the 1960s-era foreign and domestic policies.</p> <p>Students will analyze the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s.</p> <p>Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p>
Content Limits	Items should focus on how foreign policy influenced the United States' position in foreign affairs rather than on how United States policies influenced the lives of citizens in other countries.

Benchmark SS.912.A.7.5

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or evaluate the effectiveness of approaches used by organizations and individuals in shaping the Civil Rights Movement. Students will evaluate the actions of individuals involved in the Civil Rights Movement. Students will identify key approaches and/or methods of organizations involved in the Civil Rights Movement. Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.
Content Limits	Items should focus on events and individuals from the time period of 1954–78. Items should not demonstrate preference for a particular approach to the Civil Rights Movement.

Benchmark SS.912.A.7.6	
Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will interpret the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement.</p> <p>Students will identify and/or evaluate the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement.</p> <p>Students will evaluate the actions of individuals involved in the Civil Rights Movement and Black Power Movement.</p> <p>Students will identify how other reform movements were influenced by the leadership, practices, and achievements of the Civil Rights Movement and Black Power Movement.</p> <p>Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Hajj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamil Abdullah Al-Amin), the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).</p>
Content Limits	<p>Items should focus on events and individuals from the time period of 1954–78.</p> <p>Items should not demonstrate preference for a particular approach to the Civil Rights Movement or Black Power Movement.</p>

Benchmark SS.912.A.7.7

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate the actions of coalitions and their effectiveness in achieving integration and equal rights. Students will identify key organizations and individuals that shaped the Civil Rights Movement. Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, and the March on Washington.
Content Limits	Items should focus on events and individuals from the time period of 1954–78. Items should not demonstrate preference for a particular approach or group during the Civil Rights Movement.

Benchmark SS.912.A.7.8

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will evaluate the short- and long-term impact of significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights on society in the United States.</p> <p>Students will evaluate how significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights both united and divided groups of people in the United States.</p> <p>Examples may include, but are not limited to, <i>Plessy v. Ferguson</i> (1896), <i>Brown v. Board of Education</i> (1954), <i>Swann v. Charlotte-Mecklenburg Board of Education</i> (1971), <i>Regents of the University of California v. Bakke</i> (1978), <i>Miranda v. Arizona</i> (1966), <i>Gideon v. Wainwright</i> (1963), <i>Mapp v. Ohio</i> (1961), and <i>Roe v. Wade</i> (1973).</p>
Content Limits	<p>Items should focus on the significance of Supreme Court decisions and the timeframe in which they occurred rather than the individuals involved in cases or those judging cases.</p> <p>Items will be limited to the time period of 1954–present.</p>

Benchmark SS.912.A.7.9

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, antiwar protesters) of the 1960s and 1970s.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will examine how global and/or domestic events have shaped the political, economic, and social concerns of minorities living in the United States. Students will analyze the domestic issues that have united social, cultural, ethnic, religious, economic, and political groups in the United States.
Content Limits	Items should primarily focus on the latter part of the twentieth century to the present.

Benchmark SS.912.A.7.10

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations. Students will analyze the influence of the media concerning the Vietnam War and the Watergate scandal. Students will identify and/or evaluate the controversies associated with Watergate and the Vietnam War. Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances, <i>New York Times v. Nixon</i> .
Content Limits	Items should focus on foreign policy as it relates to Vietnam and the United States' position in foreign affairs in Southeast Asia and how those policies influenced the lives of citizens in the United States. Items should focus on the how the Watergate scandal affected the lives of citizens in the United States.

Benchmark SS.912.A.7.11

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify and/or evaluate the significance of events and actions relating to United States foreign policy in Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Students will evaluate the social, political, and economic impact of United States foreign policy pertaining to Africa, Asia, the Caribbean, Latin America, and the Middle East on society and culture in the United States.</p> <p>Students will evaluate the humanitarian, political, and economic factors that motivated United States foreign policy relating to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Students will identify the influence of the media on public opinion concerning foreign policy initiatives taken by the United States relating to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
Content Limits	<p>Items should focus on policies, initiatives, events, and actions that occurred between 1972 and the present.</p> <p>Items should focus on United States involvement, or need for involvement, in foreign affairs rather than assessing the domestic issues of other countries.</p>

Benchmark SS.912.A.7.12

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will examine how noted global and/or domestic events shaped the political, economic, and social issues and concerns of people living in the United States.</p> <p>Students will analyze the domestic issues that have both united and divided social, cultural, ethnic, religious, economic, and political groups in the United States.</p> <p>Students will identify and/or examine the political, economic, and social implications of the United States' role as a global leader.</p> <p>Students will examine both domestic and international consequences of global leadership.</p> <p>Students will analyze various social and political perspectives relating to domestic and international issues.</p> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
Content Limits	Items should primarily focus on the latter part of the twentieth century to the present.

Benchmark SS.912.A.7.13

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected the lives of citizens. Students will analyze the success and/or failures of domestic social and economic programs during the 1960s. Students will evaluate the attempt to extend New Deal legislation into the 1960s and the political, social and economic impact this had on domestic affairs and the lives of citizens. Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.
Content Limits	Items should focus on the 1960s era even when referring to New Deal legislation and policies.

Benchmark SS.912.A.7.14

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze the domestic issues that have been created as the United States becomes more involved in the global economy. Students will identify and/or examine the political, economic, and social implications of the United States' role as a global leader. Students will examine both domestic and international consequences of global leadership. Examples may include, but are not limited to, NAFTA, and the World Trade Organization.
Content Limits	Items should primarily focus on the latter part of the twentieth century to the present.

Benchmark SS.912.A.7.15

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will examine how global and/or domestic terrorism has shaped the political, economic, and social issues and concerns of people living in the United States. Students will analyze the effects of the 9/11 attack and how the United States has reacted both globally and domestically. Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, the wars in Afghanistan and Iraq.
Content Limits	Items should primarily focus on the latter part of the twentieth century to the present.

Benchmark SS.912.A.7.16

Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will examine the social, cultural, ethnic, religious, economic, and political reasons for immigration to the United States since 1950. Students will evaluate how the United States has reacted to both legal and illegal immigration since 1950. Students will examine how citizens and the government’s attitudes have changed toward immigration and how these changes have resulted in legislation or movements within the United States.
Content Limit	Items should primarily focus on the latter part of the twentieth century to the present.

Benchmark SS.912.A.7.17	
Standard	7: Modern United States: Global Leadership and Domestic Issues Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
Benchmark	SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will explain the impact of key events, people, and movements in Florida history and how they affected the nation. Students will examine the rise of new industries in Florida and how they have impacted the economy of the United States. Students will evaluate the growing importance in Florida with regard to national politics, social movements, and the global economy.</p> <p>Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p>
Content Limits	Items are limited to the later part of the twentieth and early part of the twenty-first centuries.

Benchmark SS.912.G.1.2

Standard	1: Geography Understand how to use maps and other geographic representations, tools, and technology to report information.
Benchmark	SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema, to describe any given place.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will examine the concept of spatial perspective in the selection of location and how it is used as organizational schema in the description of a given place. Students will identify the Six Essential Elements (the world in spatial terms, places, and regions, physical systems, human systems, environment and society, and the uses of geography) and how they are used to describe a given place.
Content Limits	Items will be limited to the interpretation of geographic terms and concepts. Items will be limited to the time frame outlined by the United States History course (1865 to present).

Benchmark SS.912.G.1.3

Standard	1: Geography Understand how to use maps and other geographic representations, tools, and technology to report information.
Benchmark	SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will recognize and use applicable units of measurement and scale on a map and/or globe. Students will identify the appropriate elements needed to solve simple locational problems using a map and/or globe.
Content Limits	Items will be limited to the time frame outlined by the United States History course (1865 to present). Items will be limited to the use of a map and/or globe. Items should not require students to solve complex locational problems.

Benchmark SS.912.G.2.1	
Standard	2: Geography Understanding physical and cultural characteristics of places.
Benchmark	SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify how physical characteristics (climate, terrain, resources) define and differentiate regions. Students will identify how human characteristics (religion, government, economy, demography) define and differentiate regions. Students will compare regions and explain the reasons regions differ.
Content Limits	Items will be limited to the time frame outlined by the United States History course (1865 to present).

Benchmark SS.912.G.4.2	
Standard	4: Geography Understanding the characteristics, distribution, and migration of human populations.
Benchmark	SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze the factors that influence migration into and away from regions. Students will evaluate factors that cause people to migrate away from a region (e.g. famine, discrimination, war). Students will evaluate factors that cause people to be encouraged to migrate to a region (e.g. employment opportunities, education, medical care).
Content Limits	Items will be limited to the time frame outlined by the United States History course (1865 to present). Items should focus on factors influencing migration to and within the United States.

Benchmark SS.912.G.4.3

Standard	4: Geography Understanding the characteristics, distribution, and migration of human populations.
Benchmark	SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will analyze how migration affects regions that people are both migrating from and migrating to. Students will evaluate the pattern of migration (rural to urban, urban to rural) and how this migration affects the region's resources.
Content Limits	Items will be limited to the time frame outlined by the United States History course (1865 to present). Items should focus on factors influencing migration to and within the United States.

Benchmark SS.912.H.1.1

Standard	1: Humanities Identify and analyze the historical, social, and cultural contexts of the arts.
Benchmark	SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theater, and visual arts) of varying styles and genre according to the periods in which they were created.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate how styles of artwork from varying periods (Classical, Renaissance, Modern, and Contemporary) influenced architecture, dance, music, theater, and the visual arts in the United States. Students will identify the various influences that have affected and contributed to the arts in the United States.
Content Limits	Items should focus on the time period outlined by the United States History course. Items will be limited to the interpretation of broader artistic concepts that should be addressed in historical contexts.

Benchmark SS.912.H.1.3

Standard	1: Humanities Identify and analyze the historical, social, and cultural contexts of the arts.
Benchmark	SS.912.H.1.3: Relate works of art to various cultures.
Common Core Literacy Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will associate various types of artwork with the culture that created it. Students will analyze how various cultures have influenced art in the United States (e.g. African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman).
Content Limits	Items should focus on the time period outlined by the United States History course. Items will be limited to the interpretation of broader artistic concepts that should be addressed in historical contexts.

Benchmark SS.912.H.1.5

Standard	1: Humanities Identify and analyze the historical, social, and cultural contexts of the arts.
Benchmark	SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate how social issues and new ideas are addressed and expressed through art. Examples include, but are not limited to, Langston Hughes' poetry, Pete Seeger's "Bring 'Em Home" blues and jazz music, Jacob Lawrence paintings.
Content Limits	Items will be limited to the interpretation of broader artistic concepts that should be addressed in historical contexts. Items will be limited to the time frame outlined by the United States History course (1865 to present).

Benchmark SS.912.H.3.1

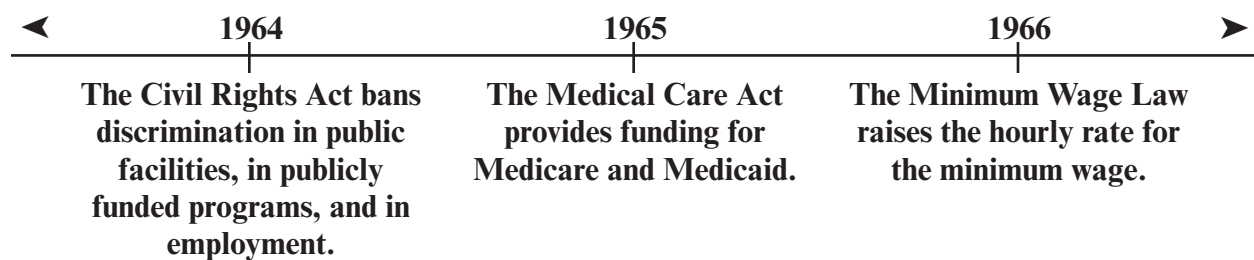
Standard	3: Humanities Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.
Benchmark	SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and/or evaluate the impact of travel and transportation on cultural diffusion and/or preservation in the United States. Students will identify and/or analyze the impact of improved communication technology on the diffusion and/or preservation of culture in the United States. Students will identify and/or describe how science and other technology have contributed to the diffusion and/or preservation of culture in the United States. Students will examine the effects of cultural diffusion and/or preservation on regions within the United States.
Content Limits	Items will be limited to the interpretation of broad concepts that should be addressed in historical contexts. Items will be limited to the time frame outlined by the United States History course (1865 to present).

Appendix A: Sample Items

Sample Item 1

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	SR	2	SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.		1

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



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

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

Rationales:

A	The Civil Rights Act portion dealing with employment did not provide economic incentives for new businesses.
B	Correct. These acts were designed to support the Great Society's elimination of social and economic inequality.
C	The Civil Rights Act did not establish a government agency to monitor race relations.
D	The Minimum Wage Law was not designed to encourage civic participation.

Sample Item 2

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	SHR	2	SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).		1

Read the information in the box.

The Berlin Blockade was an attempt by the Soviet Union to take control of the city of Berlin, Germany. This action pressured the United States to react by airlifting supplies into the Allied-controlled sections of Berlin.

Provide another example of the United States being pressured to react to communist aggression during the Cold War.

Scoring Exemplar	
Correct Answer	<ul style="list-style-type: none"> Building of the Berlin Wall Cuban Missile Crisis Korean War Vietnam War Invasion of Afghanistan by the Soviet Union

Sample Item 3

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	CR	2	SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.	LACC.910. WHST.3.9	2

Exemplar	
2	Uncle Sam represents the American public. This cartoon expresses the idea that President Roosevelt is willing to take whatever government action is needed to “cure” the problems caused by the economic depression.

Sample Item 4

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	ER	3	SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.	LACC.910. WHST.2.4	4

Describe the Red Scare and explain each of the following events as a public reaction to it.

- Sacco and Vanzetti case
- Volstead Act
- The quota system

Scoring Rubric and Exemplar

Rubric	
4	A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
3	A score of three indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The student’s response to the prompt is essentially correct, but the social studies explanations and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying social studies concepts.
2	A score of two indicates that the student has demonstrated only a partial understanding of the social studies concepts applicable to the prompt. Although the student may have arrived at an acceptable conclusion, the student’s work lacks an essential understanding of the underlying social studies concepts. The response may contain errors related to misunderstanding important aspects of the prompt and misuse of social studies terms.

1	A score of one indicates that the student has demonstrated a very limited understanding of the social studies concepts applicable to the prompt. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the prompt, the student has reached an inadequate conclusion. The response exhibits many flaws or may be incomplete.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student’s explanation may be uninterpretable, lack sufficient information to determine the student’s understanding, contain clear misunderstandings of the underlying social studies concepts or may be incorrect.

Exemplar	
4	<p>The Red Scare was a fear of anarchists, communists, and socialist that affected the United States in the 1920s. This fear was a reaction to a series of bombings that were carried out by anarchists, many of whom were foreign-born.</p> <p>In July 1921, Sacco and Vanzetti, Italian-born anarchists living in Massachusetts, were convicted of murder based on their radical political and personal beliefs. This was the American government’s attempt to make an example out of foreign-born radicals as a result of the Red Scare mentality among the nation’s public.</p> <p>The Volstead Act was passed because of a fear that drunkenness, which was widely thought to be more common among foreign-born citizens, would breed radicalism. This piece of Red Scare-era legislation in part resulted from public reaction to the radical political violence and revolution that took place in Germany and Russia and the fear that it would happen in the United States.</p> <p>The quota system was established to reduce the number of immigrants from eastern and southern Europe, where many European political radicals, especially anarchists, lived. This was another legislative reaction to the Red Scare as these countries were seen by the American public as a breeding ground for foreign radicals.</p>

Sample Item 5

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	ESR	3	SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the Second Industrial Revolution that began in the late 19th century.	LACC.910.WHST.1.2	6

During the Progressive Movement in the late 1800s and early 1900s, several groups worked together to change society and correct injustices. Write an essay in which you explain what some of the issues were and analyze how these different groups worked together to address these issues.

Scoring Rubric and Exemplar

Rubric	
6	A score of six indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The response demonstrates a thorough understanding of the connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. There are no major conceptual errors, though there may be non-detracting minor conceptual errors.
5	A score of five indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The response demonstrates an understanding of the connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used. There are no conceptual errors, though there may be minor conceptual errors.
4	A score of four indicates that the student has demonstrated a satisfactory understanding of the social studies concepts applicable to the prompt. The response may attempt connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to most parts of the prompt. There are minor errors in the use of social studies terminology. There are minor conceptual errors or omissions.
3	A score of three indicates that the student has demonstrated a limited understanding of the social studies concepts applicable to the prompt. The response demonstrates a limited attempt to make connections between the social studies concepts and the real-life application. The student attempted to provide a response to two or more parts of the prompt. There is limited use of social studies terminology. The response contains some major conceptual errors or omissions. The response shows limited understanding.

2	A score of two indicates that the student has some understanding of the social studies concepts applicable to the prompt. The response does not demonstrate an attempt to make connections between the social studies concepts and the real-life application. The student attempted to provide a response to one or more parts of the prompt. The use of social studies terminology may be missing. The response contains many major conceptual errors and omissions. The response shows minimal understanding.
1	A score of one indicates that the student made a limited attempt to answer the prompt. Social studies terminology is missing. The response contains many major conceptual errors or omissions. The explanation shows no understanding.
0	A score of zero indicates the student has demonstrated no understanding of the social studies concept, or the response is completely unintelligible.

Exemplar

6	<p>The increases in urbanization and immigration led to very poor living conditions in cities. Reformers such as Jane Adams (Hull-House) and Jacob Riis (<i>How the Other Half Lives</i>) worked to bring reform to these unsafe and unhealthy living conditions.</p> <p>The growth of monopolies and big business during the Gilded Age gave rise for the need to reform business and worker safety rights. Reformers such as Theodore Roosevelt (Interstate Commerce Act and the Sherman Anti-Trust Act) and Ida Tarbell (<i>The History of the Standard Oil Company</i>) worked to change the business climate of America during the Progressive Era.</p> <p>The creation of Jim Crow laws and the rise of the violence against African Americans created the need for reforms in civil rights. Reformers such as Ida B. Wells-Barnett (<i>Southern Horrors: Lynch Law in All Its Phases</i>) and W.E.B. DuBois (concept for the “talented tenth”) worked hard and created a foundation for civil rights.</p>
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Sample Item 6

8 points

Introduction:

This task asks students to use technology to locate information about the amendments passed immediately following the Civil War. Students will begin by following step-by-step directions to find information about these amendments. Students will use the information found to describe the impact of each of the amendments. Finally, using their research and prior knowledge, students will write a letter from the point-of-view of a civil rights leader to the president outlining how groups could work together to further expand civil rights.

Component 1

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	CR	2	SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.	LACC.910. WHST.3.9	2

For this task, you will need a computer with Internet access. Then open a web browser and follow these steps:

1. Go to the United States Senate website at: <http://www.senate.gov/artandhistory/history/common/generic/CivilWarAmendments.htm>
2. Write a paragraph describing how these amendments were important to the development of the Civil Rights Movement in the United States.

Component 2

Grade/Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	CR	2	SS.912.A.7.5	LACC.910. WHST.3.9	2

For this task, you will need a computer with Internet access. Then open a web browser and follow these steps:

1. Go to the Library of Congress website at: <http://memory.loc.gov/ammem/aaohtml/exhibit/laopart9.html>
2. Review the information on this page about the civil rights era. When you are finished, click on the link at the bottom of the page labeled “Part 2.” Review the information on this page.
3. Write a paragraph analyzing one event and/or action of the Civil Rights Era. Explain the approach and the effect it had on society during that time period.

Component 3

Course	Item Type	DOK	NGSS Benchmark	CCSS Benchmark	Point Value
U.S. History	ER	4	SS.912.A.7.7	LACC.910. WHST.3.8	4

Use the information you have learned in the previous tasks to complete the next component.

Imagine you are a civil rights activist in your town during the late 1950s. You have been asked by other local civil rights leaders to write a letter to the president of the United States, Dwight D. Eisenhower. In this letter you must explain the current conditions in the country and explain how individuals and groups should work together to expand civil rights in the United States. Use information from the Civil War amendments and any other resources and legislation that have occurred by this time period to support your argument.

Modified Rubric/Exemplar

Teacher Instructions:

This performance task consists of three components. The first task requires students to follow directions to locate information about specific constitutional amendments and then answer a constructed response worth two points. The second task requires students to follow directions to locate information on a specific civil rights event and/or actions and then answer a constructed response worth two points. The third, and final, task requires students to imagine themselves as a civil rights leader during the 1950s and write a letter to the president discussing the ways groups could work together to expand civil rights further. This component is worth four points.

2 points	Component 1 The student's response analyzes the three amendments and how they affected the development of civil rights in the United States.
2 points	Component 2 Student's response analyzes an event from the information (<i>Brown v. Board</i> , Freedom Riders, Jackie Robinson, etc.) and explains the approach and the effect it had on society during that time period.

4 points

Component 3

Student outlines the civil rights problems, citing examples of segregation and discrimination (e.g., Jim Crow laws, verbal abuse).

Student response explains and analyzes the importance of civil rights in the United States and uses examples and events that have occurred during the fight for civil rights up to that time period (e.g., *Brown v. Board of Education*, Montgomery bus boycott, *Sweatt v. Painter*).

Student response presents a logical argument supported by facts and events relevant to the time period (e.g., President's Eisenhower's use of federal troops at Little Rock Central High School to enforce the Supreme Court decision on school desegregation).

Presents significant analysis and understanding of how individuals and groups affected civil rights in the United States.

Appropriate historical terminology is used correctly.

There are no major conceptual errors, though there may be minor flaws, but they do not detract from demonstrating good understanding.

Appendix B: Common Core State Standard Connections

Reading Standards for Literacy in Social Studies—U.S. History

LACC.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LACC.910.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LACC.910.RH.3.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
LACC.910.RH.3.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
LACC.910.RH.4.10	By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy in Social Studies—U.S. History

LACC.910.WHST.1.1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none">Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.1a	<p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>
LACC.910.WHST.1.1b	<p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p>
LACC.910.WHST.1.1c	<p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
LACC.910.WHST.1.1d	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
LACC.910.WHST.1.1e	<p>Provide a concluding statement or section that follows from or supports the argument presented.</p>

LACC.910.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LACC.910.WHST.1.2a	<p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
LACC.910.WHST.1.2b	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
LACC.910.WHST.1.2c	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>
LACC.910.WHST.1.2d	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p>
LACC.910.WHST.1.2e	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

LACC.910.WHST.1.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LACC.910.WHST.4.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards for Literacy in Social Studies—U.S. History

MACC.K12.MP.1.1

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

<p>MACC.K12.MP.3.1</p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p>MACC.K12.MP.5.1</p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>

MACC.K12.MP.6.1**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.