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| Central florida assessment collaborative |
| Individual Test Item Specifications |
| Aerospace Science 1 |
| 2014 |

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I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.





Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided:

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| **Strand** | refers to a category of knowledge. |
| **Standard** | refers to the standard statement presented in the Florida Standards or the NGSSS. |
| **Learning Objective/****Benchmark****Also Assesses** | refers to the benchmark statement presented in the statement in the Florida Standards or the NGSSS. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.refers to the benchmarks that are closely related to the benchmark (see description above) |
| **Item Types**  | are used to assess the benchmark or group of benchmark. |
| **Learning Objective Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits****Content Focus** | define the range of content knowledge and that should be assessed in the items for the benchmark. defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications.  |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes** | define the characteristics of the answers that a student must choose or provide. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided.  |

**Individual Benchmark Specifications**

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| **Strand** | Ancient Flight |
| **Standard** | Discovering Flight |
| **Learning Objective/Benchmark** | AFS.912.AF.D.01: Know how humans tried to fly in ancient times |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know that the invention of the airplane was not the beginning of aviation history. Students will know that the Wright brothers and other inventors built on the work of many others before them.Students will explain how human interest in flight preceded the Wright brothers.Students will identify ways humans tried to fly in ancient times. |
| **Content Focus** | Ancient Flight |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Humans have long dreamed of flying. When does the dream of human flight date back to?1. since ancient times
2. since Daniel Benoulli’s discovery
3. since Neal Armstrong’s moon landing
4. since the Wright brothers

**Correct Answer:** A |

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| **Strand** | Ancient Flight |
| **Standard** | Discovering Flight |
| **Learning Objective/Benchmark** | AFS.912.AF.D.02: Know key aviation devices created during ancient times |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know the Wright brothers and other inventors built on the work of many others before them.Students will describe Chinese kites.Students will describe Leonardo Da Vinci’s parachute and model helicopter.Students will identify Leonardo Da Vinci’s contributions. |
| **Content Focus** | Wright Brothers, Chinese, Leonardo Da Vinci |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | One country was particularly credited with much more of the ancient scientific progress. What country was it?1. China
2. England
3. Japan
4. United States

**Correct Answer:** A |

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| --- | --- |
| **Strand** | Ancient Flight |
| **Standard** | The Early Days of Flight |
| **Learning Objective/Benchmark** | AFS.912.AF.E.01: Know the developments in heavier-than-air flight from da Vinci to the Wright Brothers |
| **Also Assesses** | SS.912.C.2.15 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know about the early days of flight leading up to the Wrights’ first flight in 1903. |
| **Content Focus** | glider development, failures, Samuel Langley |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | There are four forces that act on an aircraft. Which force propels an aircraft forward?1. Drag
2. Streamlining
3. Thrust
4. Pull

**Correct Answer: C** |

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| **Strand** | Pioneers of Flight |
| **Standard** | The Wright Brothers |
| **Learning Objective/Benchmark** | AFS.912.PF.W.01: Know how the Wright brothers succeeded in the first flight |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know about the heritage of flight that we have todayStudent will know how did balloons contribute to military victories in the Spanish-American WarStudents will define heavier than air flight |
| **Content Focus** | balloons, military victories |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | In developing the Wright Flyer, what type of aircraft did the brothers start with?1. Balloon
2. Dirigible
3. Glider
4. Kite

**Correct Answer: C** |

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| **Strand** | Pioneers of Flight |
| **Standard** | Developing Aircraft |
| **Learning Objective/Benchmark** | AFS.912.PF.D.01: Know the significance of other American pioneers in aviation following the Wright Brothers |
| **Also Assesses** | SS.912.C.2.2 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know the key individuals involved in early aircraft development, the names and anatomy of period aircraft, and the significance of other American pioneers in aviation following the Wright brothers. |
| **Content Focus** | Glenn Curtiss, Louis Bleriot |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Laurent and Gustav Seguin invented the rotary engine. Why was this a significant development?1. Decreased size of planes
2. Increased thrust
3. Increased wing lift
4. Reduced engine weight

**Correct Answer: D** |

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| **Strand** | Pioneers of Flight |
| **Standard** | Air Powers in World War 1 |
| **Learning Objective/Benchmark** | AFS.912.PF.A.01: Know the role of air power in World War 1 |
| **Also Assesses** | SS.912.A45, Examine the causes, courses, and consequences of the US involvement of WW1. |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know about the predecessors to today’s Air Force and its path toward independence. |
| **Content Focus** | Wright Brothers |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What happened to defense spending immediately after WW1?1. Army spending increased
2. Commercial aviation
3. Defense spending was cut
4. Taxes were increased to support the military

**Correct Answer: C** |

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| **Strand** | Expanding the Horizon  |
| **Standard** | The Barnstormers  |
| **Learning Objective/Benchmark** | AFS.912.EH.B.01: Know how the barnstormers contributed to public awareness of aviation |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know about the barnstormers, their major contributions, and how they contributed to public awareness of aviation. Students will also know how the barnstormers’ love of flying became contagious and paved the way for flight to become mainstream in America. |
| **Content Focus** | Barnstormers |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Why did Barnstormers travel around the country?1. To give exhibits of stunt flying
2. To give hot air balloon rides
3. To see the country side
4. To visit friends and relatives

**Correct Answer: A** |

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| **Strand** | Expanding the Horizon |
| **Standard** | Flight Goes Mainstream |
| **Learning Objective/Benchmark** | AFS.912.EH.F.01: Know other significant contributions that helped flight become mainstream |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know about the developments in aviation during this period that paved the way for flight to become routine (or mainstream). |
| **Content Focus** | Charles Lindbergh, Transatlantic Flight, mile-stones |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What was Amelia Earhart’s position (job) on her first transatlantic flights?1. Flight attendant
2. Paying passenger
3. Passenger
4. Pilot

**Correct Answer: C** |

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| **Strand** | Expanding the Horizon |
| **Standard** | Commercial Flight, Air Mail, and Helicopters |
| **Learning Objective/Benchmark** | AFS.912.EH.C.01: Know about the development and use of helicopters |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know about early developments and the use of helicopters.  Students will also know how advances made during this period that allowed helicopters to become an integral part of Americans’ everyday lives. |
| **Content Focus** | helicopters, control, early development, designers |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Many organizations and agencies use helicopters for their missions. What US agency uses helicopters to help people whose ship is sinking or has sunk?1. Department of Homeland Defense
2. Department of the Army
3. United States Coast Guard
4. United States Marines

**Correct Answer: C** |

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| **Strand** | The Early Air Force |
| **Standard** | The Army Air Corps |
| **Learning Objective/Benchmark** | AFS.912.EA.A.01: Know the Air Force’s path toward independence |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know about the predecessors to the US Air Force, how the Army Air Corps developed, and the Air Force’s path toward independence. |
| **Content Focus** | Army Air Service, Army Air Corps, Independent Air Force |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What occurrence was witnessed during the years between WW1 and WW2?1. Growth spurt in the Air Corps
2. Independent Air Force
3. Increasing fear of war
4. Major advances in aircraft technology

Correct Answer: D |

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| **Strand** | The Early Air Force |
| **Standard** | Air Power in World War II |
| **Learning Objective/Benchmark** | AFS.912.EA.P.01: Know the role air power played in WWII and its significance |
| **Also Assesses** | SS.912.A.6.5 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know the role air power played in World War II and its significance.Students will know how air power was developed during World War II and the significance of the Allied air campaigns.  Students will know how air power contributed to the Allied victory in World War II and how air power contributed to World War II ending with the utter defeat of the Axis Powers. |
| **Content Focus** | WWII, European theater, Pacific theater, D-Day |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What country was part of the Allies during WWII?1. England
2. Germany
3. Poland
4. Russia

**Correct Answer: A** |

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| **Strand** | Introduction to Air Force Junior ROTC |
| **Standard** | Organization of the AFJROTC |
| **Learning Objective/Benchmark** | AFS.912.IA.O.01: Know the purpose of the Air Force Junior ROTC |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know how Junior ROTC helps them become better citizens and promotes personal responsibility and accomplishment. |
| **Content Focus** | AFJROTC |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the mission of the JROTC program?1. Build better citizens for America
2. Instill character in high school cadets
3. Instill responsibility high school cadets
4. Provide instruction in air and space science

**Correct Answer: A** |

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| **Strand** | Introduction to Air Force Junior ROTC |
| **Standard** | The Military Uniform and Appearance Standards |
| **Learning Objective/Benchmark** | AFS.912.IA.M.01: Know the Air Force Junior ROTC uniform and standards for dress and personal appearance |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know that they represent the U.S. Armed Forces. Students will know how to wear their uniforms properly and understand the standards for personal appearance. |
| **Content Focus** | Military uniform, Dress and appearance. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What does the Air Force uniform represent?1. A current fashion statement
2. A distinguished form of dress specific for the military
3. History and tradition of dedication to our country
4. Serves to represent the Air Force as a military organization

**Correct Answer: C** |

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| **Strand** | Introduction to Air Force Junior ROTC |
| **Standard** | The Military Uniform and Appearance Standards |
| **Learning Objective/Benchmark** | N/A |
| **Also Assesses** | AFS.912.IA.M.02: Know the Air Force and Air Force Junior ROTC insignia |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know what the Air Force and JROTC rank insignia are and how they related to enlisted and officer grades.Students will be able to identify grade insignia for Air Force and Air Force Junior ROTC. |
| **Content Focus** | Enlisted, Officer, Warrant Officer |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following are the top three NCO ranks?1. Major, Lt Colonel, General
2. Master Sergeant, Chief Master Sergeant, General
3. Master Sergeant, Senior Master Sergeant, Chief Master Sergeant
4. Tech Sergeant, Master Sergeant, Chief Master Sergeant

**Correct Answer: C** |

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| **Strand** | Introduction to Air Force Junior ROTC |
| **Standard** | Customs and Courtesies for AFJROTC |
| **Learning Objective/Benchmark** | AFS.912.IA.C.01: Know Air Force Junior ROTC and historic customs and courtesies |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know how to behave in various situations that will occur during their ROTC experience. Students will know the customs and traditions of the military and what behavior is expected of them.  |
| **Content Focus** | Customs, Courtesies, Salute, Correct Military title |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | The hand salute would not be rendered to which of the following?1. 2nd Lieutenants
2. Chief Master Sergeant of the Air Force
3. Secretary of the Air Force
4. Warrant Officers

**Correct Answer: B** |

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| **Strand** | Introduction to Air Force Junior ROTC |
| **Standard** | Attitude, Discipline, and Respect |
| **Learning Objective/Benchmark** | AFS.912.IA.A.01: Know the meaning and purpose of attitude and discipline |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know their dependence on one another and how each cadet's attitude affects the whole unit. They will know they are part of something larger than themselves. They will know how discipline impacts the Air Force and unit efficiency |
| **Content Focus** | Positive attitude, drill, discipline |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What is attitude?1. Attitude is not a state of mind that can influence others
2. Attitude within the military has no effect on others as orders take priority
3. It is a state of mind that reflects your personal philosophy of life
4. Someone with an attitude cannot have an effect on an entire team

**Correct Answer: C** |

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| **Strand** | Introduction to Air Force Junior ROTC |
| **Standard** | Ethics |
| **Learning Objective/Benchmark** | AFS.912.IA.E.01: Know the United States Air Force core values |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know importance of ethics. They will know that they make decisions every day that are based on ethics, or rules of conduct. They will know how the Air Force core values impact our ethical decision making in the Air Force. |
| **Content Focus** | Ethics, Individuals, Society, Core Values |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Define the Air Force core values1. Honest first, service before others, and excellence in all we do
2. Integrity first, service before self, and excellence in all we do
3. Integrity and excellence in all we do
4. We will not lie, steal or cheat, nor tolerate, among us anyone who does

**Correct Answer: B** |

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| **Strand** | Personal Behavior |
| **Standard** | Managing Stress |
| **Learning Objective/Benchmark** | AFS.912.PB.M.01: Know the main causes and effects of stress |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know what stress is and what the common causes of stress are for teens. They will know how the body responds to stress and how it effect health. |
| **Content Focus** | Positive Stress, Negative Stress |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | How does stress effect your health1. Certain stressors can make your life more pleasurable
2. Physical active releases endorphins which triggers stress
3. Pupil dilation and faster heart rate are not symptoms of stress
4. Stress only impacts certain aspects of health

**Correct Answer: A** |

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| **Strand** | Personal Behavior |
| **Standard** | Managing Stress |
| **Learning Objective/Benchmark** | AFS.912.PB.M.02: Know how to manage stress |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know specific skills for managing stress. They will know how to manage their time to help reduce stress. |
| **Content Focus** | Manage stress |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What is one way to relieve stress?1. Delaying assignment
2. Drinking alcohol
3. Limiting physical activity
4. Tighten and relax muscles

**Correct Answers: D** |

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| **Strand** | Personal Behavior |
| **Standard** | Mental and Emotional Health Care |
| **Learning Objective/Benchmark** | AFS.912.PB.E.01: Know the suicide risk factors and signs |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know that mental and emotional health, like physical health, are important for a person's well-being. They will know their emotions and how to express them in healthy ways. |
| **Content Focus** | Expressing emotions, Mental Problems, Emotional problems, Depression, Suicide |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is the common type of emotional disorder?1. Anxiety Disorder
2. Bipolar Disorder
3. Clinical Depression
4. Fear Disorder

**Correct Answer: A** |

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| **Strand** | Be Health Smart |
| **Standard** | Nutrition |
| **Learning Objective/Benchmark** | AFS.912.HS.N.01: Know how to choose and maintain a healthful diet |
| **Also Assesses** | HE.912.C.1.1 Predict how healthy behaviors can effect health status |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know how to keep themselves healthy. They will know how nutrition will help them make wise food choices that will improve and protect their health. |
| **Content Focus** | Bodily needs, nutritious foods, appetite, hunger, water, fiber |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What food would be included in a healthful food plan?1. Fast and convenience
2. Fruits and vegetables
3. Pasta and bread
4. Pizza and breadsticks

**Correct Answer: B** |

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| **Strand** | Be Health Smart |
| **Standard** | Nutrition |
| **Learning Objective/Benchmark** | AFS.912.HS.N.02: Know how to use resources to make healthful dietary decisions |
| **Also Assesses** | HE.912.C.1.1 Predict how healthy behaviors can effect health status |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know how make healthy food and diet choices by using available nutritional information resources. |
| **Content Focus** | Balanced diet, Food labels |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What is a source of useful information on healthy food choices?1. Dietary guidelines
2. Dietary regulations
3. Encyclopedias
4. Television commercials

**Correct Answers: A**  |

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| **Strand** | Physical Activity and Fitness |
| **Standard** | The Benefits of Physical Activity |
| **Learning Objective/Benchmark** | AFS.912.PA.B.01: Know the importance of physical fitness |
| **Also Assesses** | HE.912.C.1.1 Predict how healthy behaviors can effect health status |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know why physical fitness is important and how to plan a physical fitness program that will work for them. |
| **Content Focus** | Define physical fitness, physical activity, exercise, benefits, heart, muscle strength |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following would **not** be an example of physical activity?1. Biking to the store
2. Lifting weights
3. Marathon running
4. Playing video games

**Correct Answer: D** |

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| **Strand** | Foundations of United States Citizenship |
| **Standard** | The American Flag and Other Symbols |
| **Learning Objective/Benchmark** | AFS.912.FC.A.01: Know the histories and courtesies rendered to the flag of the United States and that National Anthem |
| **Also Assesses** | N/A |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know how the American flag, and the National Anthem, reveal a lot about our nation and the ideals that we uphold. They will know history of those symbols and the proper way to show them respect. |
| **Content Focus** | US flag history, when displayed, courtesies, National Anthem |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | How should the flag be positioned and displayed1. From a staff in a church, the church flag holds prominence
2. If in a line of flags, in the front and center of the line
3. It may be draped over the hood of specific vehicles
4. On Memorial Day, at half-staff

**Correct Answer: B** |

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| **Strand** | Foundations of United States Citizenship |
| **Standard** | Civics |
| **Learning Objective/Benchmark** | AFS.912.FC.C.01: Know the duties and responsibilities of citizenship |
| **Also Assesses** | SS.912.C.2.15 Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | Students will know what citizenship is and what duties and responsibilities are expected of citizens of the United States. |
| **Content Focus** | citizenship, naturalization, aliens, duties, responsibilities, volunteerism |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which one of the following are legal duties of American citizens?1. Being informed
2. Respecting diversity
3. Serving on juries
4. Speaking up and voting

**Correct Answer: C** |