

# **Florida Interim Assessment Item Bank and Test Platform**

## **Item Specifications**

**Social Studies  
World History  
Grades 9–12**



**FLORIDA DEPARTMENT OF EDUCATION**  
[www.fldoe.org](http://www.fldoe.org)

#### Copyright Statement

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. The copyright notice at the bottom of this page must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

Permission is NOT granted for distribution or reproduction outside of the Uniform System of Public K–12 Florida Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

Florida Department of Education  
Tallahassee, Florida  
32399-0400

Copyright © 2013 State of Florida Department of Education

# TABLE OF CONTENTS

## **I. Introduction**

A. Purpose of the Item Specifications . . . . .	1
B. Scope . . . . .	1
C. Standards Alignment . . . . .	1
1. Next Generation Sunshine State Standards . . . . .	1
2. Common Core State Standards . . . . .	1

## **II. Criteria for Item Development**

A. Overall Considerations for Item Development. . . . .	2
B. Item Contexts . . . . .	2
C. Use of Media. . . . .	3
D. Item Style and Format . . . . .	3
E. Item Types . . . . .	4
1. Selected Response (SR) Items (1 point) . . . . .	4
2. Gridded Response (GR) Items (1 point). . . . .	5
3. Short Response (SHR) Items (1 point). . . . .	5
4. Constructed Response (CR) Items (2 points). . . . .	5
5. Extended Response (ER) Items (4 points) . . . . .	6
6. Essay Response (ESR) Items (6 points) . . . . .	8
7. Performance Task (PT) Items (1–10 points). . . . .	8
F. Complex Stimuli and Reading Passages . . . . .	9
G. Readability. . . . .	9
H. Cognitive Complexity . . . . .	9
1. Overview . . . . .	9
2. Levels of Depth of Knowledge for Social Studies . . . . .	10
I. Item Difficulty . . . . .	12
J. Universal Design . . . . .	12
K. Sample Items . . . . .	12

## **III. Review Procedures for Florida Interim Assessment Item Bank Items**

A. Review for Item Quality . . . . .	13
B. Review for Bias and Sensitivity. . . . .	13

## **IV. Guide to the Individual Benchmark Specifications**

A. Benchmark Classification System. . . . .	13
B. Common Core State Standard Classification System . . . . .	14

## **V. Definitions of Benchmark Specifications. . . . . 15**

## **VI. Individual Benchmark Specifications**

A. World History Item Specifications . . . . .	16
--	----

## **Appendices**

Appendix A: Sample Items. . . . .	85
Appendix B: Common Core State Standard Connections . . . . .	94

# 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 World 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.

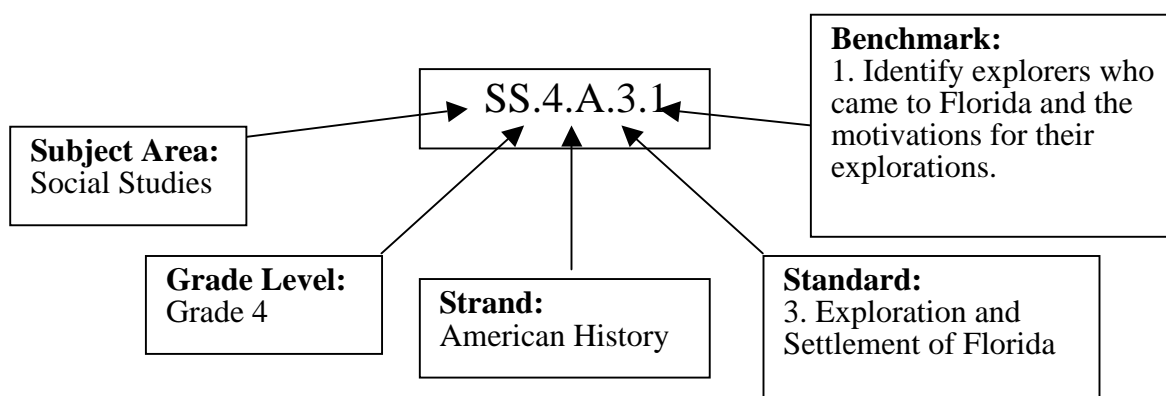
This review is to ensure that the primary purpose of assessing student achievement is not undermined by inadvertently including in the item bank any material that students, parents, or other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, 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.

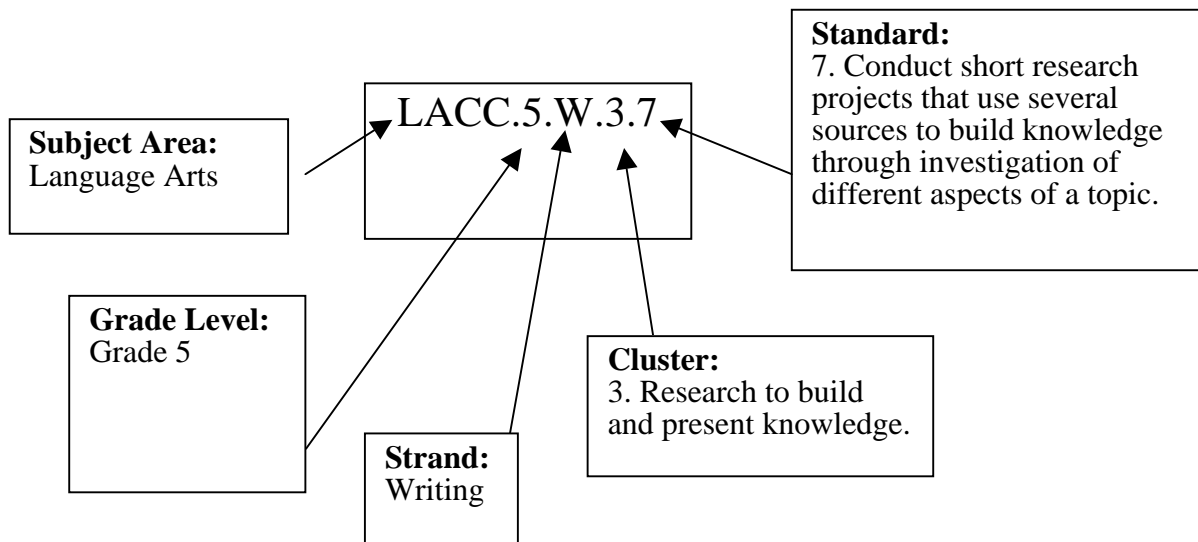
- The two letters in the *first position* of the code identify the **Subject Area**.
- The number(s) in the *second position* represent the **Grade Level**.
- The letter in the *third position* represents the **Strand** to which the benchmark belongs (e.g., *A* represents American History, *G* represents 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.

<b>Strand</b>	refers to the general category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics and Government, and Humanities.
<b>Standard</b>	refers to a main idea or description statement of general expectations regarding knowledge and skill development.
<b>Benchmark</b>	refers to specific statements of expected student achievement.
<b>Common Core State Standard Connections</b>	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.)
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	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. World History Item Specifications

**Course Number:** 2109310 - **World History 9-12 Course** - The grades 9–12 World History course consists of the following content area strands: World History, Geography, and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st century.

Benchmark SS.912.W.1.1	
Strand	W: World History
Standard	1: Utilize historical inquiry skills and analytical processes.
Benchmark	SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	None
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.1.2	
Strand	W: World History
Standard	1: Utilize historical inquiry skills and analytical processes.
Benchmark	SS.912.W.1.2: Compare time measurement systems used by different 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 identify what years comprise a specific century in the Gregorian calendar. Students will identify, explain, and compare how different cultures use different time measurement systems. Examples may include, but are not limited to, Chinese, Gregorian, and Islamic calendars, dynastic periods, decades, centuries, and eras.
Content Limits	Items will not require students to convert dates from one calendar system to another.

Benchmark SS.912.W.1.3	
Strand	W: World History
Standard	1: Utilize historical inquiry skills and analytical processes.
Benchmark	SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
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 distinguish between primary and secondary sources.</p> <p>Students will interpret primary and secondary sources by identifying the context in which the source was written or created, the main idea of the source, the author or creator’s point of view, and possible issues of veracity.</p> <p>Students will compare primary and secondary sources to determine similarities and differences with regard to viewpoints relating to a historical or current event.</p> <p>Examples may include, but are not limited to, artifacts, images, and auditory and written sources.</p>
Content Limits	Items will not require students to identify rare or unusual artifacts or images without assistance.

Benchmark SS.912.W.1.4	
Strand	W: World History
Standard	1. Utilize historical inquiry skills and analytical processes.
Benchmark	SS.912.W.1.4: Explain how historians use inquiry and other sciences to understand 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	<p>Students will examine resources from a discipline other than history and determine how they can be used as evidence in a historical argument.</p> <p>Examples may include, but are not limited to, archaeology, economics, geography, forensic chemistry, political science, and physics.</p>
Content Limits	Items will not require students to know specific historian(s) or scientist(s) unless discussed in a reading selection that is part of the item.

Benchmark SS.912.W.1.5	
Strand	W: World History
Standard	1. Utilize historical inquiry skills and analytical processes.
Benchmark	SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
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 how differing interpretations of history based on both the collection and the interpretation of new evidence contribute to our understanding of the past.</p> <p>Student will examine an interpretation of a historical event or process and determine the author's intent with regards to political, cultural, or academic goals.</p>
Content Limits	Items will not require students to identify a specific historian(s) unless that person(s) is discussed in a reading selection that is part of the item.

Benchmark SS.912.W.1.6	
Strand	W: World History
Standard	1. Utilize historical inquiry skills and analytical processes.
Benchmark	SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
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 and provide examples of how history has shaped various cultures and how that history impacts cultural interactions today.</p> <p>Students will explain how interpretations of history are used to define various societies.</p> <p>Examples may include, but are not limited to, ethnic, cultural, personal, national, and religious identity and character.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.1	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.1: Locate the extent of the Byzantine territory at the height of the empire.</b>
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 boundaries and areas encompassed by the Byzantine Empire at its height in the 6th century.</p> <p>Students will identify the major trade systems connecting to the Byzantine Empire at its height in the 6th century.</p> <p>Students will locate the capital of the Byzantine Empire, Constantinople, on a map.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.2	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.2: Describe the impact of Constantine the Great’s establishment of “New Rome” (Constantinople) and his recognition of Christianity as a legal religion.</b>
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 reasons for the selection of Constantinople as the capital of the Eastern Roman Empire.</p> <p>Students will examine the legal and social impact of the Edict of Milan on the Roman Empire.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.3	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.3: Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</b>
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 and compare the political, cultural, social and economic characteristics of the Byzantine Empire and of the Roman Empire at its height in the 2nd century.</p> <p>Students will explain what precipitated the splitting of the Roman Empire with the establishment of Constantinople as a capital and how that influenced the continuation of Roman culture.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.4	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.4: Identify key figures associated with the Byzantine empire.</b>
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 political and cultural influences of key figures associated with the Byzantine Empire.</p> <p>Examples may include, but are not limited to, Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril, and Methodius.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.5	
Strand	W: World History
Standard	2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).
Benchmark	SS.912.W.2.5: Explain the contributions of the Byzantine Empire.
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 political, economic, and cultural impacts of the Byzantine Empire on the development of Western Europe.</p> <p>Students will describe the relationships of the Byzantine Empire with Islamic civilization.</p> <p>Students will describe the spread of Byzantine political and cultural influences to the Slavic peoples.</p> <p>Examples may include, but are not limited to, Justinian's Code; the preservation of ancient Greek and Roman learning and culture; artistic and architectural achievements; and the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.6	
Strand	W: World History
Standard	2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).
Benchmark	SS.912.W.2.6: Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
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 Orthodox Christian iconography and describe its religious functions.</p> <p>Students will examine how the Iconoclast controversy furthered the split between the two Christian churches.</p> <p>Students will compare the political and religious beliefs and practices of Roman Catholicism and Orthodox Christianity.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.2.7**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.7: Analyze causes (Justinian’s Plague, ongoing attacks from the “barbarians,” the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze the impact of external threats to the Byzantine Empire, including the impact from “barbarians” (e.g., Germanic tribes, Asiatic nomads, Vikings), Persians, and Islamic civilizations.</p> <p>Students will analyze the impact of the Crusades, particularly the Fourth Crusade, on the decline of the Byzantine Empire.</p>
<b>Content Limits</b>	Items will not require students to identify the routes of a specific Crusade nor specific Crusader states unless context is given; for example, an item asking students to identify the Fourth Crusade route would clearly show it went only as far as Constantinople.

Benchmark SS.912.W.2.8	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.</b>
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 and analyze the rise of the Ottoman Turks including their use of gunpowder weaponry.</p> <p>Students will explain the results of the fall of the city of Constantinople in 1453 to the Ottoman Turks.</p> <p>Students will describe the political and economic characteristics of the early Ottoman Empire.</p> <p>Students will describe the interactions of the Ottoman Empire with its Christian and Jewish communities.</p> <p>Students will analyze the impact of the fall of the Byzantine Empire and the rise of the Ottoman Empire on the rest of Europe.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.9	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.9: Analyze the impact of the collapse of the Western Roman Empire on Europe.</b>
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 political, economic, social, and cultural impacts of the collapse of the western Roman Empire.</p> <p>Students will compare aspects of the Roman Empire at its height with western Europe after the collapse of the western Roman Empire.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.2.10**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the relationships between lord, vassal, knights, peasants, and religious persons.</p> <p>Students will describe the various forms of labor involved in feudalism including free peasants, serfs, and slaves.</p> <p>Students will describe the changing role of the Roman Catholic Church including the role of the Bishop of Rome and the use of missionaries.</p> <p>Students will describe the emergence of feudalism as a political, social, and economic feature of Western Europe.</p> <p>Students will describe how feudalism led to the development of the concept of private property.</p> <p>Students will analyze external factors that led to the emergence of feudalism in Western Europe including the roles of the Vikings, Magyars, and Muslims.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.2.11**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Charles Martel, Charlemagne, Otto the Great, and William the Conqueror.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.12	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</b>
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 role monasteries played in the economic and social life of feudal Europe. Students will identify the role monasteries played in the preservation of the works of ancient Greek and Roman writers.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.13	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</b>
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 role of Christianity as a moral and culturally unifying force in Western civilization. Students will explain how the cultures of Germanic and Scandinavian peoples influenced the evolution of Western civilization.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.2.14**

Strand	W: World History
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.14: Describe the causes and effects of the Great Famine of 1315–1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe and analyze the causes of the Black Death pandemic in Western Europe, and its effects on the Roman Catholic Church, social classes, and the European economy.</p> <p>Students will describe and analyze challenges the Black Death and the Great Schism posed for the Roman Catholic Church in the 14th and 15th centuries including the Church’s reaction to those challenges and public perception of the Church.</p> <p>Students will describe the causes and impact of the Hundred Years War on Western Europe, including how new weapons influenced warfare and the growth of English and French nationalism.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.2.15**

Strand	W: World History
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.15: Determine the factors that contributed to the growth of a modern economy.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, growth of banking, technological and agricultural improvements, commerce, towns, guilds, and rise of a merchant class.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.16	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.16: Trace the growth and development of national identity in England, France, and Spain.</b>
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 trace the growth of national identity in England between 1066 and 1453 including the wars with the Welsh and Scots, the blending of Anglo-Saxon and Norman cultures, and the impact of the Hundred Years War.</p> <p>Students will trace the growth of national identity in France between 987 and 1453 including the role of the Capetian dynasty in establishing a strong centralized government, challenges with the Catholic Church, establishment of the Estates General, and the impact of the Hundred Years War.</p> <p>Students will trace the growth of national identity in Spain from 1060 to 1492 including the course of the <i>Reconquista</i> and the use of the Inquisition.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.17	
Strand	W: World History
Standard	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
Benchmark	<b>SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</b>
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 intellectual development of logical thinking in Western Europe during and after the 12th century including the achievements of Thomas Aquinas and Roger Bacon in the fields of scholasticism and natural law philosophy.</p> <p>Examples may include, but are not limited to, Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, and Scholasticism.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.2.18**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the development of the English parliamentary system including the Model Parliament of Edward I and its role in taxation and advisement and as a check on royal as well as noble power.</p> <p>Students will describe the development of English common law and its impact on modern legal processes.</p> <p>Students will evaluate developments in English politics during the medieval era with regard to their importance to the advancement toward modern democratic institutions and ideals. Examples may include, but are not limited to, Magna Carta, parliament, and habeas corpus.</p>
<b>Content Limits</b>	Items will not require students to address specific laws unless discussed in a reading selection or primary source extract contained in the item.

**Benchmark SS.912.W.2.19**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the physical features of the Japanese islands and analyze their impact on the agricultural and commercial characteristics of medieval Japanese society.</p> <p>Students will analyze the impact of Japan's physiography in relation to external threats.</p> <p>Students will describe how Japan's location as an island nation influenced its development and international interactions.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.20	
Strand	W: World History
Standard	2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).
Benchmark	SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
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 major economic features of medieval Japan including its merchant class, the pleasure quarters, and internal commerce.</p> <p>Students will describe and analyze the development of a feudal political system in Japan during its medieval era.</p> <p>Students will identify the basic tenets of Shintoism, Buddhism, and Confucianism and describe the role of these beliefs in the development of Japanese feudalism.</p> <p>Examples may include, but are not limited to, <i>Pillow Book</i>; <i>Tale of Genji</i>; Shinto and Japanese Buddhism, the rise of feudalism; and the development of the shogunate, samurai, and social hierarchy.</p>
Content Limits	Items will not require students to address the development of Shintoism, Buddhism, or Confucianism but only their basic tenets and role in feudal Japan.

Benchmark SS.912.W.2.21	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</b>
<b>Benchmark</b>	<b>SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will compare the impact of a state religion (Roman Catholicism) in Western Europe and the lack of a state religion in Japan on the political and cultural characteristics of feudalism in both regions.</p> <p>Students will compare codes of ethics for the military class in feudal Western Europe and Japan.</p> <p>Students will compare the economic differences, including commerce and the merchant class, agriculture, and courtesans, in feudal Western Europe and Japan.</p> <p>Students will compare the characteristics of the working classes in feudal Western Europe and Japan.</p> <p>Students will compare the role of upper class women in feudal Western Europe and Japan.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.2.22	
Strand	W: World History
Standard	2. Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).
Benchmark	SS.912.W.2.22: Describe Japan’s cultural and economic relationship to China and Korea.
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 cultural influences of Tang and Song China on Japan including the spread of elements of Confucianism, art, architecture, and writing systems.</p> <p>Students will describe the economic relationship of Japan and China including the role of silk, silver, tea, rice, and pirates.</p> <p>Students will describe the cultural influences of Korea on Japan including art, architecture, the spread of Buddhism, ship building, and ceramics.</p> <p>Students will describe the economic relationship of Korea and Japan including phases of Korean and Japanese hegemony.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.1	
Strand	W: World History
Standard	3. Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.
Benchmark	SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
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 basic tenets of Islam, including the belief in Allah; the Five Pillars; the <i>Qur’an</i>; the <i>Hadith</i>; the roles of Mecca, Medina, and Jerusalem; the role of the Jewish prophets; the role of Jesus; belief in Muhammad as the final prophet of Allah; the belief in angels; the Kaaba; mosques; <i>jihad</i>; <i>shar’ia</i>; the role of the Arabic language; the Islamic calendar; and Islamic holy days.</p> <p>Examples may include, but are not limited to, the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, and the relationship between government and religion in Islam.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.2	
Strand	W: World History
Standard	<b>3. Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
Benchmark	<b>SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.</b>
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 basic tenets of Judaism, including the idea of ethical monotheism, the Tanakh, the Talmud, the Hebrew language, the role of the Jewish prophets, the key holy days, dietary restrictions, the role of rabbis, and the significance of Jerusalem.</p> <p>Students will describe the basic tenets of Christianity including the roles of Jesus, the apostles, and Paul in the development of Christianity; the Christian Bible; and the elements of Christianity that appealed to people allowing its relatively quick spread throughout the Roman Empire.</p> <p>Students will describe the basic tenets of Islam including the belief in Allah, the Five Pillars, the <i>Qur'an</i>, the <i>Hadith</i>, the roles of Mecca, Medina, and Jerusalem, belief in Muhammad as the final prophet of Allah, the Kaaba, <i>jihad</i>, <i>shar'ia</i>, and the role of the Arabic language.</p> <p>Students will describe the historical relationship between Judaism, Christianity, and Islam in terms of their chronological development in building upon each other.</p>
Content Limits	<p>Items will not require students to address the historical development or literary analysis of Judaic, Christian, or Islamic doctrine except as noted in the benchmarks by specific events or persons.</p> <p>Items addressing this benchmark will not require students to differentiate between Orthodox, Reform, and Conservative Judaism; Roman Catholicism; Orthodox Catholicism; or Protestantism.</p>

Benchmark SS.912.W.3.3	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>3. Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the political situation in the Byzantine and Sassanid Persian Empires at the start of the 7th century and how they responded to Islamic expansion.</p> <p>Students will describe the relationships that existed between Islamic conquerors and conquered peoples including political, economic, cultural, and intellectual exchanges that facilitated Islamic expansion.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.4	
Strand	W: World History
Standard	<b>3. Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
Benchmark	<b>SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</b>
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 general political and cultural characteristics of India in the Post-Classical era (up to 1453 C.E.).</p> <p>Students will describe the caste system of India and its relationship to Hinduism.</p> <p>Students will describe Arab interactions with Indians prior to Islamic expansion.</p> <p>Students will describe the development of the Delhi Sultanate from the 13th to 16th centuries and its relationship with the Hindu people.</p> <p>Students will describe the development of the Mughal Empire in the 16th century, including the Mughal rulers Akbar and Aurangzeb, and its relationship with the Hindu people.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.5	
Strand	W: World History
Standard	<b>3. Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
Benchmark	<b>SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</b>
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 concept of a society’s “Golden Age” and how it may apply to other societies across time.</p> <p>Students will describe the multicultural characteristics of Baghdad’s House of Wisdom and give examples of scientific and cultural achievements associated with it.</p> <p>Students will describe the contributions of Islamic scholars in advancing mathematics.</p> <p>Students will identify the distinctive Islamic architecture of the Alhambra.</p> <p>Students will describe the significance of <i>The Thousand and One Nights</i> as a literary work attributed to Islam but with elements from many cultures including Persia, India, China, and Western Europe.</p> <p>Examples include, but are not limited to, Al-Ma’mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, and <i>The Thousand and One Nights</i>.</p>
Content Limits	Items will not require students to address specifics with regards to philosophical reasoning and disputes among Islamic scholars.

Benchmark SS.912.W.3.6	
Strand	W: World History
Standard	<b>3. Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
Benchmark	<b>SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.</b>
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 Muslim office of caliph and its development into the role of imperial ruler.</p> <p>Students will describe the migration of Turkish tribes into the Abbasid empire and their eventual political takeover of the empire.</p> <p>Students will describe the Mamluk takeover of Egypt from the Abbasid Dynasty.</p> <p>Students will describe the political and cultural developments leading to the Sunni-Shi'a split and describe the consequences of that split.</p> <p>Students will describe the cultural, economic, and social characteristics of Dar-al-Islam in the Post-Classical era (600 – 1453).</p> <p>Students will describe the meaning of the term <i>dhimmitude</i>, its origin, and the controversy over its meanings.</p> <p>Students will discuss the role of women in the Islamic world including the adoption of Persian customs, such as veiling and the harem.</p> <p>Examples may include, but are not limited to, growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, and Islamic slave trade.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.7	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain and analyze Western Europe’s and the Byzantine Empire’s responses to Islamic expansion. Examples may include, but are not limited to, the Crusades and Reconquista.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.8	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.8: Identify important figures associated with the Crusades.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Alexius Comnenus, Pope Urban II, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, and Louis IX.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.9	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.9: Trace the growth of major Sub-Saharan kingdoms and empires.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the political, economic, cultural, and social characteristics of Sub-Saharan Africa prior to the growth of the major kingdoms and empires.</p> <p>Students will describe the characteristics of the Trans-Saharan gold-salt trade.</p> <p>Students will describe the factors leading to the growth of Great Zimbabwe.</p> <p>Examples may include, but are not limited to, Ghana, Mali, and Songhai.</p>
<b>Content Limits</b>	Items will not require students to address specific African tribes unless identified in a reading selection associated with the item.

Benchmark SS.912.W.3.10	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, and slavery.
<b>Content Limits</b>	Items will not require students to address specific rulers of Ghana unless identified in a reading selection associated with the item.

Benchmark SS.912.W.3.11	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.11: Identify key figures and significant economic, political, and social characteristics associated with Mali.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, and slavery.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.3.12	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, and provincial political structure.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.3.13**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the evolution of the Swahili city-states of East Africa including their relationship with the Indian Ocean trade system and with Great Zimbabwe.</p> <p>Students will identify key Swahili city-states including Mogadishu, Kilwa, and Sofala.</p> <p>Students will identify the characteristics of a city-state and compare them to the characteristics of an empire using the Swahili city-states and the West African empires of Ghana, Mali, and Songhai as examples.</p> <p>Students will compare the role of Islam in West, East, and South Africa and contrast the role of Christianity in East Africa.</p> <p>Students will compare the economic characteristics of West, East, and South Africa including the importance of the gold trade, slavery, and ivory.</p>
<b>Content Limits</b>	Items will not require students to address specific rulers of the Swahili city-states or other African political entities unless identified in a reading selection associated with the item.

**Benchmark SS.912.W.3.14**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, disruption of trade, internal political struggles, and Islamic invasions.
<b>Content Limits</b>	Items will not require students to address specific rulers unless identified in a reading selection associated with the item.

Benchmark SS.912.W.3.15	
Strand	W: World History
Standard	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
Benchmark	<b>SS.912.W.3.15: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American Civilizations.</b>
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 legacies of the Olmec on future Mesoamerican civilizations including the growing of maize, urban design, the jaguar motif, planned ceremonial centers, ball games, and the idea of an elite ruling class.</p> <p>Students will analyze the legacies of the Zapotec on future Mesoamerican civilizations including a hieroglyphic writing system, a solar calendar, and urban planning.</p> <p>Students will analyze the legacies of the Chavin on future South American civilizations including influences on pottery, textiles, religion, and agriculture.</p>
Content Limits	Items will not require students to address specific individuals, cities, or ruin sites of Olmec, Zapotec, or Chavin peoples unless identified in a reading selection associated with the item.

Benchmark SS.912.W.3.16	
Strand	W: World History
Standard	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
Benchmark	<b>SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America.</b>
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, Maya, Aztec, and Inca.
Content Limits	Items will not require students to identify specific cities of the Maya, Aztec, or Inca civilizations.

Benchmark SS.912.W.3.17	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, class structure, family life, warfare, religious beliefs and practices, and slavery.
<b>Content Limits</b>	<p>Items will not require students to address or compare specific Maya, Inca, or Aztec rulers unless discussed in a reading selection contained in the item.</p> <p>Items will not require students to address specific deities of the Maya, Inca, or Aztec religions unless identified in a reading selection associated with the item.</p>

Benchmark SS.912.W.3.18	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, agriculture, architecture, astronomy, literature, mathematics, trade networks, and government.
<b>Content Limits</b>	<p>Items will not require students to address specific Mesoamerican or Inca rulers unless identified in a reading selection associated with the item.</p> <p>Items will not require students to identify specific buildings of Mesoamerican or Inca societies.</p>

Benchmark SS.912.W.3.19	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</b>
<b>Benchmark</b>	<b>SS.912.W.3.19: Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze the impact of the Mayan ruler Pacal the Great including the impact of findings about Mayan culture indicated by his burial sarcophagus.</p> <p>Students will analyze the impact of the reign of Moctezuma I including his role in the Triple Alliance, the extension of the Aztec empire's lands, and the building of the double aqueduct.</p> <p>Students will analyze the impact of the reign of Huayna Capac including his expansion of Inca Empire lands and the results of his death splitting the empire into two parts.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.1	
Strand	W: World History
<b>Standard</b>	<b>4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</b>
<b>Benchmark</b>	<b>SS.912.W.4: 1 Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze the significance of the Pope to Italian city-states and how this played a role in the politics of Rome.
<b>Content Limits</b>	Items will not require students to understand cultural or religious similarities or differences among the city-states.

**Benchmark SS.912.W.4.2**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</b>
<b>Benchmark</b>	<b>SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify Humanism, Realism, and Neo-Platoism as concrete themes of the arts during the Renaissance.</p> <p>Students will acknowledge the direct relationship between mathematics and architecture with reference to the use of the arch and column during the Renaissance.</p> <p>Students will analyze Christianity, classical literature, and new developments in science and philosophy as influences on Renaissance artists.</p> <p>Students will analyze the impact of the use of the Italian language in literature during the Renaissance, in contrast to the previous use of Latin or Greek.</p>
<b>Content Limits</b>	Students will not need to place the artistic developments of the Renaissance in chronological order.

**Benchmark SS.912.W.4.3**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</b>
<b>Benchmark</b>	<b>SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, and Van Eyck.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.4	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.
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 recognize the emphasis on natural or realistic surroundings in humanistic art, such as a forest or building, and less emphasis on heavenly scenes.</p> <p>Students will identify the use of oil paints and the use of layers and creation of depth.</p> <p>Students will identify the use of shadow and light aerial perspectives, and a more realistic use of space represented in humanism works of art.</p> <p>Examples may include, but are not limited to, influence of classics and the School of Athens.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.5	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
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 discuss how the shift from religious to secular in the areas of art, literature, and culture led to the Scientific Revolution.</p> <p>Students will understand the emphasis on individualism during the Renaissance, leading to people questioning authority and, therefore, seeking their own answers through experimentation.</p> <p>Students will recognize the Church’s suppression of science during the Middle Ages as a leading factor in the development of the Scientific Revolution.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.6	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
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 how reason and knowledge replaced divine intervention and control as reasoning for one's life/surroundings.</p> <p>Students will examine how nature replaced religion as the focus of study in Europe.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.7	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
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 Wycliffe's notion that rulers who sinned should forfeit their power, as well as his identification of the Pope as the antichrist.</p> <p>Students will recognize Hus as criticizing the Church for being too powerful in the non-spiritual world.</p> <p>Students will understand significant statements from Erasmus' <i>On the Freedom of the Will</i> papers, including his frequent references to abuses of the clergy.</p>
Content Limits	Students will not need to demonstrate knowledge of the hierarchy of the Roman Catholic Church.

Benchmark SS.912.W.4.8	
Strand	W: World History
<b>Standard</b>	<b>4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</b>
<b>Benchmark</b>	<b>SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Catholic and Counter Reformation, political and religious fragmentation, military conflict, and expansion of capitalism.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.9	
Strand	W: World History
<b>Standard</b>	<b>4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</b>
<b>Benchmark</b>	<b>SS.912.W.4.9: Analyze the Roman Catholic Church’s response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine the creation of the Jesuits as a response to the Protestant Reformation.</p> <p>Students will identify the building of Baroque style churches as indicative of the Catholic Reformation.</p> <p>Students will analyze the censorship practiced during the Catholic Reformation as a way to oppress Protestant ideas.</p> <p>Examples may include, but are not limited to, Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, and Charles V.</p>
<b>Content Limits</b>	Students will not need to understand the Catholic Church’s sacraments and rituals.

Benchmark SS.912.W.4.10	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.
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, Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, and Vesalius.
Content Limits	Students will not need to identify the dates of the accomplishments.

Benchmark SS.912.W.4.11	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
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 Christopher Columbus, Bartolomeu Dias, Vasco da Gama, and Ferdinand Magellan as having made significant voyages and discoveries during the Age of Exploration.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.12	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
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 drastic effect the Columbian Exchange had on the supply and demand of the markets of Europe, Africa, Asia, and the Americas, on occasion resulting in tragedies such as the Irish Potato Famine.</p> <p>Students will analyze the relationship between the Columbian Exchange and increases in trade, migration, and diseases.</p> <p>Students will identify trade routes on a map.</p>
Content Limits	Students will not need to make comparisons to the ways in which inter-continental trade impacts society today.

Benchmark SS.912.W.4.13	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
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 compare the differing political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.</p> <p>Students will analyze the pros and cons of at least two differing economic and political systems.</p>
Content Limits	Students will not need to locate countries on a map (Portugal, Spain, the Netherlands, France, and England and their American colonies/territories).

Benchmark SS.912.W.4.14	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
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 various forms of forced labor during this period including serfdom, corvée, indentured labor, and slavery.</p> <p>Students will examine how forced labor developed and was used in various parts of the world.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.4.15	
Strand	W: World History
Standard	4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
Benchmark	SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
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 beginnings of slavery for Africans in the Americas as indentured servants.</p> <p>Students will evaluate the impact of the agricultural economy of the Southern American colonies, the West Indies, and Brazil on the need for slave labor.</p> <p>Students will analyze racism and prejudices as a direct and ongoing impact of slavery.</p>
Content Limits	Items will not require students to identify specific individuals or dates.

Benchmark SS.912.W.5.1	
Strand	W: World History
Standard	<b>5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.</b>
Benchmark	<b>SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	None
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.5.2	
Strand	W: World History
Standard	<b>5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.</b>
Benchmark	<b>SS.912.W.5.2: Identify major causes of the Enlightenment.</b>
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, ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
Content Limits	Items will not require students to recall specific individuals' contributions to the Enlightenment.

Benchmark SS.912.W.5.3	
Strand	W: World History
Standard	5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.
Benchmark	SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
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, Locke’s Representative Government; Newton’s Natural Philosophy; laws of motion, science, and mathematics; Rousseau’s <i>Social Contract</i> ; Voltaire’s <i>Candide</i> ; Condorcet’s promotion of education; freedom of slaves; Bacon’s observation; reasoning; scientific method; Descartes’ Algebra; logic; geometry; “I think therefore I am”; Franklin’s influence in creation of the United States government; Hobbes’ <i>Leviathan</i> ; and Smith’s <i>Wealth of Nations</i> .
Content Limits	Items will not require students to know details about Enlightenment philosophers’ lives.

Benchmark SS.912.W.5.4	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.</b>
<b>Benchmark</b>	<b>SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the principals of Deism and recognize it as a product of the Enlightenment.</p> <p>Students will identify Francois Quesnay and his economic theories against government intervention as significantly influencing Adam Smith’s <i>Wealth of Nations</i>.</p> <p>Students will analyze the influence of Thomas Hobbes and his theory promoting a single-ruler and John Locke and his theories about representative government on future government systems, such as that of the United States of America.</p> <p>Students will analyze the influence the creation of fairer judicial systems and the separation of power had on future government systems, such as that of the United States of America.</p> <p>Students will analyze the role of Baruch Spinoza in questioning the profound influence of the Bible and religious authority and the role that this questioning played in future religious movements.</p> <p>Students will evaluate the impact Enlightenment philosophies had on the established political order and how they served as a catalyst for future change.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.5.5	
Strand	W: World History
Standard	5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.
Benchmark	SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
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 recognize several ideas in the Declaration of Independence and the United States Constitution as being borrowed from Locke, Rousseau, and Montesquieu (e.g., separation of powers, representative democracy).</p> <p>Students will recognize American Enlightenment thinkers, including Benjamin Franklin, Thomas Jefferson, James Madison, and Thomas Paine and their influence on the development of the United States and its government.</p> <p>Students will compare the French citizens overthrowing the monarchy with the Enlightenment philosophers' questioning and distrust of authority.</p> <p>Students will recognize the establishment of a representative government in France as being directly influenced by Enlightenment political philosophers.</p> <p>Students will analyze the French Reign of Terror in the context of the Enlightenment, noting its contribution to distrust for Enlightenment ideals.</p>
Content Limits	Items will not require students to match specific ideals to Enlightenment thinkers, focusing instead on the ideals themselves.

Benchmark SS.912.W.5.6	
Strand	W: World History
Standard	5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.
Benchmark	SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
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 summarize the following as causes of the French Revolution: growing anger over increasing taxes, existence of the three estates, Enlightenment ideals of equality and liberty, inspiration by the American Revolution, and distrust in political and religious leaders.</p> <p>Students will describe the major events of the French Revolution, including the Tennis Court Oath, the storming of the Bastille, the execution of the royal family, and the establishment of the First French Republic.</p> <p>Students will explain the international and domestic impacts of the French Revolution, including the French Revolutionary Wars, the Reign of Terror, the rise of Napoleon as an autocratic ruler and the Civil Code of Napoleon.</p> <p>Students will compare France’s Revolutionary period to Napoleon’s rule over France, including domestic policies, military campaigns, and legal and economic development.</p>
Content Limits	Items will not require students to have knowledge of specific dates of important events surrounding the French Revolution.

Benchmark SS.912.W.5.7	
Strand	W: World History
Standard	5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.
Benchmark	SS.912.W.5.7: Describe the causes and effects of 19th century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.
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 Latin American independence movements as causing a diminishing Spanish Empire, leaving only Cuba and Puerto Rico under Spanish control by 1825.</p> <p>Students will evaluate the role of liberalism as a cause of Latin American independence movements.</p> <p>Students will explain the factors that allowed Latin American independence movements to succeed, including weakened Spanish and Portuguese monarchies.</p> <p>Students will compare and contrast Latin American and Caribbean independence leaders including Bolivar, de San Martin, and L' Overture.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.6.1	
Strand	W: World History
<b>Standard</b>	<b>6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</b>
<b>Benchmark</b>	<b>SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the major developments that allowed England to industrialize before other countries, including spinning machines, steam engines, use of coal power, and the seed drill.</p> <p>Students will identify the following innovations as a result of the Second Industrial Revolution: the airplane, electricity, the automobile, and the light bulb.</p> <p>Students will trace the spread of industrialization throughout Europe, the United States, and Japan, noting industrial contributions made in these regions.</p>
<b>Content Limits</b>	Items will not require students to match innovations with their inventors.

Benchmark SS.912.W.6.2	
Strand	W: World History
<b>Standard</b>	<b>6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</b>
<b>Benchmark</b>	<b>SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, and expansion of colonialism.
<b>Content Limits</b>	Items will not require students to identify individuals associated with social and economic changes.

Benchmark SS.912.W.6.3	
Strand	W: World History
<b>Standard</b>	<b>6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</b>
<b>Benchmark</b>	<b>SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Items will not require students to identify which modern nations currently practice communism, socialism, or capitalism.

Benchmark SS.912.W.6.4	
Strand	W: World History
<b>Standard</b>	<b>6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</b>
<b>Benchmark</b>	<b>SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, and labor laws.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.6.5	
Strand	W: World History
<b>Standard</b>	<b>6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</b>
<b>Benchmark</b>	<b>SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will summarize the effects of the following key events from Italy's unification: Carbonari Movement, Two Sicilies, Piedmont and 1830s Insurrections, Revolutions of 1848 and 1849, War of 1859, the Third War of Independence (1866), and the Capture of Rome.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.6.6	
Strand	W: World History
<b>Standard</b>	<b>6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</b>
<b>Benchmark</b>	<b>SS.912.W.6.6: Analyze the causes and effects of imperialism.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, social impact on indigenous peoples, the Crimean War, development of the Suez Canal, and Spheres of Influence.
<b>Content Limits</b>	Students may recognize imperialism as a cause of war; however, items will not require students to analyze the other main causes of war.

**Benchmark SS.912.W.6.7**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</b>
<b>Benchmark</b>	<b>SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Western incursions, Opium Wars, Taiping and Boxer Rebellions, and nationalist revolution.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

**Benchmark SS.912.W.7.1**

<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
<b>Benchmark</b>	<b>SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will examine how strained relations between European alliances led to the inciting incident of World War I. Students will examine how countries' conflicting motivations led to the outbreak of war.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.7.2	
Strand	W: World History
<b>Standard</b>	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
<b>Benchmark</b>	<b>SS.912.W.7.2: Describe the changing nature of warfare during World War I.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, the impact of industrialization, use of total war, trench warfare, and destruction of the physical landscape and human life.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.7.3	
Strand	W: World History
<b>Standard</b>	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
<b>Benchmark</b>	<b>SS.912.W.7.3: Summarize significant effects of World War I.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, collapse of the Romanov dynasty; creation of the Weimar Republic; dissolution of the German, Russian, Austro-Hungarian, and Ottoman empires; Armenian Genocide; Balfour Declaration; and Treaty of Versailles.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.7.4	
Strand	W: World History
Standard	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
Benchmark	<b>SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</b>
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 the factors that led to Germany’s economic crisis in the 1920s including hyperinflation and war reparations.</p> <p>Students will identify the ways in which Germany attempted to fix its failing economy including the role of the Dawes Plan.</p> <p>Students will examine how the United States’ 1929 Stock Market Crash and bank failures affected the global economy including loss of export markets and high unemployment.</p> <p>Students will explore the economic policies used to combat the crisis.</p>
Content Limits	<p>Items will not require students to examine the economies of countries minimally affected by the economic crisis.</p> <p>Items will not require technical knowledge of economics.</p>

Benchmark SS.912.W.7.5	
Strand	W: World History
Standard	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
Benchmark	<b>SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</b>
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 authoritarian governments emerged in Europe.</p> <p>Students will identify and examine the main ideas and policies of key figures such as Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.7.6	
Strand	W: World History
<b>Standard</b>	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
<b>Benchmark</b>	<b>SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will determine the methods by which authoritarian governments restricted individual rights.</p> <p>Students will examine the techniques used by authoritarian governments to elicit mass terror in their countries' people.</p> <p>Students will determine the ways in which people in the Soviet Union and Nazi Germany were subjugated by their leaders' regimes.</p>
<b>Content Limits</b>	Items will not require students to examine the ways in which people rebelled against these harsh, authoritarian regimes.

Benchmark SS.912.W.7.7	
Strand	W: World History
<b>Standard</b>	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
<b>Benchmark</b>	<b>SS.912.W.7.7: Trace the causes and key events related to World War II.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the failure of the non-aggression pact between Germany and the Soviet Union.</p> <p>Students will analyze the impact of the U.S. Neutrality Acts.</p> <p>Students will examine how Germany's tactic of "blitzkrieg" overwhelmed Belgium, Holland, and France.</p> <p>Students will examine the United States' path to entering World War II including Pearl Harbor.</p> <p>Students will explain how the battles of Stalingrad and El Alamein became major turning points in the war.</p> <p>Students will analyze the United States' decision to use the atomic bomb to end World War II.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.7.8	
Strand	W: World History
Standard	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
Benchmark	<b>SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933–1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</b>
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 consider how racism against Jews in Germany gave rise to the Holocaust.</p> <p>Students will examine the realities of life for Jews in concentration camps.</p> <p>Students will examine how the Nazi dehumanization of Jews allowed them to commit atrocities.</p> <p>Students will examine the ways in which Europe’s Jewish community was affected by the Holocaust.</p> <p>Students will consider the long-term impact of the Holocaust on the 20th and 21st centuries.</p>
Content Limits	Items will not require students to be familiar with incidents of genocide outside of WWII.

Benchmark SS.912.W.7.9	
Strand	W: World History
Standard	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
Benchmark	<b>SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.</b>
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 the ways in which Winston Churchill used strategic bombing to weaken Germany during the war.</p> <p>Students will examine how Franklin D. Roosevelt used the Lend-Lease Act to provide aid to the Allies before officially entering the war.</p> <p>Students will explore how Franklin D. Roosevelt used massive government spending to increase war production.</p> <p>Students will evaluate the impact of the total war concept.</p> <p>Students will examine the Allies' plans for an amphibious assault on the Normandy coast of France.</p> <p>Students will analyze the military tactics used by Joseph Stalin to win the Battle of Stalingrad.</p> <p>Students will identify the items discussed by Roosevelt, Churchill, and Stalin at the Yalta Conference. Examples may include, but are not limited to, war reparations, territory disputes, and plans for forming the United Nations.</p> <p>Students will analyze the introduction of new tactics for the Pacific theater including island hopping and Kamikaze pilots. Examples may include, but are not limited to, Churchill, Roosevelt, and Stalin</p>
Content Limits	Items will not require students to analyze decisions made by the Allied leaders during World War II.

Benchmark SS.912.W.7.10	
Strand	W: World History
<b>Standard</b>	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
<b>Benchmark</b>	<b>SS.912.W.7.10: Summarize the causes and effects of President Truman’s decision to drop the atomic bombs on Japan.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine the reasons why the United States used nuclear warfare to end World War II.</p> <p>Students will analyze the ways in which the people living in Hiroshima and Nagasaki were affected by the bombings.</p> <p>Students will examine how the United States’ population was affected by the bombings.</p> <p>Students will determine how the President Truman’s unprecedented decision to use nuclear warfare would shape foreign relations in the future.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.7.11	
Strand	W: World History
<b>Standard</b>	<b>7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</b>
<b>Benchmark</b>	<b>SS.912.W.7.11: Describe the effects of World War II.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, and the creation of the United Nations.
<b>Content Limits</b>	Items will not require students to examine the topic subjectively.

Benchmark SS.912.W.8.1	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
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 members of the North Atlantic Treaty Organization (NATO).</p> <p>Students will identify the members of the Warsaw Pact.</p> <p>Students will identify the political and economic characteristics of both NATO and the members of the Warsaw Pact.</p> <p>Students will contrast the political and economic goals of NATO and the Warsaw Pact countries.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.8.2	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.2: Describe characteristics of the early Cold War.
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, containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, and the Warsaw Pact.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.8.3	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.3: Summarize key developments in post-war China.
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 significance of the Long March.</p> <p>Students will determine Mao Zedong’s role in a Communist victory over the KMT party.</p> <p>Students will examine the contributions of Sun Yat Sen and Chiang Kai Shek as leaders.</p> <p>Examples may include, but are not limited to, Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, and China’s subsequent rise as a world power.</p>
Content Limits	Items will focus on key developments in post-war China.

Benchmark SS.912.W.8.4	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, 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 explain the key events of the Cuban Missile Crisis including the concepts of “hotspots” and brinksmanship.</p> <p>Students will examine the key figures and events of the Korean War.</p> <p>Students will analyze the key events of the Vietnam War and explore the United States’ involvement in the war.</p> <p>Students will examine the development of the “domino theory” and its impact on U.S. foreign policy.</p> <p>Students will describe the causes and effects of conflicts in Angola, Afghanistan, and Cambodia.</p> <p>Students will explore Egypt’s changing relationship with the Soviet Union during the Cold War.</p>
Content Limits	Items will not require students to examine countries that remained neutral during the Cold War era.

<b>Benchmark SS.912.W.8.5</b>	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>8: Recognize significant events and people from the post World War II and Cold War eras.</b>
<b>Benchmark</b>	<b>SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine détente as a contributing factor to the fall of communism.</p> <p>Students will recognize the impact of treaties such as the Strategic Arms Limitations Treaties (SALT).</p> <p>Students will identify the ways in which USSR leader Mikhail Gorbachev tried to reshape communism.</p> <p>Students will identify the key events that eventually brought down the Iron Curtain.</p> <p>Students will identify the ways in which the United States influenced the decline of communism.</p> <p>Examples may include, but are not limited to, the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, and United States influence.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.8.6	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>8: Recognize significant events and people from the post World War II and Cold War eras.</b>
<b>Benchmark</b>	<b>SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the reasons why both Jews and Arab-Muslims claim the territory known as Palestine including the development of Zionism and the Balfour Declaration in 1917. Students will explore the rationale behind the United Nations' Partition Plan and how Jews and Arab-Muslims responded.</p> <p>Students will identify the key events that have shaped the Israeli-Palestinian conflict from 1948 to today including the Suez Crisis of 1956, the 1967 Six-Day War, the 1973 Arab-Israeli War, Camp David Accords, Intifada, Palestinian Liberation Organization (PLO), and the Oslo Accords.</p> <p>Students will determine the current state of the Israeli-Palestinian conflict.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.8.7	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
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 the reasons why decolonization became important in the aftermath of World War II.</p> <p>Students will identify which colonial territories sought independence after World War II.</p> <p>Students will analyze the characteristics of the independence movements in Africa, Asia, and the Caribbean.</p> <p>Students will compare the characteristics of the independence movements in Africa, Asia, and the Caribbean.</p>
Content Limits	Items will not require students to compare these particular movements to other revolutions throughout history.

Benchmark SS.912.W.8.8	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
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, Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois “Papa Doc” Duvalier, and Jawaharlal Nehru.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.8.9	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
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 which countries in Africa have autocratic leaders who have served multiple terms, and they will identify how civil wars in African countries affected democratic reform movements.</p> <p>Students will consider how insurgencies backed by communists affected democratic reform movements in Latin America and the Caribbean.</p> <p>Students will consider how Japan responded to the United States' offer of help in demilitarizing and democratizing Japan.</p>
Content Limits	Items will not require students to evaluate the current status of countries in the process of democratic reform.

Benchmark SS.912.W.8.10	
Strand	W: World History
Standard	8: Recognize significant events and people from the post World War II and Cold War eras.
Benchmark	SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
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 the characteristics and goals of Islamic fundamentalism.</p> <p>Students will identify the causes and effects of the Iranian Revolution.</p> <p>Students will analyze the ways in which religious extremism contributed to the Gulf War.</p> <p>Examples may include, but are not limited to, Iranian Revolution, Mujahedeen in Afghanistan, and Persian Gulf War.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.9.1	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>9: Identify major economic, political, social, and technological trends beginning in the 20th century.</b>
<b>Benchmark</b>	<b>SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will use research to identify the ways in which the development of nuclear warfare has shaped human coexistence.</p> <p>Students will use research to identify the ways in which the Internet affects business, education, government, and private life.</p> <p>Students will use research to identify key figures and events in the history of space exploration and consider how space exploration affects contemporary life.</p> <p>Students will use research to identify the goals of the Human Genome Project and consider how this scientific achievement could be significant for human beings.</p> <p>Students will evaluate the impact of the Green Revolution on everyday life.</p> <p>Examples may include, but are not limited to, Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, and Human Genome Project.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.9.2	
Strand	W: World History
Standard	<b>9: Identify major economic, political, social, and technological trends beginning in the 20th century.</b>
Benchmark	<b>SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.</b>
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 how medical and technological advances have worked to increase life expectancy for human beings.</p> <p>Students will explain the factors that led to worldwide economic expansion after World War II.</p> <p>Students will explore how the consumption of natural resources was affected by the economic boom of the post-war period.</p> <p>Students will recognize the term “baby boomers” and identify the characteristics that define this generation.</p> <p>Examples may include, but are not limited to, medical and technological advances, free market economics, increased consumption of natural resources and goods, and rise in expectations for standards of living.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.9.3	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>9: Identify major economic, political, social, and technological trends beginning in the 20th century.</b>
<b>Benchmark</b>	<b>SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explore the ethnic tension that led to genocide in Rwanda, the Balkans, and Darfur.</p> <p>Students will examine how Pol Pot used genocide to further his communist agenda in Cambodia.</p> <p>Students will identify any actions taken by the United Nations to end genocide in Cambodia, the Balkans, Rwanda, and Darfur.</p> <p>Students will explore international responses to genocide in Cambodia, the Balkans, Rwanda, and Darfur.</p> <p>Examples may include, but are not limited to, prejudice, racism, stereotyping, and economic competition.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.9.4	
Strand	W: World History
<b>Standard</b>	<b>9: Identify major economic, political, social, and technological trends beginning in the 20th century.</b>
<b>Benchmark</b>	<b>SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze the appeal of nationalism during the Great Depression and its impact on the rise of strong nationalist groups in Spain, Germany, Italy, Japan, and China during the early and mid-twentieth century.</p> <p>Students will evaluate the role of nuclear proliferation in contributing to nationalist conflicts.</p> <p>Examples may include, but are not limited to, Cyprus, Kashmir, Tibet, and Northern Ireland.</p>
<b>Content Limits</b>	Items will not require students to understand the specific goals and beliefs of various nationalist groups.

Benchmark SS.912.W.9.5	
Strand	W: World History
<b>Standard</b>	<b>9: Identify major economic, political, social, and technological trends beginning in the 20th century.</b>
<b>Benchmark</b>	<b>SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will compare and contrast the impact of pandemics on developed and developing countries throughout history.</p> <p>Students will examine the global response to historic pandemics such as the influenza, tuberculosis, and polio.</p> <p>Students will identify any humanitarian efforts made to eradicate pandemics in the developing and under-developed world.</p> <p>Students will evaluate the costs associated with pandemics to both economies and societies.</p> <p>Students will understand nature and role of nongovernment organizations (NGOs) such the World Health Organization, Red Cross, or Red Crescent in responding to pandemics.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.9.6	
Strand	W: World History
Standard	9: Identify major economic, political, social, and technological trends beginning in the 20th century.
Benchmark	SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
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 primary purposes and goals of international organizations such as the European Union and NAFTA.</p> <p>Students will evaluate arguments in favor of and opposed to the establishment of regional trading blocs.</p> <p>Students will use geographical maps to show how globalization results in cultural diffusion.</p> <p>Students will predict how an increasing interconnectivity between people across the world will affect future generations, particularly in regards to cultural diffusion, employment, and education.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.W.9.7	
Strand	W: World History
Standard	9: Identify major economic, political, social, and technological trends beginning in the 20th century.
Benchmark	SS.912.W.9.7: Describe the impact of and global response to international terrorism.
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 explore global response to incidents such as Hamas terrorism against Jews in Israel, the 1995 sarin gas attack in Japan, the 2007 car bombings in Iraq, and the 1993 bombing of the World Trade Center.</p> <p>Students will consider how the United States' response to the terrorist attacks on 9/11 affected other countries.</p> <p>Students will identify examples of artwork, literature, and film produced in response to acts of international terrorism.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.G.1.1	
Strand	G: Geography
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
<b>Benchmark</b>	<b>SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify physical and cultural regions based on characteristics provided. Students will create historical thematic maps based on research.
<b>Content Limits</b>	Students will not be required to memorize the physical and cultural attributes of the major world regions.

Benchmark SS.912.G.1.2	
Strand	G: Geography
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
<b>Benchmark</b>	<b>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.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	Items will be limited to the interpretation of geographic terms and concepts.

Benchmark SS.912.G.1.3	
Strand	G: Geography
Standard	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
Benchmark	<b>SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</b>
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 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 use of a map and/or globe. Items should not require students to solve complex locational problems.

Benchmark SS.912.G.2.1	
Strand	G: Geography
Standard	<b>2: Understand physical and cultural characteristics of places.</b>
Benchmark	<b>SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.</b>
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.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.G.2.2	
Strand	G: Geography
Standard	2: Understand physical and cultural characteristics of places.
Benchmark	SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of 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 the characteristics of developing and developed countries.</p> <p>Students will recognize the regions where developing and developed countries are located.</p> <p>Students will compare the natural resources of developing and developed regions of the world.</p> <p>Students will examine how technology has impacted the gap between developing and developed regions of the world.</p> <p>Students will analyze the influence of imperialism on the development of regions around the world.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.G.2.3	
Strand	G: Geography
Standard	2: Understand physical and cultural characteristics of places.
Benchmark	SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
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 thematic maps to examine regional disparity in economic conditions.</p> <p>Students will use maps to compare changing political boundaries to major events.</p> <p>Students will evaluate the physical changes to regions that cause economic and political unrest.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.G.4.1	
Strand	G: Geography
Standard	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
Benchmark	<b>SS.912.G.4.1: Interpret population growth and other demographic data for any given place.</b>
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 factors that cause population growth. Students will examine factors that contribute to demographic changes in a region over time.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.G.4.2	
Strand	G: Geography
Standard	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
Benchmark	<b>SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</b>
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 to and away from regions including rural-to-urban movement. Students will evaluate factors that cause people to migrate away from a region (famine, discrimination, war, etc.). Students will evaluate factors that cause people to be encouraged to migrate to a region (employment opportunities, education, medical care, etc.).
Content Limits	Items should focus on factors influencing migration significant to world history.

Benchmark SS.912.G.4.3	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>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.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.G.4.7	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze the importance of cultural diffusion to the development of civilizations, societies, and regions. Students will compare cultural diffusion today with cultural diffusion during another era.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the grades 9–12 World History course.

Benchmark SS.912.G.4.9	
Strand	G: Geography
Standard	4: Understand the characteristics, distribution, and migration of human populations.
Benchmark	SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
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 changes to the major regions of the world.</p> <p>Students will examine the impact of colonial pursuits on the people of Africa.</p> <p>Students will analyze the effects of the rise of nations and two world wars on the changing political boundaries.</p> <p>Students will examine the factors contributing to the changes in boundaries and governments over time.</p>
Content Limits	Students will not be required to know specific dates or details of changes in governments or boundaries, but they may be required to recognize general changes.

Benchmark SS.912.H.1.3	
Strand	H: Humanities
Standard	1: Identify and analyze the historical, social, and cultural contexts of the arts.
Benchmark	SS.912.H.1.3: Relate works in the arts to 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	<p>Students will associate various types of artwork with the culture that created it.</p> <p>Students will analyze how various cultures have influenced art throughout history and how art is a reflection of a people's culture.</p> <p>Examples may include, but are not limited to, African, Asian, Oceanic, European, American (including North American, South American, and the Caribbean), Middle Eastern, Egyptian, Greek, and Roman cultures.</p>
Content Limits	Items will be limited to the interpretation of broader artistic concepts that should be addressed in historical contexts.

Benchmark SS.912.H.3.1	
<b>Strand</b>	<b>H: Humanities</b>
<b>Standard</b>	<b>3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.</b>
<b>Benchmark</b>	<b>SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will evaluate the impact of travel and transportation on cultural diffusion and/or preservation of cultural regions.</p> <p>Students will analyze the impact of improved communication technology on the diffusion and/or preservation of cultural regions.</p> <p>Students will describe how science and technology have contributed to the diffusion and/or preservation of cultural regions.</p> <p>Students will examine the effects of cultural diffusion and/or preservation (e.g., the introduction of baseball to Japan, the spread of Buddhism to China, etc.).</p>
<b>Content Limits</b>	Items will be limited to the interpretation of broad concepts that should be addressed in historical contexts.

## Appendix A: Sample Items

### Sample Item 1

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
World History	SR	2	SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).	None	1

Which action represents historical revisionism?

- A. redrawing maps to include new countries
- B. refreshing a website to include current events
- C. removing a topic from a textbook to avoid controversy
- D. rewriting an article from a newspaper to eliminate bias

**Correct Answer:** C. removing a topic from a textbook to avoid controversy

#### Rationales:

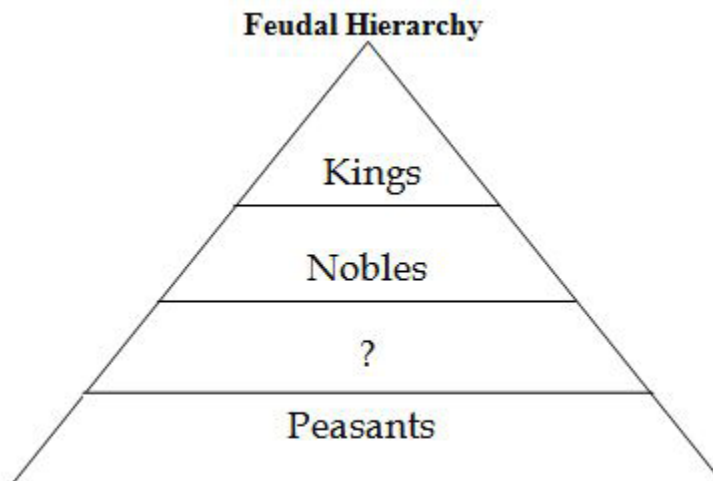
<b>A</b>	Redrawing maps is necessary when new countries are formed to inform the consumer/students.
<b>B</b>	Refreshing a website to include current events is necessary as new information is provided to the consumer.
<b>C</b>	Correct. This would be done to hide information from the consumer/students.
<b>D</b>	Newspapers should strive to be unbiased, so this would be for the good of the consumer.

Readability: 13.6

### Sample Item 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
World History	SHR	1	SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.	None	1

The diagram below represents the social structure of Europe during the Middle Ages.



What group of people completes the diagram?

Scoring Exemplar	
Correct Answer	Knights

Readability: 9.8

### Sample Item 3

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
World History	CR	2	SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.	LACC.910.RH.1.1 LACC.910.WHST.3.9	2

Like the invention of the Internet, Johannes Gutenberg’s invention of the printing press changed the world. In a couple of sentences, explain how this invention affected Europeans’ relationship with literature during the Renaissance.

### Scoring Rubric and Exemplar

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 also may 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.

Exemplar	
2	Johannes Gutenberg’s invention lowered production costs and allowed common people to buy or borrow books to read. This made it possible for common people to get an education and read literary publications.

Readability: Flesch-Kincaid Grade Level: 10.1

#### Sample Item 4

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
World History	ER	3	SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	LACC.910.RH.1.2 LACC.910.WHST.3.9	4

How did the Columbian Exchange affect trade, migration, and the spread of diseases in major seaport cities?

#### 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, or contain clear misunderstandings of the underlying social studies concepts, or it may be incorrect.

Exemplar	
4	The world was affected by the Columbian Exchange. Before Columbus sailed to the Americas, the world seemed like a very big place. Because of sailing, however, countries did not seem so far apart anymore. The Americas had different crops than the Old World, such as potatoes that were adopted by the Irish culture. If people in the Old World wanted these plants, they had to trade for them. Trading boomed and port cities became larger. For people to make their fortunes in the trading process, they had to migrate to seaport cities, which then became more populated. A negative consequence of trade was the spread of smallpox to Native Americans. Each continent had its own diseases, and trading brought these diseases along with the goods. Because there were so many people living in seaport cities, the diseases spread very quickly. The Columbian Exchange made the world more connected.

Readability: 9.4

#### Sample Item 5

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
World History	ESR	2	SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	LACC.910.WHST.3.9	6

The assassination of Archduke Francis Ferdinand in 1914 is known as the event that began World War I. However, historians now know that the causes of World War I are actually more complex.

In an essay, describe how mutual defense alliances, imperialism, nationalism, and militarism contributed to the outbreak of war.

## 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 nondetracting 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 major 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.
2	A score of two indicates that the student has demonstrated 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 and omissions. The explanation shows no understanding.
0	A score of zero indicates the student has demonstrated no understanding of the social studies concepts or the response is completely unintelligible.

## Exemplar

6

The assassination of Archduke Francis Ferdinand is often considered the cause of World War I. However, after looking at different motivations for entering the war, historians have realized that mutual defense alliances, imperialism, militarism, and nationalism are the key factors that led to World War I. Austria-Hungary declared war on Serbia after the assassination of Francis Ferdinand. Because of a mutual defense alliance, once Austria-Hungary declared war on Serbia, Russia had to get involved, too. If one country in the agreement was attacked, then the other countries were bound to help it. This is why many countries entered the war. Also during this time, imperialist European countries wanted to extend their empires and gain control over more natural resources to increase their power and money. This led to tension between the nations. Militarism also played a role in the war. During this time period, European countries were in an arms race. This meant each country was trying to create the most powerful military. The military became so important in Germany and Russia that it had a great influence on the government and everyday life. Nationalism is what started and continued the war. The person who assassinated Francis Ferdinand was a Serbian nationalist who did not want the archduke in Bosnia. Austria-Hungary had to declare war on Serbia to show that it was powerful. As each country entered the war, it tried to prove that it was more powerful and better than the other countries.

World War I has much to teach about what motivates people to go to war. Countries must do what they feel is in their best interest, but sometimes this conflicts with the best interests of other countries. In order to avoid war, people should analyze the mistakes of the past.

Readability: Flesch-Kincaid Grade Level: 12

## Sample Item 6

8 points

### Introduction:

This performance task will require students to research the political, social, and economic aspects of two distinct African regions. Students will then synthesize this research to compare and contrast the two regions in a presentation to be shared with the class.

### Component 1

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
World History	N/A	3	SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.	LACC.910.WHST.3.7 LACC.910.WHST.3.8	N/A

Using written or online resources, research the social, political, and economic development of both the eastern and western regions of Africa during the Middle Ages. Examine the role that trade, natural resources, religion, and cultures played in the development of each region.

The focus should be on comparing and contrasting the development and accomplishments of the two regions.

### Component 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
World History	N/A	4	SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.	LACC.910.WHST.3.7 LACC.910.WHST.3.8 LACC.910.WHST.3.9	8

As you've learned through your research, both East Africa and West Africa played important roles in trade and the development of ideas during the Middle Ages. You will now create a presentation for your class that explains how the natural resources and cultures of each area led to, and were affected by, trade.

You should create at least two of the following aids to use in your presentation:

- a map showing important trade routes
- a timeline listing important events in East and West Africa
- a chart showing the natural resources of each area that led to successful trade

Make sure your presentation also includes an explanation of how Islam was introduced to each area, why it was successful, and how the ideas of Islam shaped each area.

## Modified Rubric/Exemplar

### Teacher Instructions:

This task consists of two components. In the first component, the student will conduct research. In the second component, the student will use that research to prepare a presentation on the topic. The first component is not scored but contributes to the ability to complete the second component, which is worth 8 points.

### 8 Points

#### Component 1

- Presentation includes complete and correct information related to all parts of the task.
- Appropriate social studies terminology is used.
- There are no major conceptual errors, though there may be non-detracting minor errors.
- Presentation shows in-depth understanding.
- Includes at least two visual aids (map, timeline, chart).
- Explains how trade influenced the region, how Islam was introduced, why Islam was successful, and how the ideas of Islam affected the area.

## Appendix B: Common Core State Standard Connections

### Reading Standards for Literacy in Social Studies—World History

<b>LACC.910.RH.1.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>LACC.910.RH.1.2</b>	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.
<b>LACC.910.RH.1.3</b>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2.4</b>	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.
<b>LACC.910.RH.2.5</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<b>LACC.910.RH.2.6</b>	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.
<b>LACC.910.RH.3.7</b>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>LACC.910.RH.3.8</b>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<b>LACC.910.RH.3.9</b>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4.10</b>	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—World History

<b>LACC.910.WHST.1.1</b>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<b>LACC.910.WHST.1.1a</b>	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.
<b>LACC.910.WHST.1.1b</b>	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.
<b>LACC.910.WHST.1.1c</b>	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.
<b>LACC.910.WHST.1.1d</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<b>LACC.910.WHST.1.1e</b>	Provide a concluding statement or section that follows from or supports the argument presented.

<b>LACC.910.WHST.1.2</b>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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).</li> </ul>
<b>LACC.910.WHST.1.2a</b>	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>LACC.910.WHST.1.2b</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.
<b>LACC.910.WHST.1.2c</b>	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
<b>LACC.910.WHST.1.2d</b>	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.
<b>LACC.910.WHST.1.2e</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

<b>LACC.910.WHST.1.2f</b>	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).
<b>LACC.910.WHST.2.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.910.WHST.2.5</b>	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.
<b>LACC.910.WHST.2.6</b>	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.
<b>LACC.910.WHST.3.7</b>	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.
<b>LACC.910.WHST.3.8</b>	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.
<b>LACC.910.WHST.3.9</b>	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4.10</b>	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.

<p><b>MACC.K12.MP.1.1</b></p>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>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>
<p><b>MACC.K12.MP.3.1</b></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b></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><b>MACC.K12.MP.5.1</b></p>	<p><b>Use appropriate tools strategically.</b></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>
<p><b>MACC.K12.MP.6.1</b></p>	<p><b>Attend to precision.</b></p> <p>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.</p>