

<p>Content Limits: The content encompassed by this Content Statement will not be assessed.</p>		<p><u>Item Formats/ potential formats:</u> N/A</p> <p><u>Stimulus Attributes</u> N/A</p> <p><u>Response Attributes / Potential items</u> N/A</p>
Content Statement	<i>Expectation for Learning/ Learning targets</i>	
Historical Thinking and Skills		
<p>1 Historical events provide opportunities to examine alternative courses of action.</p>	<p><i>Analyze a historical decision and predict the possible consequences of alternative courses of action.</i></p>	<p>Will not be assessed</p>
	<ul style="list-style-type: none"> • Analyze (discover details) about a historical decision • Identify alternative courses of action in a historical decision • Predict possible consequences of the alternatives 	
<p>By examining alternative courses of action, students can consider the possible consequences and outcomes of moments in history. It also allows them to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.</p> <p>How might the history of the United States be different if the participants in historical events had taken different courses of action? What if Democratic Party officeholders had not been restored to power in the South after Reconstruction, the U.S. had not engaged in the Spanish-American War or the U.S. had joined the League of Nations? What if the federal government had not used deficit spending policies during the Great Depression, Truman had not ordered atomic bombs dropped on Japan or African Americans had not protested for civil rights in the 1950s and 1960s?</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	<i>Expectation for Learning/ Learning targets</i>	
Historical Thinking and Skills		
<p>2 The use of primary and secondary sources of information includes an examination of the credibility of each source.</p>	<p><i>Analyze and evaluate the credibility of primary and secondary sources.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, compare, and analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Listing criteria for determining credibility of a source • Identifying an applicable criterion for a provided source that would attest to the source being credible. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Filling in portions of a chart of criteria to determine credibility and identifying examples to illustrate each provided criterion. • Matching a bias or consistency with a source. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining how a provided source is credible. • Comparing the credibility of a set of provided sources.
	<ul style="list-style-type: none"> • Analyze and evaluate the credibility of primary sources • Analyze and evaluate the credibility of secondary sources 	
<p>The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:</p> <ul style="list-style-type: none"> ☑ The qualifications and reputation of the author; ☑ Agreement with other credible sources; ☑ Perspective or bias of the author (including use of stereotypes); ☑ Accuracy and internal consistency; and ☑ The circumstances 		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	<i>Expectation for Learning/ Learning targets</i>	
Historical Thinking and Skills		
<p>3 Historians develop theses and use evidence to support or refute positions.</p>	<p><i>Develop a thesis and use evidence to support or refute a position.</i></p> <ul style="list-style-type: none"> • Develop a thesis about a topic • Use evidence to support or refute a thesis 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, analyze, and/or construct information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • NG <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Completing a chart by matching evidence to a thesis. • Matching a list of events to a thesis that connects them. • Identifying evidence that supports a given thesis. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Constructing a thesis and providing two pieces of evidence that support it, based upon provided documentation. • Refuting a thesis based on provided evidence. • Creating a thesis based on provided data and textual evidence.
<p>Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context. The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events. Historians cite their sources and use the results of their research to support or refute contentions made by others.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Historical Thinking and Skills		
<p>4 Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.</p>	<p><i>Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.</i> <i>Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</i></p> <ul style="list-style-type: none"> • Identify examples of multiple causation with respect to historical events • Identify examples of long-term causal relationships with respect to historical events • Identify examples of short-term causal relationships with respect to historical events • Analyze cause-effect relationships bw historical events • Analyze sequencing relationships between historical events • Analyze correlation between historical events 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, analyze, and/or construct information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining one development leading to the Great Depression in the United States. • Identifying a long-term causal relationship between World War I and World War II, given background information. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Completing a chart by matching causes with effects of the Great Depression in the United States. • Creating a time line to demonstrate relationships between events of World Wars I and II. • Grouping events that relate to one another with their common factors in a graphic organizer. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining two developments leading to the Great Depression in the United States. • Explaining one development leading to the Great Depression in the United States.
	<p>When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Depression, an analysis would include its causes and effects. An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? An examination of the Great Depression would include the Federal Reserve Board's monetary policies in the late 1920s as a short-term cause and the decline in demand for American farm goods after World War I as a long-term factor contributing to the economic downturn.</p>	

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Historic Documents		
<p>5 The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.</p>	<p><i>Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.</i></p> <ul style="list-style-type: none"> Identify and explain grievances in the Dec. of Ind. Relate a grievance to idea of natural rights AND Relate that grievance to the idea of social contract 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Listing two grievances found in the Declaration of Independence that are related to the Enlightenment idea of natural rights. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Completing a chart matching general Enlightenment ideas of natural rights and social contract with grievances listed in the Declaration of Independence. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents. In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated. <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explaining how the Enlightenment idea of natural rights (e.g., life, liberty, property) influenced the writing of the Declaration of Independence. Connecting a grievance listed in the Declaration of Independence to the Enlightenment idea of social contract.
	<p>Additional Content Limits: Students must not be asked to cite specific events referred to by specific grievances in the Declaration of Independence. Students should not be asked to identify or explain specific Enlightenment ideas or their originators. References to Enlightenment ideas should be limited to social contract and natural rights.</p>	
<p>The Declaration of Independence opens with a statement that the action the American colonies were undertaking required an explanation. That explanation begins with a brief exposition of Enlightenment thinking, particularly natural rights and the social contract, as the context for examining the recent history of the colonies. The document includes a list of grievances the colonists have with the King of Great Britain and Parliament as a justification for independence. The grievances refer to a series of events since the French and Indian War which the colonists deemed were tyrannical acts and destructive of their rights. The Declaration of Independence ends with a clear statement that the political bonds between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Historic Documents		
<p>6 The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.</p>	<p><i>Show how the Northwest Ordinance, in providing government for the Northwest Territory, established a precedent for governing the United States.</i></p> <ul style="list-style-type: none"> • Explain how the Northwest Ordinance provided government for the Northwest Territory • Explain how the Northwest Ordinance established a precedent for governing the United States 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Identifying one aspect of how the Northwest Ordinance provided government for the Northwest Territory. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Identifying, in a chart, the ways in which the Northwest Ordinance set precedents for governing the United States. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining how a provision of the Northwest Ordinance set precedents for governing the United States.
	<p>Additional Content Limits: References to the Northwest Ordinance may only be drawn from specific provisions listed in the Content Elaborations</p> <p>As Ohio country settlement progressed in the Connecticut Western Reserve and the Virginia Military District, and with the enactment of the Land Ordinance of 1785, the Congress of the United States recognized a need for governing land acquired in the Treaty of Paris. The Northwest Ordinance provided the basis for temporary governance as a territory and eventual entry into the United States as states. The Northwest Ordinance also set some precedents that influenced how the United States would be governed in later years. New states were to be admitted "into the Congress of the United States, on an equal footing with the original States." This provision was continued in later years and it meant that there would be no colonization of the lands as there had been under Great Britain. "Schools and the means of education" were to be encouraged. This wording reinforced the provision in the Land Ordinance of 1785 allocating one section of each township for the support of schools and established a basis for national aid for education. Basic rights of citizenship (e.g., religious liberty, right to trial by jury, writ of habeas corpus) were assured. These assurances were precursors to the Bill of Rights to the U.S. Constitution. Slavery was prohibited in the Northwest Territory. This provision was later included in the Constitution as Amendment 13. State governments were to be republican in structure. This provision was repeated in the U.S. Constitution.</p>	

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Historic Documents		
<p>7 Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.</p>	<p><i>Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780s.</i> <i>Explain a provision of the Constitution of the United States in terms of how it reflects Enlightenment thinking.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying how a particular problem faced by the United States in the 1780s was addressed in the Constitution. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Completing a chart matching provisions of the Preamble to the U.S. Constitution to Enlightenment ideas. Matching a provision from the Constitution that addresses a problem that the United States faced in the 1780s. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents. In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated. <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Constructing an argument that a provision of the Constitution addressed, relating to a problem facing the United States in the 1780s. Explaining how the Preamble to the Constitution reflects Enlightenment thinking.
	<ul style="list-style-type: none"> Identify problem(s) of 1780s U.S. Identify provisions of the Constitution of the United States that address a problem(s) Evaluate the ability of the Constitution of the United States to address a problem(s) and support the argument with evidence Identify a provision(s) of the Constitution of the United States Explain how a provision(s) reflects Enlightenment thinking 	
<p>The national government, under the Articles of Confederation, faced several critical problems. Some dealt with the structure of the government itself. These problems included weak provisions for ongoing management of national affairs (a lack of a separate executive branch), a limited ability to resolve disputes arising under the Articles (a lack of a separate judicial branch) and stiff requirements for passing legislation and amending the Articles. National issues facing the government included paying the debt from the Revolutionary War, the British refusal to evacuate forts on U.S. soil, the Spanish closure of the Mississippi River to American navigation and state disputes over land and trade. Economic problems in the states led to Shays' Rebellion.</p> <p>The Constitution of the United States strengthened the structure of the national government. Separate executive and judicial branches were established. More practical means of passing legislation and amending the Constitution were instituted. The new government would have the ability to address the issues facing the nation. Powers to levy taxes, raise armies and regulate commerce were given to Congress. The principle of federalism delineated the distribution of powers between the national government and the states.</p> <p>The Constitution of the United States was drafted using Enlightenment ideas to create a workable form of government. The Preamble and the creation of a representative government reflect the idea of the social contract. Articles I – III provide for a separation of powers in government. Article I also provides some limited protection of rights.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Historic Documents		
<p>8 The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.</p>	<p><i>Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States and hypothesize why the winning argument was more persuasive.</i></p> <ul style="list-style-type: none"> Identify a ratification concern(s) Identify and compare arguments of Federalists and Antifederalists Identify which view prevailed in the argument about a concern Explain why this view prevailed and support with specific evidence 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Given an argument made by the Federalists, identifying the Anti-Federalist counter argument. Given an argument made by the Anti-Federalists, identifying the Federalist counter argument. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Creating a chart by placing the arguments of the Federalists and Anti-Federalists on selected topics in the correct spaces. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents. In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated. <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Comparing Federalist and Anti-Federalist opinions on the same topic. Selecting which opinion is most persuasive and explaining why this opinion was more persuasive. Explaining one argument between the Federalists and Anti-Federalists. Given a topic, identifying the Federalist and Anti-Federalist argument about each issue.
<p>The Constitution of the United States represented a significant departure from the Articles of Confederation. The document required ratification by nine states for the national government to be established among the ratifying states. Proponents and opponents of the Constitution attempted to sway the deliberations of the ratifying conventions in the states. The proponents became known as Federalists and the opponents as Anti-Federalists. New York was a pivotal state in the ratification process and Federalists prepared a series of essays published in that state's newspapers to convince New York to support the Constitution. These essays have become known as the Federalist Papers and they addressed issues such as the need for national taxation, the benefits of a strong national defense, the safeguards in the distribution of powers and the protection of citizen rights. What has become known as the Anti-Federalist Papers is a collection of essays from a variety of contributors. While not an organized effort as the Federalist Papers were, the Anti-Federalist Papers raised issues relating to the threats posed by national taxation, the use of a standing army, the amount of national power versus state power and the inadequate protection of the people's rights.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Historic Documents		
<p>9 The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.</p>	<p><i>Cite evidence for historical precedents to the rights incorporated in the Bill of Rights.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Listing examples of precedents to selected rights listed in the Bill of Rights. • Connecting a right listed in the Bill of Rights to the applicable historical precedent. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Completing a chart that matches the historical precedents to selected rights listed in the Bill of Rights. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining the presence of Enlightenment ideas, such as religious tolerance or the social contract, through successive American foundational documents up to the Bill of Rights.
	<ul style="list-style-type: none"> • Identify rights delineated in the Bill of Rights • Explain specific precedents for these rights (<i>including English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States</i>) 	
<p>Additional Content Limits: Students must not be expected to identify specific precedent documents (e.g., Magna Carta). Instead, they should be asked to provide information concerning the precedents set by the documents (e.g., right to life, trial by jury, property, etc.).</p>		
<p>The Bill of Rights to the Constitution of the United States is derived from several sources. These range from the English heritage of the United States to the debates over the ratification of the Constitution. English sources for the Bill of Rights include the Magna Carta (1215) and the Bill of Rights of 1689. The Magna Carta marked a step toward constitutional protection of rights by recognizing trial by jury and due process of law. The English Bill of Rights affirmed many rights including the right to petition the government, protection from excessive bail, and protection from cruel and unusual punishments. Enlightenment ideas about natural rights of life, liberty and property were becoming widespread as American colonists were experiencing what they saw as infringements upon their rights. The Quartering Act of 1765 was seen as an infringement on property rights. The Massachusetts Government Act placed severe limitations on the colonists' ability to assemble in their town meetings. The Enlightenment ideas and British policies became focal points of the Declaration of Independence in 1776. As the American people began to govern themselves, they incorporated individual rights in governing documents. The Virginia Declaration of Rights (1776) included protections for the press, religious exercise and the accused. Other colonies also included individual rights as part of their constitutions. The national government, under the Articles of Confederation, enacted the Northwest Ordinance of 1787, which provided for religious liberty, due process, protections for the accused and property rights. One of the key issues in the debate over the ratification of the Constitution concerned individual rights. The strength of Anti-Federalist arguments that the original Constitution did not contain adequate protections for individual rights led to the introduction in the First Congress of nine amendments devoted to rights of individuals.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Industrialization and Progressivism (1877-1920)		
<p>10 The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p>	<p><i>Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, analyze, and/or construct information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying how one technological innovation affected agricultural production in the late 1800s in the United States. Listing two effects (positive and/or negative) of industrialization on the American economy and on living conditions. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> (N/A) <p>Simulation Simulations may be developed for this Content Statement.. Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents. In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated. <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explaining how industrialization changed the American economy in the late 1800s.
	<ul style="list-style-type: none"> Explain the transformation of the American economy from agrarian to an increasingly urban industrial society Analyze how the rise of corporations led to this transformation Analyze how the rise of heavy industry led to this transformation Analyze how the rise of mechanized farming led to this transformation Analyze how technological innovations led to this transformation 	
<p>Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. It marked a shift from a predominance of agricultural workers to a predominance of factory workers. It marked a shift from rural living to urban living, with more people living in crowded and unsanitary conditions. Mechanized farming also transformed the American economy. Production was made more efficient as machines replaced human labor. New technologies (e.g., mechanized assembly line, electric motors) made factory production more efficient and allowed for larger industrial plants. Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries include the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile and airplane.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Industrialization and Progressivism (1877-1920)		
<p>11 The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business and violence toward supporters of organized labor.</p>	<p><i>Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.</i></p> <ul style="list-style-type: none"> Identify/ explain major social effects of industrialization Identify/ explain major economic effects of industrialization Explain how organized labor grew to have great influence (<i>including responses to unregulated working conditions, laissez-faire policies toward big business and violence toward supporters of organized labor</i>) Identify/ explain major social effects of influential organized labor Identify/ explain major economic effects of influential organized labor 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identify one way that industrialization influenced the composition/location of the workforce in the United States during the late 1800s. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Filling in a chart by identifying issues related to industrialization that labor unions sought to address in the late 1800s and early 1900s. Selecting a chart illustrating the accurate portrayal of changes in the American workforce during the late 1800s. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i>
	<p>Additional Content Limits: Only general references to labor unions will be used. Students must not be asked to provide specific union names or to relate issues specific to individual unions in items.</p>	<p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explain the major social and economic effects of industrialization on the lives of Americans during the late 1800s
<p>The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers. As a result of the changing nature of work, some members of the working class formed labor organizations (e.g., American Railway Union, American Federation of Labor, Industrial Workers of the World, United Mine Workers of America) to protect their rights. They sought to address issues such as working conditions, wages and terms of employment. Labor organizations also grew due to the violence toward supporters of organized labor (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike).</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations.</p> <p>Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	

Industrialization and Progressivism (1877-1920)

<p>12 Immigration, internal migration and urbanization transformed American life.</p>	<p><i>Analyze and evaluate how immigration, internal migration and urbanization transformed American life.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Listing one way that urbanization in the late 1800s changed American life. • Identifying one way that immigration in the early 1900s changed American life. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Filling in a chart, by associating immigration, migration or urbanization between 1877 and 1920 with their effects. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining the effects of internal migration on American life between 1877 and 1920.
	<ul style="list-style-type: none"> • Analyze how immigration transformed American life • Evaluate how immigration transformed American life • Analyze how internal migration transformed American life • Evaluate how internal migration transformed American life • Analyze how urbanization transformed American life • Evaluate how urbanization transformed American life 	

Mass immigration at the turn of the 20th century made the country more diverse and transformed American life by filling a demand for workers, diffusing new traits into the American culture and impacting the growth of cities.

Many people left their farms for the cities seeking greater job opportunities. The Great Migration marked the mass movement of African Americans who fled the rural South for the urban North. They sought to escape prejudice and discrimination and secure better-paying jobs. They helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, literature).

Urbanization transformed the physical nature of cities. Central cities focused on industry and commerce. Buildings became taller and tenement buildings provided housing for working families. Cities acquired additional land as they expanded outward.

The crowding of cities led to increased crime with the development of gangs. Improvements in transportation (e.g., trolleys, automobiles) facilitated the development of suburbs. A growing middle class could easily commute between residential areas and the central cities for business and recreation. The demand for resources and land in the West changed the life of the American Indians, who through a series of treaties and government actions continued to be displaced from their ancestral lands.

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Industrialization and Progressivism (1877-1920)		
<p>13 Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</p>	<p><i>Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.</i></p> <p><i>Describe institutionalized racist practices in post- Reconstruction America.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Giving examples of how racism was institutionalized in America in the late 1800s. • Identifying examples of Jim Crow laws. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Filling in a chart by matching post-Reconstruction political and social developments with their effects on race relations. • Selecting examples of policies that led to increased racial segregation from a list of distractors and correct policies. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining the effects of Jim Crow laws.
	<ul style="list-style-type: none"> • Explain how post-Reconstruction political developments led to institutionalized racism • Explain how post-Reconstruction social developments led to institutionalized racism • Describe institutionalized racist practices in post-Reconstruction America 	
<p>The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party's control of state governments. With the <i>redemption</i> of the South, many reforms enacted by Reconstruction governments were repealed. Racial discrimination was institutionalized with the passage of Jim Crow laws. These state laws and local ordinances included provisions to require racial segregation, prohibit miscegenation, limit ballot access and generally deprive African Americans of civil rights. Advocates against racial discrimination challenged institutionalized racism through the courts. The U.S. Supreme Court affirmed segregation in the <i>Plessy v. Ferguson</i> decision. The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Industrialization and Progressivism (1877-1920)		
<p>14 The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p>	<p><i>Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.</i></p> <ul style="list-style-type: none"> • Explain progressive reforms that were created to address problems associated with urban capitalism <ul style="list-style-type: none"> ○ Evaluate the success of ... • Explain progressive reforms that were created to address problems associated with urbanization <ul style="list-style-type: none"> ○ Evaluate the success of ... • Explain progressive reforms that were created to address problems associated with political corruption <ul style="list-style-type: none"> ○ Evaluate the success of ... 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, illustrate, compare, describe, explain, and elaborate on information; analyze and predict consequences.</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Identifying one progressive reform addressing industrial capitalism. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Completing a chart that matches progressive reforms with the problem each addressed. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining one way that Progressives addressed political corruption. • Identifying a problem of urbanization addressed by Progressives in the late 19th and early 20th centuries and evaluating the success of efforts to solve this problem. • Explaining how progressive reforms made the political process in the United States more democratic.
	<p>Additional Content Limits: Item writers may reference examples from the content elaborations; however, students should not be required to identify the name and/or provisions of specific reforms and legislation. Use examples of reform trends from the content elaborations as item stimuli.</p>	
<p>Industrial capitalism, urbanization and political corruption contributed to many of the problems in American society in the late 19th and early 20th centuries. Organized movements, such as the Farmers’ Alliances and the Populist Party, were reactions to the effects of industrialization and created a reform agenda which contributed to the rise of Progressivism. Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice and life in urban America. Progressives introduced reforms to address the ills associated with industrial capitalism. Their efforts led to anti-trust suits (e.g., Northern Securities Company), antitrust legislation (Clayton Antitrust Act), railroad regulation (Hepburn Act), and consumer protection legislation (e.g., Pure Food and Drug Act, Meat Inspection Act). The Federal Reserve Act was passed to control the nation’s money supply and regulate the banking system. Conservation reforms included the creation of the U.S. Forest Service, the National Park Service and the passage of the Newlands Act. Progressives fought political corruption and introduced reforms to make the political process more democratic (e.g., initiative, referendum, recall, secret ballot, new types of municipal government, civil service reform, primary elections). Other progressive reforms included: ☐ 16th Amendment (power of Congress to levy an income tax); ☐ 17th Amendment (direct election of U.S. Senators); ☐ 18th Amendment (prohibition of alcoholic beverages); ☐ 19th Amendment (women’s suffrage).</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Foreign Affairs from Imperialism to Post-World War I (1898-1930)		
<p>15 As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</p>	<p><i>Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.</i></p> <ul style="list-style-type: none"> Analyze how <i>overseas expansion</i> enabled the U.S. to emerge as a world power in the early 1900s Analyze how <i>the Spanish-American War...</i> Analyze how <i>World War I...</i> 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying an event that contributed to the United States emerging as a world power in the early 1900s. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Completing a time line that matches different events with their effects on the world power status of the United States. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explaining how military events contributed to the United States becoming a world power during the early 1900s.
<p>With the closing of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets and prestige, an expanded navy and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. The annexation of Hawaii followed by a successful conclusion to the Spanish-American War allowed the United States to join other nations in imperialist ventures. With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries. However, the United States enjoyed a brief period of economic prosperity and was able to exert authority as a world power.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Foreign Affairs from Imperialism to Post-World War I (1898-1930)		
<p>16 After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</p>	<p><i>Explain why and how the United States moved to a policy of isolationism following World War I.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, illustrate, describe, explain, discuss, and/or exemplify information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying the cause behind the United States' move to a policy of isolationism after World War I. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Completing a chart identifying evidence of U.S. isolationism after World War I. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents. In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated. <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explain how post-World War I conditions influenced the United States to maintain a policy of isolationism.
	<ul style="list-style-type: none"> Explain how the United States moved to a policy of isolationism following WWI Explain the reasons why the United States moved to a policy of isolationism following WWI (<i>including the national debate over the Versailles Treaty ratification and the League of Nations</i>) 	
<p>Additional Content Limits: The time period discussed for this Content Statement should be limited to the years 1919–1930. Students will not be asked to provide specific treaty names and/or details. Students are expected to understand the concept of a treaty if presented with a name and specific details.</p>		
<p>After WWI, the United States emerged as a world leader and pursued efforts to maintain peace in the world. President Wilson's efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States' decision not to join the League of Nations. Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion (Four-, Five- and Nine-Power Treaties). In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as "an instrument of national policy." In taking a leading role in these later treaties, the United States sought to limit its involvement in international affairs.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Prosperity, Depression and the New Deal (1919-1941)		
<p>17 Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p>	<p><i>Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</i></p> <ul style="list-style-type: none"> Describe how racial intolerance contributed to social unrest after WWI Describe how anti-immigrant attitudes contributed to social unrest after WWI Describe how the Red Scare contributed to social unrest after WWI 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to apply, locate, order, organize, arrange, construct, create, or list information.</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Citing examples of social unrest caused by anti-immigration attitudes. Citing examples of anti-immigration attitudes that led to social unrest. Citing examples of social unrest caused by racial intolerance. Citing examples of social unrest caused by fear of communism. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Use a graphing tool to chart the rise of anti-immigrant action in the United States during the years following the Red Scare. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Describing how the Red Scare contributed to social unrest after World War I.
	<p>Additional Content Limits: References to the Bolshevik Revolution must be limited to its role in the Red Scare in the United States.</p> <p>The Great Migration of African Americans to northern cities heightened racial tensions there and led to a series of urban race riots in 1919. Lynchings and the enforcement of Jim Crow legislation continued in the South during the post-war era. Racial intolerance also was seen in the revival of the Ku Klux Klan across the United States.</p> <p>An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics and Jews was exhibited by groups such as the Ku Klux Klan.</p> <p>The success of the Bolshevik Revolution in Russia followed by post-war labor strikes and a series of bombs sent to public and business officials in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many aliens.</p>	

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Prosperity, Depression and the New Deal (1919-1941)		
<p>18 An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p>	<p><i>Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying ways that technological advancements in the United States changed society during the 1920s and 1930s. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Completing a cause-and-effect diagram, demonstrating how technological innovations resulted in social and cultural changes in the United States from 1919 through 1941. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Comparing positive and negative effects of increased automobile ownership.
	<ul style="list-style-type: none"> Identify technological innovations in communications ...in transportation ...in industry Describe how an improved standard of living combined with technological innovations (3 areas) resulted in social changes and tensions ...in cultural changes and tensions 	
<p>Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans. Technological innovations in communication included commercial radio broadcasts, talking motion pictures, and wider circulation of newspapers and magazines. These innovations influenced the development of a popular culture and mass advertising. Advances in transportation during this era include the Model A Ford and the airplane. In industry, mass production techniques continued to make factory production more efficient. These developments also contributed to an improved standard of living. These innovations brought change. But some changes challenged conventional social mores and created tensions. For example, increased automobile ownership contributed to the growth of suburbs, the creation of new businesses (e.g., motels, gas stations) and the expansion of others (e.g., rubber, plate glass, petroleum, steel). New surfaced roads were constructed to accommodate increased traffic. But use of the automobile also challenged traditional family values and tried the patience of travelers. Young people used cars to exercise freedom from parental rules. Increased numbers of commuters had to face the problems of traffic congestion.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Prosperity, Depression and the New Deal (1919-1941)		
<p>19 Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.</p>	<p><i>Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying one social change resulting from Prohibition. Identifying one social change resulting from the Great Migration. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Categorizing social changes in the United States during the 1920s and 1930s, according to the movement that produced them. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explaining two social impacts of Prohibition.
	<ul style="list-style-type: none"> Describe the social changes that came from the Harlem Renaissance Describe the social changes that came from the African-American migration Describe the social changes that came from women's suffrage Describe the social changes that came from Prohibition 	
<p>The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.</p> <p>The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing and public services.</p> <p>The movement to give women suffrage saw the fruition of its goal with the passage of the 19th Amendment. The change brought more women into the political process, eventually including women running for public office.</p> <p>Prohibition had mixed results. Establishments that openly sold liquor closed their doors. Prohibition lacked popular support. It further divided the nation along secularist/fundamentalist, rural/urban and modern/traditional lines. It led to speakeasies and increased organized crime. The law was difficult to enforce and was repealed with the 21st Amendment.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Prosperity, Depression and the New Deal (1919-1941)		
<p>20 The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p>	<p><i>Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.</i></p> <p><i>Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying two ways that New Deal programs attempted to address the effects of the Great Depression. Listing two factors that contributed to the Great Depression. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Organizing combinations of graphic displays of data to describe a cause of the Great Depression. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explaining two New Deal programs that expanded the role of the federal government in the economy. Explaining how stock market speculation contributed to the Great Depression.
	<ul style="list-style-type: none"> Describe how the federal government's monetary policies led to the Great Depression Describe how stock market speculation led to the Great Depression Describe how increasing consumer debt led to the Great Depression Identify efforts by the government to combat the Great Depression Explain how these efforts led to an expanded role for the federal government 	
<p>One of several factors leading to the Great Depression in the United States was the excessive amount of lending by banks. This fueled speculation and use of credit. The Federal Reserve attempted to curb these practices by constricting the money supply. The effect was to worsen economic conditions by making it harder for people to repay debts and for businesses, including banks, to continue operations.</p> <p>Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. But the collapse of the stock market led many to lose their investments and fortunes. The closing of many factories led to the rise of consumer debt as workers lost needed income.</p> <p>During the 1930s, the role of the federal government was greatly expanded with the New Deal. This occurred through its efforts to help the economy recover, with programs such as the National Recovery Administration, to provide relief to the unemployed by creating jobs and to institute reforms for the protection of the elderly, farmers, investors and laborers.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
From Isolation to World War (1930-1945)		
<p>21 During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.</p>	<p>Analyze the reasons for American isolationist sentiment in the interwar period.</p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identify two actions taken by the United States prior to World War II that attempted to maintain U.S. isolationist policies. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Create a graphic organizer to describe aspects of isolationist sentiments in 1930s America. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents. In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated. <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explaining the policy of isolationism followed by the United States in the 1930s. Explaining how the United States attempted to remain isolationist while being pulled further into war and amidst growing tensions in Europe.
	<p>Identify and Analyze the reasons for American isolationist sentiment in the interwar period.</p>	
<p>Additional Content Limits: The time period discussed for this Content Statement should be limited to the years 1930-1941.</p>		
<p>Following World War I, the United States was reluctant to become entangled in overseas conflicts that would lead to another war. Although it had used the Monroe Doctrine and the Roosevelt Corollary to justify intervention into Latin American affairs, the U.S. retreated from these policies during the 1930s with the Good Neighbor Policy. The Neutrality Acts of the 1930s were attempts to isolate the country from the problems erupting in Asia and Europe. The United States tried to maintain its isolationist approach when war broke out in Europe. But to aid countries fighting against fascist aggression, the United States introduced the <i>cash-and-carry</i> policy, negotiated the <i>destroyer-for-bases</i> agreement and enacted the Lend-Lease Policy. It also helped write the Atlantic Charter. The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Hand-scored: constructed-response <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
From Isolation to World War (1930-1945)		
<p>22 The United States mobilization of its economic and military resources during World War II brought significant changes to American society.</p>	<p><i>Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.</i></p> <ul style="list-style-type: none"> • Explain how mobilization of economic resources during World War II changed American society • Explain how mobilization of military resources during World War II changed American society 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Identifying two ways the U.S. government mobilized to assist the war effort during World War II. • Identifying two ways the American people were mobilized to assist the war effort during WWII. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Using a graphing tool, describe mobilization of particular sectors of the U.S. economy during World War II. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explaining how the U.S. workforce changed as a result of World War II. • Explaining two ways wartime mobilization impacted the domestic lives of citizens in the United States during the early 1940s. • Explaining how wartime mobilization impacted women during the early 1940s. • Identifying examples of discrimination that impacted African-Americans during wartime mobilization and explaining their attempts to overcome these obstacles in order to contribute to the war effort.
	<p>Additional Content Limits: Do not create items that ask specifically about no-strike pledges.</p>	<p>The mobilization of the United States to a wartime economy during World War II was massive. The federal government reorganized existing plants to produce goods and services for the war effort and instituted policies to ration and redirect resources. Mobilization caused major impacts on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Scrap drives were conducted to reallocate materials for war goods. Regulations were imposed on some wages and prices. Some products were subjected to rationing. Citizens raised <i>victory gardens</i> to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed no-strike pledges. Job opportunities in the civilian workforce and in the military opened for women and minorities. African Americans organized to end discrimination and segregation so that they could contribute to the war effort. Although Japanese Americans were interned in relocation camps by the U.S. government, many enlisted in the armed services.</p>

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
The Cold War (1945-1991)		
<p>23 Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.</p>	<p><i>Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.</i></p> <ul style="list-style-type: none"> Summarize how atomic weapons have changed the nature of war Summarize how atomic weapons altered the balance of power Summarize how atomic weapons started the nuclear age. 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or summarize information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying how the introduction of nuclear weapons impacted the relationship between the United States and the Soviet Union. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> {empty} <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
<p>Additional Content Limits: Items/tasks should focus on balance of power issues.</p>		
<p>The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction. In the four-year period following World War II, the United States was the only country in possession of atomic bombs and this contributed to its status as a superpower. The threat of using this weapon was seen as a deterrent to the ambitions of the Soviet Union. The testing and explosion of the atomic bomb by the Soviets in 1949 established the Soviet Union as a second superpower. It also began a nuclear arms race that continued for decades and threatened world peace.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
The Cold War (1945-1991)		
<p>24 The United States followed a policy of containment during the Cold War in response to the spread of communism.</p>	<p><i>Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.</i></p> <ul style="list-style-type: none"> Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism. 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Listing two conflicts the U.S. military engaged in while following the Cold War policy of containment. Stating the goal of the Marshall Plan. Stating the purpose of NATO. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Using dynamic map tools, students will describe the location and/or nature of American containment efforts worldwide during the Cold War. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
<p>Additional Content Limits: Discussion of the Korean and Vietnam wars in items should be limited to use only within the context of containment policies. Items should not address specifics related to the conduct of the wars. The Chinese Revolution should only be referenced in order to denote China as a country that became communist during this time period. Its use should be limited to inclusion in an item rubric as a correct response.</p>		
<p>The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia. It became the policy of the United States for decades. Following World War II, most of the eastern Europe countries had communist governments and were under Soviet control. The Chinese Revolution ushered in a communist government. In Europe, the Marshall Plan and the North Atlantic Treaty Organization (NATO) were efforts to contain communism. In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam wars.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
The Cold War (1945-1991)		
<p>25 The Second Red Scare and McCarthyism reflected Cold War fears in American society.</p>	<p><i>Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.</i></p> <ul style="list-style-type: none"> Identify Cold War fears in American society Explain how the Second Red Scare reflected these fears Explain how McCarthyism reflected those fears 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Listing two groups in American society who were suspected of communist activities and were targeted during the second Red Scare. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Create a graphic organizer that contrasts the features of the political climate of McCarthy's era and the post 9-11 years. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
	<p>The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia sparked fears among many Americans. A second Red Scare focused attention on the media, labor unions, universities and other organizations as targets of communist subversion. Like the first Red Scare following World War I, civil liberties were again challenged. The investigations of the House Un-American Activities Committee (HUAC) prompted employers to blacklist suspected communists, including actors and writers. Senator Joseph McCarthy played on fears of subversion with his charges of communists infiltrating the U.S. government. The McCarthy hearings and HUAC investigations held the attention of the American people through the middle 1950s.</p>	

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	

The Cold War (1945-1991)		
<p>26 The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</p>	<p><i>Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1992.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying one way that the Cold War impacted domestic politics. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Creating a flow chart of interlinked international and U.S. domestic policies during the Cold War period. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
	<ul style="list-style-type: none"> Analyze how the Cold War influenced domestic politics between the end of World War II and 1992. Analyze how the conflicts in Korea and Vietnam influenced domestic politics between the end of World War II and 1992. Analyze how the Cold War influenced international politics between the end of World War II and 1992. Analyze how the conflicts in Korea and Vietnam influenced international politics between the end of World War II and 1992. 	

The Cold War dominated international politics and impacted domestic politics in the United States for almost 45 years. The intense rivalry between the U.S. and the Soviet Union led to the creation of alliances, an arms race, conflicts in Korea and Vietnam and brought the world close to nuclear war with the Cuban Missile Crisis. The Cold War affected international politics in the Middle East and Latin America.

The Cold War affected domestic politics. It led to the Second Red Scare and the rise of McCarthyism. A *space race* impelled the U.S. to increase spending on science education. The Korean War also fed into the communist hysteria of the late 1940s and 1950s. The United States was able to secure support from the United Nations for the defense of South Korea while the Soviet Union was boycotting the Security Council.

The Vietnam War divided the country and sparked massive protests. Spending for the war came at the expense of the domestic programs launched by President Johnson. This led to urban unrest in the 1960s. The Vietnam War was a dominant issue in the presidential campaigns of 1968 and 1972. The difficulties and eventual withdrawal from Vietnam led to concerted efforts on part of the U.S. to find allies in future conflicts.

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
The Cold War (1945-1991)		
<p>27 The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.</p>	<p><i>Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.</i></p> <ul style="list-style-type: none"> Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era. 	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Explaining how the United States supported the transition of communist governments toward democratic reforms. Identifying the U.S. reaction to reforms that former communist republics of the Soviet Union attempted and that helped end the Cold War. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Creating multi-tier timeline describing relationship of internal events in USSR and U.S. policy reactions/initiatives. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
<p>Additional Content Limits: There will be limited item development for this Content Statement. Items should focus on the U.S. perspective related to the collapse of communist governments.</p>		
<p>There were multiple causes for the collapse of communist governments in Eastern Europe and the Soviet Union. The effect of these was the reduction of the tensions between the U.S. and the U.S.S.R. that characterized the Cold War period. Several communist governments in Eastern Europe gave up power following mass demonstrations for democracy. The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. This brought an end to the Cold War era. The political and economic turmoil occurring in some of the new governments posed new challenges for the United States. The U.S. supported economic and education reforms by providing assistance to some of the former communist countries.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	

Social Transformations in the United States (1945-1994)		
<p>28 Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p>	<p><i>Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Identifying two groups that impacted the expansion of civil rights in the United States during this time period. Identifying steps taken by marginalized groups to address discrimination. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> {empty}. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
	<ul style="list-style-type: none"> Summarize the struggle for racial equality that occurred in the United States in the postwar period. Summarize the struggle for gender equality that occurred in the United States in the postwar period. Summarize the extension of civil rights that occurred in the United States in the postwar period. 	

African Americans, Mexican Americans, American Indians and women distinguished themselves in the effort to win World War II. Following the war, movements began to secure the same freedoms and opportunities for these Americans that other Americans enjoyed.

African-American organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC) and the National Urban League (NUL) struggled for equal opportunities and to end segregation. They demonstrated and sought redress in the courts to change long-standing policies and laws.

Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers.

American Indians organized to improve conditions on reservations, protect land rights and improve opportunities in education and employment. They formed groups such as the National Congress of American Indians (NCAI) and the American Indian Movement (AIM).

Women made progress toward equal opportunities through demonstrations, lawsuits and the National Organization for Women (NOW).

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Social Transformations in the United States (1945-1994)		
<p>29 The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.</p>	<p><i>Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Listing two examples of how American life changed dramatically as a result of the postwar economic boom. • Providing two examples of advances in science/technology that vastly impacted the lives of Americans during the postwar economic boom. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • {empty} <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
	<ul style="list-style-type: none"> • Describe how the postwar economic boom affected American life in the postwar period • Describe how advances in science affected American life in the postwar period 	
<p>Additional Content Limits: Students will not be required to identify the specific examples listed in the "e.g." section of the Content Elaborations. Examples listed in the e.g. section should be used as multiple-choice options only. To avoid confusion, science should be referred to in all references to technology.</p>		
<p>The United States experienced an era of unprecedented prosperity and economic growth following World War II. Contributing to this prosperity was public demand for goods and services. The demand for housing and automobile ownership spurred the growth of suburbs. Economic opportunities in defense plants and high-tech industries led to the growth of the Sunbelt. Postwar prosperity produced some other epic changes (e.g., baby boom, increased consumerism, increased mobility via automobiles, pop culture, franchising and longer life spans). Advances in science following the war also impacted American life. Examples include: ☐ Medicine (e.g., polio vaccine, birth control pill, artificial heart valve, open-heart bypass, organ transplant, genetic engineering); ☐ Communication (e.g., transistor, television, computers, Internet, mobile phones); ☐ Nuclear energy (e.g., atomic weapons, nuclear power plants); and ☐ Transportation (e.g., passenger jet airplanes, catalytic converters in cars).</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Stimulus Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
Social Transformations in the United States (1945-1994)		
<p>30 The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.</p>	<p><i>Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Listing two social and/or political effects on the United States population of the increase in immigration resulting from passage of the 1965 Immigration Act. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Completing a cause-and-effect web demonstrating the political and social consequences of continued suburbanization in the United States. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i>
	<ul style="list-style-type: none"> Analyze the social effects of... <ul style="list-style-type: none"> ... continuing population flow from cities to suburbs ... the internal migrations from the Rust Belt to the Sun Belt ... the increase in immigration resulting from passage of the 1965 Immigration Act. Analyze the political effects of... <ul style="list-style-type: none"> ...continuing population flow from cities to suburbs ... the internal migrations from the Rust Belt to the Sun Belt ... the increase in immigration resulting from passage of the 1965 Immigration Act. 	
<p>Additional Content Limits: For constructed-response items, writers should be mindful not to lead students toward responses that could be offensive. Items should be framed in terms of the issues (migrations and voting patterns) presented in the Content Elaborations.</p>		<p>Constructed- Response (Performance-Based) N/A</p>
<p>The postwar movement from cities to suburbs had social and political effects. The cities became predominately black and poor, and strongly Democratic. The suburbs were mainly white and leaned Republican. The decaying environment and the low employment opportunities in large cities contributed to urban riots in the 1960s. The employment opportunities in defense plants and high-tech industries located in the South and California led to the growth of the Sunbelt. This development contributed to a political power shift in the country as reflected in the reapportionment of congressional districts. The 1965 Immigration Act allowed more individuals from Asia, Africa and Latin America to enter the United States. The resulting immigration impacted the country's demographic makeup. Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs. As these new immigrants became citizens, their voting practices impacted the balance of power between the major political parties.</p>		

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	

Social Transformations in the United States (1945-1994)		
<p>31 Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p>	<p><i>Explain why the government's role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945 and 1994.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Listing two topics that became the focus of intense domestic political debate following the end of World War II. • Identifying one area of debate relating to the growth in the role of government in the field of the economy or the environment. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Completing a chart organizing events relating to the debate over U.S. national security following World War II. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
	<ul style="list-style-type: none"> • Explain why the government's role in the economy, became the topic of political debates between 1945 and 1994. • Explain why the government's role in environmental protection became the topic of political debates between 1945 and 1994. • Explain why the government's role in social welfare became the topic of political debates between 1945 and 1994. • Explain why the government's role in national security became the topic of political debates between 1945 and 1994. 	

The 1930s and early 1940s witnessed a great expansion in the role of the federal government in various policy areas. This expanded role continued to be the focus of political debates in the postwar period. For the economy, the debates were between those who favored a more activist role of the government to correct inequities and those who felt that the government should lessen its involvement and let the marketplace work. Public opinion on this issue was often influenced by the current state of the economy. The debate on the government's role to protect the environment in the postwar period increased during this period due to research on the effects of pesticides, pollution and waste disposal, and concerns about conservation and global warming. Demands from environmentalists led to the creation of the Environmental Protection Agency. The government's role on social welfare issues attracted intense debates, particularly relating to poverty, unemployment and national health insurance. The controversies surrounding the federal government's role in protecting the country recurred during times of perceived threats. Fears concerning communist infiltration of the government during the 1940s and 1950s, and anti-war protests during the Vietnam Era, led to debates over national security.

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) <u>Stimulus Attributes:</u> Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	

United States and the Post-Cold War World (1991 to Present)

<p>32 Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.</p>	<p><i>Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships..</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> Listing two communication technologies that have contributed to changes in the U.S. economy since the end of the Cold War. Listing two technologies that have both improved global communications and affected the U.S. economy since the end of the Cold War. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> {empty}. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
	<ul style="list-style-type: none"> Describe the effects of improved global communications on the American economy Describe the effects of international trade on the American economy Describe the effects of transnational business organizations on the American economy Describe the effects of overseas competition on the American economy Describe the effects of the shift from manufacturing to service industries on the American economy 	

The American economy has been impacted by many influences since the early 1990s. Global communication has rapidly increased use of technologies such as the personal computer, Internet and mobile phone. Business organizations that operate internationally with production facilities in more than one country have grown exponentially. For example, an American automobile might have parts imported from several countries and be assembled in yet another country. Overseas competition has challenged American producers and local communities. The U.S. trade deficit has increased with the value of goods and services imported exceeding those that are exported. This has led to a decrease in manufacturing jobs and closing of plants. It also has contributed to a shift toward service industries and a growth in lower-paying jobs in fast food and sales.

<p>Content Limits: The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American History. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.</p>		<p><u>Item Formats/ potential formats:</u> Machine-scored: (multiple-choice, short-answer, graphic response, simulation) Stimulus Attributes: Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American History Content Statements and Content Elaborations. Response Attributes / Potential items</p>
Content Statement	Expectation for Learning/ Learning targets	
<i>United States and the Post-Cold War World (1991 to Present)</i>		
<p>33 The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</p>	<p><i>Describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on Sept. 11, 2001.</i></p>	<p>Response Attributes: Students are expected to utilize prior content knowledge when asked to identify, describe, explain, discuss, exemplify, and/or analyze information</p> <p>Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p>Short-Answer Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Listing two examples of national security challenges for the United States that arose following the end of the Cold War. • Identifying two national security challenges faced by the United States following the attacks of September 11, 2001. <p>Graphic- Response Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • Completing a chart organizing events relating to the debate over U.S. national security following the September 11, 2001 attacks. <p>Simulation Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i> • <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i> <p>Constructed- Response (Performance-Based) N/A</p>
	<ul style="list-style-type: none"> • Describe political challenges the United States faced in the post-Cold War period • Describe national security challenges the United States faced in the post-Cold War period • Describe economic challenges the United States faced in the post-Cold War period • Describe political challenges the United States faced following the attacks on Sept. 11, 2001 • Describe national security challenges the United States faced following the attacks on Sept. 11, 2001 • Describe economic challenges the United States faced following the attacks on Sept. 11, 2001 	
<p>The post-Cold War period and the attacks on September 11, 2001, presented new challenges for the United States, including: ☐ Instability produced by the demise of balance-of-power politics; ☐ Changing role of the United States in global politics (e.g., preemptive wars); ☐ Issues surrounding the control of nuclear weapons; ☐ Broadening of terrorism; and ☐ Dynamic of balancing national security with civil liberties. Economic challenges for the country included operating within a globalized economy. The country witnessed the change from the prosperity of the 1990s to the recession that began in 2007. Reductions in defense spending due to the end of the Cold War led to the loss of millions of U.S. jobs in defense plants. The attacks on Sept. 11, 2001, presented national security challenges for the country. Debates over two wars (i.e., Iraq and Afghanistan) that were launched in response to the September 11 attacks, the passage of the USA PATRIOT Act and the detainment and torture of enemy combatants divided the country.</p>		