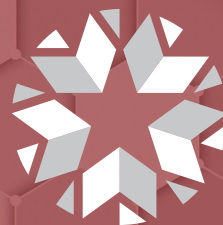


OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS

College- and Career-Readiness Assessment: U.S. HISTORY CONTENT



OKLAHOMA
Education

TABLE OF CONTENTS

Oklahoma School Testing Program Test and Item Specifications	1
College- and Career-Readiness Assessment: U.S. History Content.	1
Purpose	1
Test Structure, Format, and Scoring	2
Test Alignment with Oklahoma Academic Standards	2
Test Blueprint	3
Depth-of-Knowledge Assessed by Test Items	4
Universal Design for Learning (UDL) Considerations	5
Online Administration	5
Testing Schedules	6
Item Types	6
Multiple-Choice Item Guidelines	6
Stimulus Materials	6
Item Specifications	7
Scoring Criteria	7
General Considerations—Oklahoma School Testing Program	7
Overview of Item Specifications	9
Standards & Sample Items	10
Standard 1	11
Standard 2	13
Standard 3	16
Standard 4	18
Standard 5	22
Standard 6	27
Standard 7	31
Standard 8	33



Developed and published under contract with the Oklahoma State Department of Education by Cognia, 100 Education Way, Dover, NH 03820. Copyright © 2020 by the Oklahoma State Department of Education. All rights reserved. Only State of Oklahoma educators and citizens may copy, download, and/or print this document, located online at oklahoma.onlinehelp.cognia.org. Any other use or reproduction of this document, in whole or in part, requires written permission of the Oklahoma State Department of Education and the publisher. All brand and product names found in this publication are the trademarks of their respective owners.

OKLAHOMA SCHOOL TESTING PROGRAM TEST AND ITEM SPECIFICATIONS

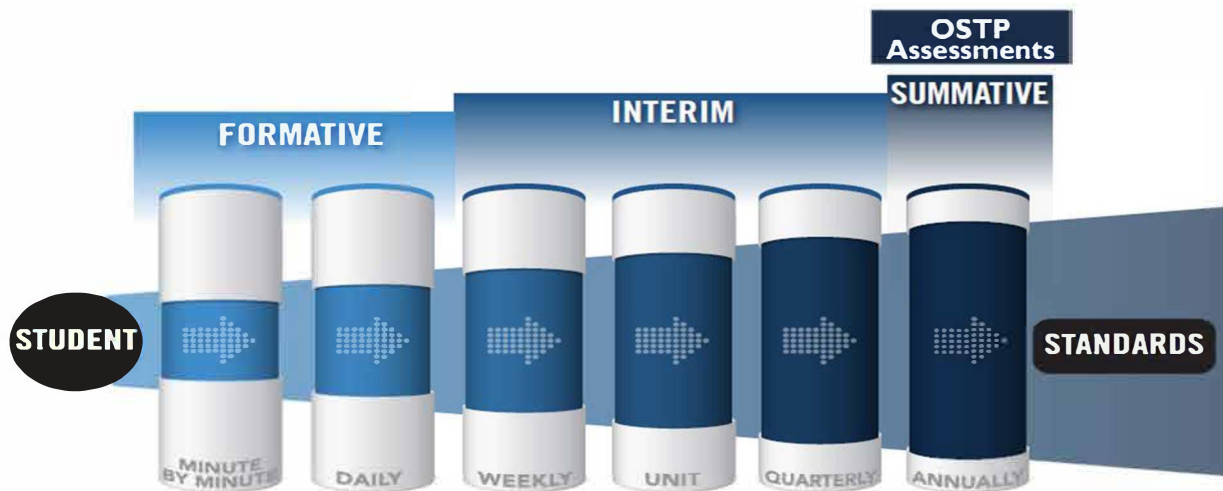
College- and Career-Readiness Assessment: U.S. History Content

Purpose

A robust assessment system is predicated upon the knowledge that no one assessment is able to provide answers to all questions affecting instructional decisions. An assessment system utilizes different types of assessment to gather multiple pieces of evidence to provide timely, relevant, actionable, and reliable information about what students know and can do relative to a set of standards.

Assessments According to the Oklahoma ESSA Plan

According to page 48 of the Oklahoma ESSA Consolidated State Plan, Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district, and school accountability system.



The OSDE supports an assessment system by working with Oklahoma educators and stakeholders to:

- Ensure that state and federally required annual summative assessments delivered through the Oklahoma School Testing Program (OSTP) are effective and meaningful to families, districts, educators, and members of the community;
- Develop instructional resources to support local formative and interim assessments through the curriculum frameworks projects and assessment guidance toolkit; and
- Build and deliver professional learning through face-to-face and web-based resources to support local assessment needs and interpretation of state assessment data.

Annual assessments delivered through the OSTP are aligned to the Oklahoma Academic Standards and can therefore provide point-in-time data for programmatic and curricular decisions by supporting criterion-referenced interpretations at appropriate levels and grain size (e.g., grade, student group, teacher, building/district administrator, state). Standards-based formative and interim assessments conducted at the local level can provide additional information and evidence

of learning at a smaller grain size to inform instructional decisions made at the student and classroom level.

Test Structure, Format, and Scoring

The test will consist of 60 multiple choice items: 50 operational items and 10 field test items. There will be two sessions testing 30 items per session. The test includes three complex stimuli clusters, with multiple stimuli and four related multiple choice items.

Each multiple-choice item is scored as correct or incorrect. Only the 50 operational items contribute to a student’s scaled score on the test. Correct and incorrect field-test items do not contribute to a student’s score.

The student’s raw score is converted to a scaled score using the number correct scoring method.

Test Alignment with Oklahoma Academic Standards

**Criteria for Aligning the Test with the
Oklahoma Academic Standards Content Standards**

- 1. Categorical Concurrence**

The test is constructed so that there are at least six items measuring each OAS reporting category. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student’s mastery of the content measured.
- 2. Range-of-Knowledge Correspondence**

The test is constructed so that each OAS standard has at least one corresponding assessment item.
- 3. Source of Challenge**

Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT **CCRA: U.S. HISTORY CONTENT**

The blueprint describes the content and structure of the operational test and defines the target number of test items by reporting category for CCRA: U.S. History Content.

REPORTING CATEGORIES¹ (OKLAHOMA ACADEMIC STANDARDS)

U.S. HISTORY

Standard 1: 1.2.A, 1.3.A, 1.3.D

Standard 2: 2.1.A, 2.1.B, 2.1.D, 2.1.E, 2.1.G, 2.2.B, 2.3.B

Standard 3: 3.1.A, 3.1.B, 3.1.C, 3.2.A, 3.2.B

Standard 4: 4.1.A, 4.1.D, 4.1.E, 4.2.A, 4.2.B, 4.2.D, 4.3.C

Standard 5: 5.1.B, 5.2, 5.3

Standard 6: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.2.A, 6.2.B, 6.2.C, 6.4

Standard 7: 7.2.D

Standard 8: 8.1, 8.2, 8.3, 8.4, 8.5.A

CIVICS

Standard 1: 1.1, 1.2.B, 1.2.C, 1.3.B, 1.3.C

Standard 2: 2.1.C, 2.1.F, 2.2.A, 2.2.C, 2.3.A, 2.3.C

Standard 3: 3.1.D, 3.2.C, 3.2.D

Standard 4: 4.1.B, 4.1.C, 4.2.C, 4.3.A, 4.3.B

Standard 5: 5.1.A, 5.1.C

Standard 6: 6.3

Standard 7: 7.1.A, 7.1.B, 7.1.C, 7.2.A, 7.2.B, 7.2.C, 7.2.E, 7.2.F

Standard 8: 8.5.B, 8.6

TOTAL OPERATIONAL TEST

TARGET RANGE OF SCORE POINTS² (PERCENTAGE OF TOTAL)

45–55%

45–55%

100%

¹ All objectives included in each reporting category are found in OAS-U.S. History.

² A minimum of 12 points is required to report results for a reporting category for the CCRA: U.S. History Content.



Depth-of-Knowledge Assessed by Test Items

The test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:¹

Depth-of-Knowledge	Percent of Items
Level 1—Recall	10-15%
Level 2—Basic Reasoning	60-70%
Level 3—Complex and Extended Reasoning	15-25%

Descriptions of the Depth-of-Knowledge levels for U.S. History are as follows:

- **Level 1** asks the students to recall facts, terms, concepts and trends or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The terms at this level usually ask the student to recall who, what, when, and where. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe and/or explain” would require students to recall, recite, or reproduce information. Items that require students to recognize or identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations are generally Level 1.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Level 2 generally requires students to contrast and compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; and/or describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, point of view, or processes. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”
- **Level 3** requires reasoning, using evidence, and a higher level of thinking than Level 1 and Level 2. Students will go beyond explaining or describing “how” and “why” to justifying the “how” and “why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than at Level 1 or Level 2. Items at Level 3 include drawing conclusions, citing evidence, applying concepts to new situations, using concepts to solve problems, analyzing similarities and differences in issues and problems, proposing and evaluating solutions to problems, recognizing and explaining misconceptions, or making connections across time and place to explain a concept or “big idea.”

These descriptions are taken from the following study:

Webb, N.L. *Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states*. A study of the State Collaborative on Assessment & Student Standards (SCASS) Technical Issues in Large-Scale Assessment (TILSA).

Washington, D.C.: Council of Chief State School Officers, December 2002. Revised in 2014 by Norman Webb and Sara Christopherson.

¹ This is the ideal depth-of-knowledge distribution of items. There may be slight differences in the actual distribution of the upcoming testing session.

An extended definition of each depth-of-knowledge level is available at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social%20Studies%20WebbAlign_DOK_Summary_Table.pdf.

Note: With the exception of content limits, the Item Specifications offer suggestions of what might be included and do not provide an exhaustive list of what can be included.

In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations.

Universal Design for Learning (UDL) Considerations

Universal Design for Learning (UDL), as applied to assessments, is a framework that provides flexibility in the way information is presented and in the ways students demonstrate knowledge and skills. This reduces barriers while maintaining high expectations for all students, including students with disabilities and students who are limited English proficient. In the Oklahoma School Testing Program tests, items and instructions have been designed to provide maximum readability, comprehensibility, and legibility for all students. This includes such things as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus. The College- and Career-Readiness Assessment: U.S. History Content will have vocabulary three grade levels below 11th grade, except for content specific words. These modifications are evident in the sample items included in this document.

Online Administration

Test questions will be presented one at a time.

The stimulus and question will appear on the screen at the same time. For cluster items, each source will be presented in individual tabs on the left with the accompanying multiple choice item on the right. Students will be able to move back and forth between the tabs while in the cluster items.

Answers may be selected by using the mouse to click on the radio button to the left of the answer choice.

Navigation buttons appear at the bottom of the page for each question. For longer items, a scroll bar will appear on the right-hand side of the window to allow scrolling through the answer choices.

Students will be able to use scratch paper for all online assessments. This paper must be collected and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper.

Testing Schedules

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

The College- and Career-Readiness Assessment: U.S. History Content is meant to be administered in two sessions within one day or on consecutive days. Estimated time for scheduling purposes is given in the table below.

CCRA: U.S. History Content Online Test Time Schedule		
Section 1 U.S. History Online Test	Distributing login information	Approximately 5 minutes
	Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
	Administering Section 1 of the U.S. History Online Test	Approximately 45 minutes
	Section 1 Total:	Approximately 65 minutes
Section 2 U.S. History Online Test	Distributing login information	Approximately 5 minutes
	Administering Section 2 of the U.S. History Online Test	Approximately 45 minutes
	Section 2 Total:	Approximately 50 minutes

Item Types

Each multiple-choice item will have four responses—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make.

Each item begins with a stem that asks a question or poses a clear problem. A stem will seldom include an incomplete sentence.

All stems will be positively worded—avoiding the use of the word not. If a negative is required, the format will be “All of the following . . . except.”

A stimulus that gives information must precede a question or a set of questions.

Multiple-Choice Item Guidelines

Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options, only one of which is correct. Items may contain graphical elements and/or text excerpts.

Stimulus Materials

Stimulus materials are the passages, maps, graphs, charts, models, graphic organizers, figures, etc., that students must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. A stimulus that gives information must precede a question or a set of questions.
2. When students are given information to evaluate, they should know the research question and the purpose of the research.

3. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.
4. Stimuli with text shall have a limit of 300 words (+/–10%).
5. Stimulus materials for a set of items may be a combination of multiple stimuli.
6. Information in stimulus materials will be real examples of what students would encounter in or beyond school.
7. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.
8. There will be a balance of graphic and textual stimulus materials within a test form. At least 50 percent of the items will have appropriate pictorial and graphical representations. Graphs, tables, or figures will be clearly associated with their intended items. Graphics will appear either on the same page as the stimulus or on the facing page.

Item Specifications

It is necessary to create test items that are reliable, fair, and targeted to the Oklahoma Academic Standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards.
2. Test items that assess each standard will be limited to a multiple-choice format.
3. Test items are focused on content that is authentic, engaging, and understandable to students.
4. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. Items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion, nor do items contain elements that are offensive to any such groups.

Scoring Criteria

Scoring criteria will focus on the clear understanding of U.S. History with an emphasis on Civics and an effective understanding, application, and analysis of Social Studies skills.

General Considerations—Oklahoma School Testing Program

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address all OAS listed in the Test Blueprint.
3. To the greatest extent possible, no item or response choice will clue the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned an OAS standard. The Test Blueprints and score reports reflect the degree to which each OAS standard and/or objective is represented on the test.
5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.

6. Each multiple choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C and D.
7. The four choices are approximately the same length, have the same format, and are syntactically and semantically parallel; students should not be able to rule out a wrong answer or identify a correct response simply by virtue of its looking or sounding different.
8. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
9. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus.
10. Order of presentation of item types is dictated by logic (chronologically, spatially, etc.).
11. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand it in the same way.
12. It is not possible to measure every OAS objective on the test. However, each OAS is represented as thoroughly as possible.
13. The range of items measuring an OAS objective consisting of more than one skill will provide a balanced representation of those skills.
14. Items should be focused on what all students should know and be able to do as they complete their coursework.
15. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
16. The material presented is balanced, culturally diverse, well written, and of interest to students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.
17. Forms attempt to represent the ethnic diversity of Oklahoma students.
18. No resource materials may be used by students during the test; however, the use of scratch paper is allowed on the test but should be collected and destroyed at the end of the test.
19. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
20. In addition to the 50 operational items, there will be 10 field-test items per form.
21. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.

All items developed using these specifications are reviewed annually by the Oklahoma State Department of Education and approved by Oklahoma educators. The distribution of newly developed items is based on difficulty, cognitive ability, percentage of art/graphics, and grade-level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

Overview of Item Specifications

For each OAS standard, item specifications are organized under the following headings:

- OAS Standard
- Item Specifications
 - a. Emphasis
 - b. Format
 - c. Content Limits
 - d. Depth-of-Knowledge
 - e. Distractor Domain
 - f. Sample Test Items

The headings “OAS Standard” states the standard being measured as found in the United States History section of the Oklahoma Academic Standards document.

The heading “Item Specifications” highlights important points about the item’s emphasis, format, content limits, depth-of-knowledge, and distractor domain. Sample items are also included. All items in this test are written to address and measure a single standard.

STANDARDS & SAMPLE ITEMS

STANDARD 1

OAS STANDARD	<p>The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post-Reconstruction Era, 1865 to the 1920s.</p>
OAS OBJECTIVE	<ol style="list-style-type: none"> 1. Explain the constitutional issues that arise in the post-Civil War era including federalism, separation of powers, checks and balances. (CIV) 2. Analyze the post-Reconstruction civil rights struggles. <ol style="list-style-type: none"> A. Identify the significance of Juneteenth in relation to emancipation and modern-day celebrations. (USH) B. Examine the purposes and effects of the 13th, 14th, and 15th Amendments. (CIV) C. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan. (CIV) 3. Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians. <ol style="list-style-type: none"> A. Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization. (USH) B. Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, federal court decisions, and the Immigration Act of 1924. (CIV) C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership. (CIV) D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud and his <i>Cooper Union</i> speech, Quanah Parker, and Chief Joseph as expressed in his <i>I Will Fight No More Forever</i> speech. (USH)
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> • Understand the purposes and effects of the “Civil War Amendments” to the Constitution, their postwar application, and their impact on civil rights struggles in the South. • Demonstrate an understanding of the effects of immigration and migration on settlement pattern and economic growth in the nineteenth century. • Demonstrate an understanding of the effects of industrialization. <p>Format:</p> <ul style="list-style-type: none"> • Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials. <p>Content Limits:</p> <ul style="list-style-type: none"> • Content is limited to those topics listed specifically in the objectives for this standard. <p>Distractor Domain:</p> <ul style="list-style-type: none"> • Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.



The photograph on the left shows three Native American boys upon their arrival at the Carlisle Indian School in Pennsylvania. This school taught Native American students from 1879 to 1918. The photograph on the right shows the same boys at a later date.

Based on these photographs, what can be concluded about the main objective of this school?

- A** training American Indians to become tribal leaders
- B** helping American Indians to become United States citizens
- C** assisting American Indians in adjusting to reservation life
- D** persuading American Indians to accept the dominant American culture

Source: National Anthropological Archives, Smithsonian Institution/57,489 and 57,490.

Standard 1.3.C (CIV): Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.

Depth-of Knowledge: 3

This item is a DOK 3 because students must apply concepts (i.e., American Indians' assimilation) in other contexts (i.e., through sources).

Distractor Rationale

- A. The sources do not suggest that American Indians were training to become tribal leaders.
- B. American Indians were not granted citizenship until the Indian Citizenship Act of 1924, after the dates referenced in the caption.
- C. The sources show American Indians were becoming more assimilated into American culture and not adjusting to life on a reservation.
- D. Correct.** As demonstrated by the change in appearance in the two photographs, American Indians were taught to assimilate into American life at the Carlisle Indian School.

STANDARD 2

OAS STANDARD

The student will analyze the social, economic, and political changes that occurred during the American Industrial Revolution, the Gilded Age, and significant reform movements from the 1870s to the 1920s.

OAS OBJECTIVE

1. Evaluate the transformation of American society, economy and politics during the American Industrial Revolution.
 - A. Analyze the impact of capitalism, laissez- faire policy and the role of leading industrialists as robber barons, captains of industry and philanthropists including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society. (USH)
 - B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process. (USH)
 - C. Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis and Upton Sinclair, in changing government policies regarding child labor, working conditions and regulation of big business. (CIV)
 - D. Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and the leadership of Susan B. Anthony, Alice Paul, and Jane Addams. (USH)
 - E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs. (USH)
 - F. Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case. (CIV)
 - G. Compare early civil rights leadership including the viewpoints of Booker T. Washington, and W.E.B. DuBois in response to rising racial tensions, the anti-lynching work of Ida B. Wells, and the use of poll taxes and literacy tests to disenfranchise blacks. (USH)
2. Evaluate the rise and reforms of Populism and the Progressive Movement including:
 - A. direct primary, initiative petition, referendum, and recall intended to limit the corrupting influence of political machines. (CIV)
 - B. impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape. (USH)
 - C. series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States. (CIV)
3. Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by:
 - A. comparing the policies of Roosevelt and Taft on environmental conservation and trust busting, (CIV)
 - B. evaluating the 1912 presidential election including the role of Roosevelt’s *Bull Moose Party* and Eugene V. Debs Socialist Party. (USH)
 - C. describing the policies of Wilson on the issue of women’s right to vote. (CIV)

STANDARD 2

ITEM SPECIFICATIONS

Emphasis:

- Demonstrate an understanding of the impact of the reform movements from the 1870s to the 1920s.
- Demonstrate an understanding of the impact of technological advances during this time period.
- Demonstrate an understanding of the political impact of Populism and the Progressive Movement.

Format:

- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.

Content Limits:

- Content is limited to those topics listed specifically in the objectives for this standard.

Distractor Domain:

- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

2 Which Supreme Court decision ruled in favor of racial segregation under the “separate but equal” clause?

- A** *Plessy v. Ferguson*
- B** *Dred Scott v. Sanford*
- C** *University of California Regents v. Bakke*
- D** *Brown v. Board of Education of Topeka, Kansas*

Standard 2.1.F (CIV): Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.

Depth-of Knowledge: 1

This item is a DOK 1 because the student is recalling information.

Distractor Rationale

- A. Correct. The 1896 *Plessy v. Ferguson* decision ruled that the idea of “separate but equal” was constitutional.
- B. The 1857 *Dred Scott v. Sanford* decision ruled that African Americans were not U.S. citizens.
- C. The 1978 *University of California Regents v. Bakke* decision upheld affirmative action.
- D. The 1954 *Brown v. Board of Education of Topeka, Kansas* decision established that racial segregation in public schools was unconstitutional.

3 Which development associated with Theodore Roosevelt weakened the Republican Party in the months before the 1912 Presidential Election?

- A** Roosevelt announced his New Nationalism plan.
- B** Roosevelt formed the progressive Bull Moose Party.
- C** Roosevelt attacked Taft for firing the head of the U.S. Forest Service.
- D** Roosevelt challenged the sitting U.S. President in all of the early primaries.

Standard 2.3.B (USH): Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by: evaluating the 1912 presidential election including the role of Roosevelt's Bull Moose Party and Eugene V. Debs's Socialist Party.

Depth-of Knowledge: 2

This item is a DOK 2 because the student has to identify patterns between events.

Distractor Rationale

- A. Although Theodore Roosevelt gave his "New Nationalism" speech while campaigning, it did not weaken the Republican Party.
- B. Correct. By forming a new political party (i.e., the Bull Moose Party), Theodore Roosevelt took votes away from the Republican Party which weakened their position in the 1912 Presidential Election.**
- C. Although Roosevelt did have conflicts with Taft, these did not impact the 1912 Presidential Election.
- D. Roosevelt did not challenge Taft for the 1912 Republican nomination in "all of the early primaries".

STANDARD 3

OAS STANDARD

The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

OAS OBJECTIVE

1. Evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
 - A. Compare the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League. (USH)
 - B. Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain. (USH)
 - C. Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines. (USH)
 - D. Compare the foreign policies of Presidents Roosevelt, Taft, and Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal. (CIV)
2. Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.
 - A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmermann Telegram and the threats to international trade caused by unrestricted submarine warfare. (USH)
 - B. Analyze the impact of the war on the home front including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, and the Great Migration. (USH)
 - C. Analyze the institution of a draft and the suppression of individual liberties resulting in the First Red Scare, including the Palmer Raids and the Sacco-Vanzetti trials. (CIV)
 - D. Evaluate Wilson’s foreign policy as proposed in his Fourteen Points and the reasons for the nation’s return to isolationism highlighted by the Senate’s rejection of the League of Nations. (CIV)

STANDARD 3

ITEM SPECIFICATIONS

Emphasis:

- Demonstrate an understanding of the goals and impacts of imperialism.
- Demonstrate an understanding of the significant issues in the 1912 presidential election.
- Demonstrate an understanding of the impacts of the United States' involvement in World War I.

Format:

- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.

Content Limits:

- Content is limited to those topics listed specifically in the objectives for this standard.

Distractor Domain:

- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

4 How did United States involvement in World War I affect some Americans?

- A** Many women entered the workforce.
- B** Many children left school to work in factories.
- C** African Americans migrated to Southern cities.
- D** Unemployment caused the United States economy to suffer.

Standard 3.2.B (USH): Analyze the impact of the war on the home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, and the Great Migration.

Depth-of Knowledge: 1

This item is a DOK 1 because the student is recalling information.

Distractor Rationale

- A. **Correct.** During World War I, large numbers of women were recruited to join the workforce as men were fighting in the war.
- B. Although some children left school to work in factories during World War I, it was not a significant number.
- C. African Americans were migrating to Northern cities after World War I.
- D. There was an economic boom, including a drop in the unemployment rate, during World War I.

STANDARD 4

OAS STANDARD

The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy and society.

OAS OBJECTIVE

1. Examine the economic, political, and social transformations between the World Wars.
 - A. Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age. (USH)
 - B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks. (CIV)
 - C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations. (CIV)
 - D. Examine growing labor unrest and industry's reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor. (USH)
 - E. Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile. (USH)
2. Analyze the effects of the destabilization of the American economy.
 - A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's pro-business and laissez-faire policies. (USH)
 - B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression. (USH)
 - C. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932. (CIV)
 - D. Compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation. (USH)
3. Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.
 - A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address*. (CIV)
 - B. Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA). (CIV)
 - C. Summarize the causes and impact of the Dust Bowl including the government's responses. (USH)

STANDARD 4

ITEM SPECIFICATIONS

Emphasis:

- Demonstrate an understanding of the economic, political, and social transformation in the United States between World War I and World War II.
- Demonstrate an understanding of the economic and political events in the period between the World War I and World War II.
- Demonstrate an understanding of the federal government's role in addressing economic conditions during the Great Depression.

Format:

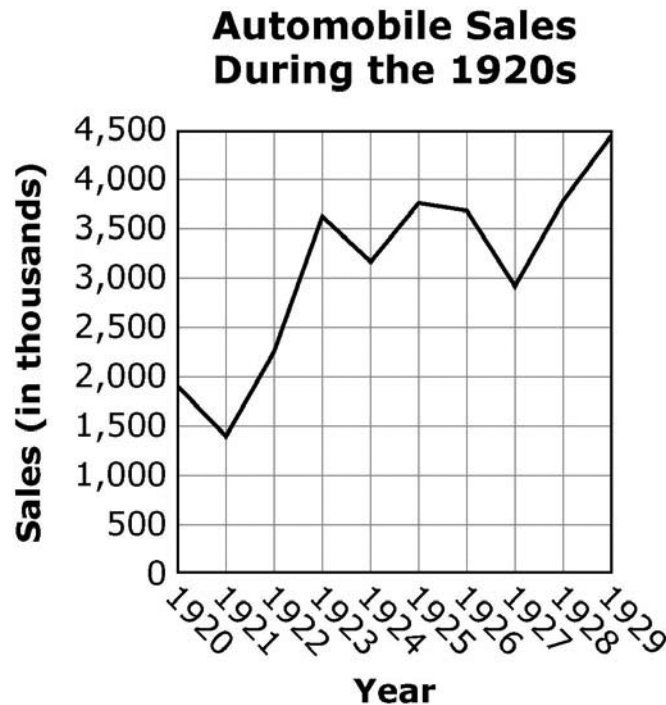
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.

Content Limits:

- Content is limited to those topics listed specifically in the objectives for this standard.

Distractor Domain:

- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.
-



Source: *Historical Statistics of the United States: Colonial Times to 1970* (1975).

Which statement best explains the trend shown on this graph?

- A** Many people began to use public transportation during the 1920s.
- B** People became less dependent on government programs during the 1920s.
- C** The economic changes during the 1920s resulted in an overall decrease in purchasing power.
- D** The popularity of installment buying during the 1920s resulted in more people being able to buy luxury items.

Standard 4.1.E (USH): Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.

Depth-of Knowledge: 3

This item is a DOK 3 because the student is applying concepts (i.e., economic trends) to other contexts (i.e, installment).

Distractor Rationale

- A. The chart focuses on automobile sales and not public transportation.
- B. The chart focuses on automobile sales and not dependence on governmental programs.
- C. The chart shows the economy improving during the early 1920s, which led to an increase in purchasing power.
- D. Correct.** As the economy improved and credit became more available, more people were able to purchase luxury items (i.e., automobiles).

6 Which phrase describes one effect of the Stock Market Crash of 1929?

- A** repayment of war debts
- B** increased industrial output
- C** widespread unemployment
- D** growth in consumer demand

Standard 4.2.B (USH): Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.

Depth-of Knowledge: 1

This item is a DOK 1 because students are recalling information.

Distractor Rationale

- A. The repayment of war debts was a contributing factor to the Stock Market Crash of 1929 and not an effect.
- B. The Stock Market Crash of 1929 led to a decrease in industrial output, not an increase.
- C. Correct. One of the largest effects of the Stock Market Crash of 1929 was widespread unemployment.**
- D. After the Stock Market Crash of 1929, consumers did not have excess money to spend, therefore there was not a growth in consumer demand.

7 Why was the Federal Deposit Insurance Corporation created?

- A** to protect government loans to farmers
- B** to protect people's retirement pensions
- C** to protect corporations from bankruptcy
- D** to protect money in people's bank accounts

Standard 4.3.B (CIV): Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).

Depth-of Knowledge: 1

This item is a DOK 1 because the student is recalling information.

Distractor Rationale

- A. The United States Department of Agriculture, not the Federal Deposit Insurance Corporation, would protect governmental loans to farmers.
- B. The Social Security Act, not the Federal Deposit Insurance Corporation, would protect people's retirement pensions.
- C. The Federal Deposit Insurance Corporation was not created to protect corporations from bankruptcy.
- D. Correct. The purpose of the creation of the Federal Deposit Insurance Corporation was to provide deposit insurance after the Stock Market Crash of 1929.**

STANDARD 5

OAS STANDARD	<p>The student will analyze the United States role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II, 1933 to 1946.</p>
OAS OBJECTIVE	<ol style="list-style-type: none"> Describe the transformations in American society and government policy as the nation mobilized for entry into World War II. <ol style="list-style-type: none"> Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program. (CIV) Evaluate the industrial mobilization for war and the psychological preparation for war as reflected in President Franklin Roosevelt's <i>Four Freedoms</i> speech. (USH) Examine President Franklin Roosevelt's <i>Day Which Will Live in Infamy</i> speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German, and Italian descent, including the <i>Korematsu v. United States</i> decision. (CIV) Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower. (USH) Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes. (USH)
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the social and political transformation of the United States as it mobilized for World War II. Demonstrate an understanding of the events leading to the outcome of World War II. Demonstrate an understanding of the United States' reaction to the Holocaust. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials. <p>Content Limits:</p> <ul style="list-style-type: none"> Content is limited to those topics listed specifically in the objectives for this standard. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

8 Which action by the United States demonstrates its policy of isolationism before World War II?

- A** enactment of a peacetime draft law
- B** passage of a series of neutrality acts
- C** placement of an embargo on exports to Japan
- D** deportation of American Communist Party members

Standard 5.1.A (CIV): Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program.

Depth-of Knowledge: 1

This item is a DOK 1 because the student is recalling information.

Distractor Rationale

- A. Although the United States did enact a peacetime conscription in 1940, this did not demonstrate isolationism.
- B. Correct. The United States advocated for non-involvement in World War II through a series of Neutrality Acts in 1935, 1936, 1937, and 1939.**
- C. The embargo on exports to Japan in 1941 shows involvement in the war as opposed to isolationism.
- D. Deporting American Communist Party members could be seen as involvement in worldwide affairs, and was not an example of isolationism before World War II.



Mrs. Naguchi and two children at internment camp in Manzanar, California.

"Before the war, peoples of Japanese ancestry were a small but valuable element in our population. . . . Their contributions . . . were indisputable evidence that the majority of them believed in America. . . . Then war came with the nation of their parental origin. . . . Among the casualties of war has been America's Japanese minority."

**—Harold L. Ickes,
Secretary of the Interior,
July, 1944**

Which event was most responsible for this situation?

- A** Japan's attack on Pearl Harbor
- B** Japan's occupation of Indochina
- C** Japanese Americans refusing to join the military
- D** Japanese Americans committing acts of sabotage

Source: Photograph of Mrs. Naguchi and two children, Manzanar Relocation Center, Library of Congress, Prints & Photographs Division, Ansel Adams, photographer, LC-DIG-ppprs-00246 DLC.

Standard 5.1.C (CIV): Examine President Franklin Roosevelt's Day Which Will Live in Infamy speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German and Italian descent, including the *Korematsu v. United States* decision.

Depth-of Knowledge: 3

This item is a DOK 3 because the student is making connections from sources in order to explain an idea.

Distractor Rationale

- A. **Correct.** After the Japanese attack on Pearl Harbor, Americans of Japanese descent were placed in internment camps, as shown in the sources.
- B. Although the Japanese did invade French Indochina, this was not a reason for the internment of Americans of Japanese descent.
- C. Many Americans of Japanese descent joined the military prior to Japanese internment.
- D. Although a Japanese American may have committed an act of sabotage, this was not most responsible for Japanese internment.

10 The strategy of “island-hopping” in the Pacific theater involved

- A** recapturing all Japanese islands and territories.
- B** seizing key islands to close in on the Japanese mainland.
- C** bypassing smaller Pacific islands to attack Japan directly.
- D** launching all attacks against Japan from the Pearl Harbor military base.

Standard 5.2 (USH): Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

Depth-of Knowledge: 2

This item is a DOK 2 because the student is recalling then converting information.

Distractor Rationale

- A. The United States did not recapture all Japanese islands and territories.
- B. Correct. The strategy of “island-hopping” included the United States strategically selecting which of the Japanese islands they wanted to seize.**
- C. Although the United States would eventually attack the island of Japan directly, they used the military strategy of “island-hopping” to set up military resources on strategically important islands.
- D. There were attacks against Japan made from places other than Pearl Harbor.

STANDARD 6

OAS STANDARD

The student will analyze foreign events and policies during the Cold War, 1945–1975.

OAS OBJECTIVE

1. Analyze the origins of international alliances and efforts at containment of Communism following World War II.
 - A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan. (USH)
 - B. Describe the roles and consequences of the spheres of influence created by the formation of the United Nations and NATO by the United States and the formation of the Warsaw Pact by the Soviet Union. (USH)
 - C. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea. (USH)
 - D. Evaluate the Kennedy administration's international goals as expressed in his Inaugural Address in light of the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, NASA, and the establishment of the Peace Corps. (USH)
2. Describe domestic events related to the Cold War and its aftermath.
 - A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials. (USH)
 - B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik and the space race. (USH)
 - C. Evaluate the continuing role of radio, television and other mass media in relationship to the Nixon and Kennedy debates as part of the 1960 and subsequent elections. (USH)
3. Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment. (CIV)
4. Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China. (USH)

STANDARD 6

ITEM SPECIFICATIONS

Emphasis:

- Demonstrate an understanding of the origins of international alliances and efforts of containment of Communism following World War II.
- Demonstrate an understanding of the events that changed domestic policies during the Cold War and its aftermath.
- Demonstrate an understanding of the series of events and long-term consequences of the United States' military involvement in Vietnam.

Format:

- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.

Content Limits:

- Content is limited to those topics listed specifically in the objectives for this standard.

Distractor Domain:

- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.
-

It is my duty to place before you certain facts about the present position in Europe. . . .”

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe . . . in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence, but to a very high and, in some cases, increasing measure of control from Moscow. . . .

—Winston Churchill, former Prime Minister of England, 1946

Which situation is related to this excerpt?

- A** the beginning of the Cold War
- B** the founding of communism in Russia
- C** the political division of Europe after World War I
- D** the efforts by the United States to gain influence in Asia

Standard 6.1.A (USH): Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan.

Depth-of Knowledge: 2

This item is a DOK 2 because students have to convert information from a source into a conclusion.

Distractor Rationale

- A. Correct.** The quote “an iron curtain has descended across the Continent” denotes the division of Europe into two separate areas at the end of 1945.
- B.** Communism began in Russia in 1917 with the Bolshevik Revolution.
- C.** Winston Churchill was Prime Minister of England during World War II and not World War I.
- D.** The source does not refer to situations in either the United States or Asia.

In my opinion the State Department . . . is thoroughly infested with communists. I have here in my hand a list of 205 . . . names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department.

—U.S. Senator Joseph McCarthy, 1950

What was the purpose of the speech made by Senator McCarthy?

- A** to defend the right of government workers to criticize the federal government
- B** to praise State Department employees for their work in preserving democracy
- C** to create fear that communists were making government decisions
- D** to condemn those who opposed the right to join the Communist Party

Standard 6.2.A (USH): Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials.

Depth-of Knowledge: 2

This item is a DOK 2 because students have to convert information from a source into a conclusion.

Distractor Rationale

- A. The purpose of the speech was not to defend the right to criticize the government, but to incite fear.
- B. The purpose of the speech was not to praise the State Department; it was critical of the State Department.
- C. Correct. Senator McCarthy led a campaign against alleged communists within the government, striking widespread panic and fear that they had infiltrated our government.**
- D. The purpose of the speech was not to condemn those who opposed the right to join the Communist Party, as that would be a pro-Communist position, and the speech was anti-Communist.

STANDARD 7

OAS STANDARD

The student will analyze the cause and effects of significant domestic events and policies from 1945 to 1975.

OAS OBJECTIVE

1. Analyze the major events, personalities, tactics and effects of the Civil Rights Movement.
 - A. Assess the effects of President Truman's decision to desegregate the United States armed forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation. (CIV)
 - B. Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:
 - 1) *Brown v. Board of Education*, Topeka, Kansas decision
 - 2) Montgomery Bus Boycott
 - 3) desegregation of Little Rock Central High School
 - 4) Oklahoma City lunch counter sit-ins led by Clara Luper
 - 5) Freedom Rides
 - 6) Marches on Washington and Selma to Montgomery
 - 7) adoption of the 24th Amendment
 - 8) passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. (CIV)
 - C. Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives. (CIV)
2. Analyze the ongoing social and political transformations within the United States.
 - A. Summarize and examine the United States Supreme Court's use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties. (CIV)
 - B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society. (CIV)
 - C. Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz. (CIV)
 - D. Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez. (USH)

STANDARD 7

OAS OBJECTIVE (continued)	<p>E. Compare the changing roles of women from the post-war era through the 1970s including the goals of the Women’s Liberation Movement and the National Organization of Women under the leadership of Betty Friedan, various debates on the Equal Rights Amendment, and the United States Supreme Court’s ruling in <i>Roe v. Wade</i>. (CIV)</p> <p>F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford’s decision to pardon former President Nixon. (CIV)</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the major events, personalities, tactics, and effects of the Civil Rights Movement. Demonstrate an understanding of the ongoing social and political transformations within the United States. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials. <p>Content Limits:</p> <ul style="list-style-type: none"> Content is limited to those topics listed specifically in the objectives for this standard. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

13 Which statement describes a long-term result of the Civil Rights Movement on society?

- A** Minorities played larger roles in state and federal politics.
- B** State courts overturned federal laws they considered unjust.
- C** Businesses offered workers guaranteed wage increases due to higher costs of living.
- D** Government officials eliminated immigration quotas that discriminated against some ethnic groups.

Standard 7.2.A (CIV): Summarize and examine the United States Supreme Court’s use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.

Depth-of Knowledge: 2

This item is a DOK 2 because students have to identify patterns of events.

Distractor Rationale

- A. Correct.** The Civil Rights Movement was dedicated to activism which led to an increase in minorities’ roles within government.
- B.** State courts do not overturn federal laws.
- C.** The Civil Rights Movement did not result in wage increases due to higher costs of living.
- D.** The Civil Rights Movement did not result in immigration quotas that discriminated against some ethnic groups.

STANDARD 8

OAS STANDARD	The student will analyze the impact foreign and domestic policies from 1977 to 2001.
OAS OBJECTIVE	<ol style="list-style-type: none">1. Evaluate President Jimmy Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis. (USH)2. Analyze the economic and political impact of the rise of conservatism and President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal and Reagan’s <i>Tear Down This Wall</i> speech in West Berlin. (USH)3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall and the collapse of the Soviet Empire. (USH)4. Describe the goal of President George H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf. (USH)5. Describe and evaluate the influence of William J. Clinton’s presidency, including the<ol style="list-style-type: none">A. continuing global influence of the United States including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics. (USH)B. political impact of Clinton’s impeachment. (CIV)6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security. (CIV)
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none">• Demonstrate an understanding of the major policies and events from the: Carter Administration, Reagan Administration, George H.W. Bush Administration, and the Clinton Administration. <p>Format:</p> <ul style="list-style-type: none">• Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials. <p>Content Limits:</p> <ul style="list-style-type: none">• Content is limited to those topics listed specifically in the objectives for this standard. <p>Distractor Domain:</p> <ul style="list-style-type: none">• Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

14 Read the excerpt and then answer the question that follows.

Egypt, Israel, Jordan and the representatives of the Palestinian people should participate in negotiations on the resolution of the Palestinian problem in all its aspects. To achieve that objective, negotiations relating to the West Bank and Gaza should proceed in three stages:

1. Egypt and Israel agree that, in order to ensure a peaceful and orderly transfer of authority, and taking into account the security concerns of all the parties, there should be transitional arrangements for the West Bank and Gaza for a period not exceeding five years. In order to provide full autonomy to the inhabitants, under these arrangements the Israeli military government and its civilian administration will be withdrawn as soon as a self-governing authority has been freely elected by the inhabitants of these areas to replace the existing military government.

—excerpt from The Camp David Accords, 1978

According to the information in the excerpt, which principle must be met before full autonomy for the West Bank and Gaza can be achieved?

- A** religious conversion
- B** territorial exchanges
- C** military disarmament
- D** legitimate democracy

Standard 8.1 (USH): Evaluate President Jimmy Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

Depth-of Knowledge: 2

This item is a DOK 2 because students have to convert information from a source into a conclusion.

Distractor Rationale

- A. The source does not suggest that religious conversion must be achieved before full autonomy of the region.
- B. The source does not suggest that territorial exchanges must be achieved before full autonomy of the region.
- C. The source does not suggest that military disarmament must be achieved before full autonomy of the region.
- D. **Correct.** Within the source, the following indicates a principle of government (i.e., democracy) that must be met for full autonomy of the region: “a self-government authority has been freely elected by the inhabitants.”

15 Which remark by President George W. Bush during the signing of the Homeland Security Act summarizes the intent of the new department?

- A** "Many terrorists are now being interrogated."
- B** "We understand they hate us because of what we love."
- C** "America will be better able to respond to future attacks."
- D** "We're fighting a new kind of war against determined enemies."

Standard 8.6 (USH): Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security.

Depth-of Knowledge: 3

This item is a DOK 3 as students are applying concepts (i.e., signing of the Homeland Security Act) to other contexts (i.e., remarks from President Bush).

Distractor Rationale

- A. The "interrogation of terrorists" is not the intent of the Department of Homeland Security.
- B. This remark does not summarize the intent of the Department of Homeland Security.
- C. Correct. Founded after 9/11, the Department of Homeland Security focuses on federal preparations to deal with terrorism (i.e., "respond for future attacks").**
- D. Although the United States did begin "fighting a new kind of war" during this time period, that was not the intent of the Department of Homeland Security.



OKLAHOMA
Education