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| Central Florida assessment collaborative |
| Individual Test Item Specifications |
| Leadership Education & Training 2 |
| 2014 |



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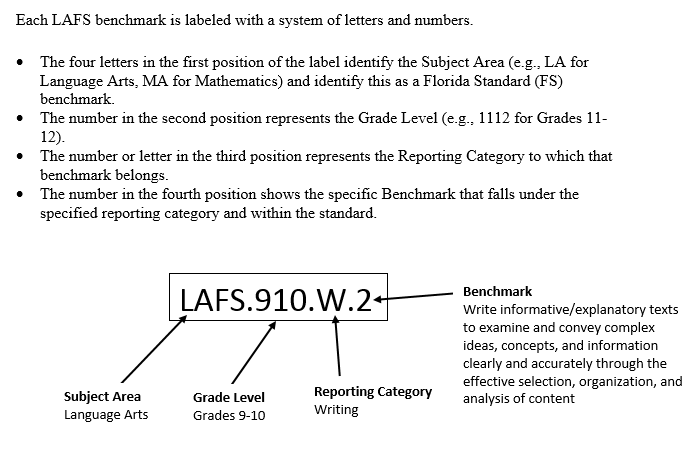
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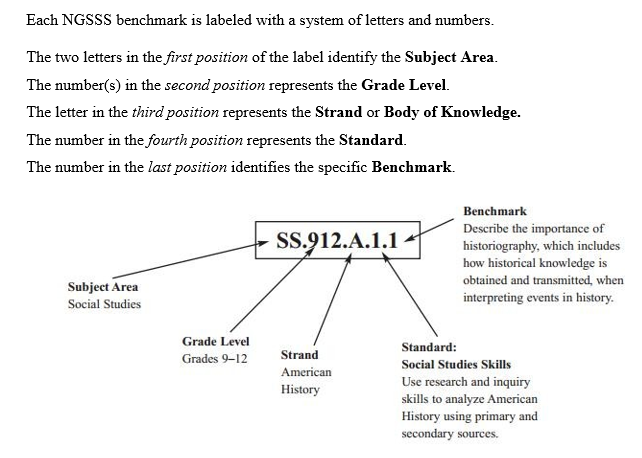
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I. Guide to the Individual Benchmark Specifications

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.



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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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| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS. |
| **Benchmark** | refers to the benchmark statement presented in 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. |
| **Item Types** | are used to assess the benchmark or group of benchmark. |
| **Benchmark 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** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **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. |

II. Individual Benchmark Specifications

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | Achieving a Healthy Lifestyle |
| **Learning Objective/Benchmark** | PE.912.L.4.1 |
| **JROTC Crosswalk** | Develop a plan to improve your whole health  **For Instructor Use: U4C1L3** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify the components of whole health.  The student will determine how food impacts overall health.  The student will determine how exercise impacts overall health.  The student will identify how stress impacts overall health.  The student will identify how sleep impacts overall health.  The student will identify behaviors that negatively affect health. |
| **Content Focus** | The Components of Whole Health |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | "Learning to eat balanced meals, even on the run, contributes to your overall well-being by…  Which of the following does **not** correctly complete the following sentence?    A) helping to maintain the proper weight."  B) minimizing your metabolism and basic body functions."  C) providing energy for physical activities."  D) supplying nutrients for good health."  **Answer: B** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | Achieving a Healthy Lifestyle |
| **Learning Objective/Benchmark** | LAFS.910.L.3.4 |
| **JROTC Crosswalk** | Discover the nutritional needs necessary for your optimum health  **For Instructor Use: U4C1L4** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will identify the recommended daily nutrition guidelines.  The student will identify foods that provide the recommended daily nutrition.  The student will explore the recommended daily intake of calories for a person of your age, gender, and physical condition.  The student will correlate food portions and calories to optimum weight and health.  The student will develop a nutritious diet for themselves. |
| **Content Focus** | Nutrition – You Are What You Eat |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | What are substances found in food that allow the body to function properly called?  A) nutrients  B) osteoporosis  C) protein  D) stimulant  **Answer: A** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | First Aid for Emergency and Non-Emergency Situations |
| **Learning Objective/Benchmark** | HE.912.C.2.5 |
| **JROTC Crosswalk** | Assess first aid situations  **For Instructor Use: U4C2L1** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will:  **Explain** the significance of the Good Samaritan Law  **Identify** the steps for evaluating a victim  **Identify** the seven life-saving steps of first aid  **Identify** the information needed when calling an emergency number such as 911  **Describe** the purpose of the Universal Precautions |
| **Content Focus** | The Need for First Aid/Your Response |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Read the following paragraph.  *The Good Samaritan Law is designed to protect the rescuer and requires people to assist others in distress. It protects rescuers from lawsuits as long as they act in good faith, without compensation and administers first aid correctly and without malicious misconduct or gross negligence.*  Which of the following are changes that should be made to the paragraph?  A) change "administers first aid" to "evaluate victims"  B) change "assist others in distress" to "learn first aid"  C) change "requires" to "encourage"  D) change "the rescuer" to "medical personnel"  **Answer: C** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | First Aid for Emergency and Non-Emergency Situations |
| **Learning Objective/Benchmark** | HE.912.C.1.3 |
| **JROTC Crosswalk** | Demonstrate life-saving skills  **For Instructor Use: U4C2L2** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will  **Describe** how to perform rescue breathing  **Identify** the steps for performing CPR  **Explain** how CPR can keep a victim’s heart and brain alive  **Describe** the steps for performing abdominal thrusts |
| **Content Focus** | The First Life-Saving Steps |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Kelly's grandmother was telling a story about life during World War II. As she listened, Kelly's grandmother first seemed to get confused, then was unable to speak, and finally was unable to lift her left arm. Kelly determined that her grandmother was having a stroke, so she called 911. What should she do next?  A) wait for the emergency medical service personnel  B) immediately give mouth-to-mouth resuscitation, even if she is still breathing  C) try to get her grandmother to stay awake by walking her around the room until EMS personnel arrive  D) lay her grandmother on one side, cover her with a blanket, monitor the ABC’s, and give CPR as necessary  **Answer: B** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | First Aid for Emergency and Non-Emergency Situations |
| **Learning Objective/Benchmark** | PE.912.L.3.6 |
| **JROTC Crosswalk** | Demonstrate first aid procedures for bleeding victims  **For Instructor Use: U4C2L3** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will  **Identify** the three types of bleeding  **Identify** the best way to control most cases of bleeding  **Distinguish** among direct pressure, pressure points, and a tourniquet to control bleeding  **Describe** how to treat bleeding on the head or torso  **Explain** the importance of following Universal Precautions when dealing with blood and other body fluids |
| **Content Focus** | Controlling Bleeding |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more that 30 seconds in length. |
| **Sample Item** | A car accident victim crawled from her car to the side of the road. When you arrive on the scene, you see that her foot has been cut off and is bleeding in heavy, bright red spurts causing a puddle of blood to form. What will you probably have to do next?  A) Check the ABC's of live saving.  B) Apply a tourniquet to stop the bleeding.  C) Apply a pressure bandage and elevate the wound.  D) Clean the wound before attempting to stop the bleeding.  **Answer: B** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | First Aid for Emergency and Non-Emergency Situations |
| **Learning Objective/Benchmark** | HE.912.C.2.2 |
| **JROTC Crosswalk** | Determine first aid treatment for shock, fractures, sprains, and strains  **For Instructor Use: U4C2L4** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will:  **Explain** how to identify and treat shock  **Distinguish** between closed and open fractures  **Identify** procedures for treating fractures  **Distinguish** between dislocations, strains, and sprains  **Identify** procedures for treating dislocations, strains, and sprains |
| **Content Focus** | Treating for Shock and Immobilizing Fractures |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Which of the following is a symptom of shock?  A) Skin is blue and hot to the touch.  B) Skin is pale or blue and cold to the touch.  C) Skin is flush (or red) and hot to the touch.  D) Skin is hot to the touch and the eyes roll back in the head.    **Answer: B** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | First Aid for Emergency and Non-Emergency Situations |
| **Learning Objective/Benchmark** | PE.912.L.3.2 |
| **JROTC Crosswalk** | Determine first aid treatment for burns  **For Instructor Use: U4C2L5** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will  **Characterize** degrees of burns  **Describe** how to treat first-, second-, and third-degree heat burns  **Describe** how to treat electrical burns  **Describe** how to treat chemical burns to the eyes and skin  **Identify** eight things that should not be done in treating burns |
| **Content Focus** | First Aid for Burns |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more that 30 seconds in length. |
| **Sample Item:** | A friend calls you because his sister burned herself playing with matches, and she has third-degree burns on her arms and legs. He called 911 but couldn't maintain contact with an operator. He put out the fire and her clothes are not burning, but he doesn't know what to do next. You know he has several choices, but what should you tell him **not** to do?  A) Clean and rinse the wounds with water.  B) Elevate the burned parts if on just one part of body.  C) If not stuck in the burns, expose the burns by gently lifting clothing away.  D) Check to see if she is breathing and if not, to perform mouth-to-mouth resuscitation or CPR.  **Answer: A** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | First Aid for Emergency and Non-Emergency Situations |
| **Learning Objective/Benchmark** | PE.912.L.3.3 |
| **Also Assesses** | Determine first aid for heat injuries  **For Instructor Use: U4C2L7** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Explain** the cause of heat injuries  **Describe** the symptoms of the three types of heat injuries  **Explain** how to treat heat cramps  **Explain** how to treat heat exhaustion  **Explain** how to treat heat stroke  **Describe** how to prevent heat injuries |
| **Content Focus** | Heat Injuries |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item:** | Why is excessive intake of salt bad for the body?  A) Salt makes you thirsty.  B) Salt is not a natural product and is therefore bad for you.  C) Salt causes the body to excrete water, in turn decreasing blood pressure.  D) Salt causes the body to retain unnecessary water, in turn increasing blood pressure.  **Answer: D** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | First Aid for Emergency and Non-Emergency Situations |
| **Learning Objective/Benchmark** | HE.912.L.3.6 |
| **Also Assesses** | Determine first aid for bites, stings, and poisonous hazards.  **For Instructor Use: U4C2L9** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  Identify four types of poisonous snakes  Describe symptoms of and treatment for snake bites  Describe symptoms of and treatment for human and animal bites  Describe symptoms of and treatment for insect bites and stings  Describe symptoms of and treatment for poisonous plant exposure  Identify ways to prevent bites, stings, and poisonous plant exposure |
| **Content Focus** | First Aid for Bites, Stings, and Poisonous Hazards |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | What type of venom digests tissues, including blood cells?  A) cardiotoxin  B) hemotoxins  C) neurotoxin  D) rabies  **Answer: B** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | Drug Awareness |
| **Learning Objective/Benchmark** | HE.912.C.1.1 |
| **JROTC Crosswalk** | Assess the impact of drug and substance abuse on life today  **For Instructor Use: U4C3L1** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Identify** commonly abused substances  **Recognize** the difference between drug use, misuse and abuse  **Describe** reasons why people might use, misuse or abuse alcohol or drugs  **Identify** the risks associated with alcohol and various drugs  **Associate** the consequences of alcohol and drug use, misuse and abuse to life |
| **Content Focus** | Use & Effect of Drugs, Alcohol, and Substances |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | While giving a presentation about the dangers of drugs to a group of middle school students, one of the students asks you, "What's the best and safest way to quit drugs?" What should you tell her first?  A) "Cold turkey because you stop taking drugs immediately."  B) "Detoxification centers because health care professionals help you quit the drugs safely."  C) "If you never start and you always say "No!" Then you won't have to quit, and that's the best way."  D) "Residential treatment centers because they provide support and experience from other drug abusers who are also at the center."  **Answer: C** |

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| **Strand** | Wellness, Fitness, and First Aid |
| **Standard** | Drug Awareness |
| **Learning Objective/Benchmark** | HE.912.C.1.4 |
| **JROTC Crosswalk** | Respond to substance use and abuse situations  **For Instructor Use: U4C3L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Apply** the F-I-N-D-S Decision Process (U3C10L1)  **Employ** pre-deciding techniques as a substance abuse prevention strategy  **Recognize** signs of substance abuse  **Describe** why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free  **Identify** ways to approach/help someone you suspect has a drug problem |
| **Content Focus** | Critical Decisions about Substances [Interactive Nights Out] |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length |
| **Sample Item** | A friend of yours has changed a lot over the past few months. He started "hanging out" with a different group of people, and his grades in school have been lower than usual. When you see him in a restaurant parking lot, he is having trouble getting his car door unlocked, and seems to be having trouble standing up - he looks like he's drunk. When you try to take his keys, he first tells you that he's no longer your friend. Next, he tells you (using slurred speech) that he hasn't been drinking. When you smell him, his breath does not smell like alcohol. What should you do next?  A) Buy him a cup of coffee, and then let him drive home.  B) Take his keys and call a cab or drive him home. He could be on some type of barbiturate.  C) Ask him if he's really OK to drive, and if he says "Yes," then let him drive home, and follow him in your car.  D) Tell him that he's screwed up, and he had better get himself together. Then, since he's no longer a friend, let him do whatever he wants.  **Correct Answer: B** |

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| **Strand** | Geography, Map Skills, and Environmental Awareness |
| **Standard** | Map Skills |
| **Learning Objective/Benchmark** | SS.912.G.1.3 |
| **JROTC Crosswalk** | Use map reading skills  **For Instructor Use: U5C1L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Identify** symbols, colors, and features on standard road maps  **Identify** locations on a city and state map  **Communicate** directions to specified sites using a city and state map |
| **Content Focus** | Introduction to Maps |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | While on a hike in the woods with a friend, you drop and break your only compass. After walking around for a while, you think that you may be lost. You hike to the top of a nearby hill, and see two features that are also marked on your map. What step should you do next to help find your way out of the woods?  A) Try to trace your steps back to where you started.  B) Immediately start walking towards one of the landmarks.  C) Orient your map so that the map is aligned with the terrain and landmarks.  D) Have one person stay at your current location while the other starts going to a location that you chose on the map.  **Answer: C** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | You the People – Citizenship Skills |
| **Learning Objective/Benchmark** | SS.912.C.1.1 |
| **JROTC Crosswalk** | Examine the Preamble to the American Constitution  **For Instructor Use: U6C1L1** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Classify** the components of the Preamble to the United States Constitution  **Explain** the goals of the Preamble  **Connect** the principles of the Preamble to the United States Constitution to your personal values |
| **Content Focus** | The Preamble |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | While discussing the Preamble to the Constitution, a friend asks you what "Promote the general welfare" means.  What should you tell him?  A) "It means to provide food, shelter and other assistance to the poor."  B) "It means that the government should not have laws that make justice or trade unfair."  C) "It means that all states and all citizens should benefit from what the government can provide."  D) "It means that citizens could look forward to being free instead of looking out for the interests of a monarch."  **Answer: D** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | You The People- Citizenship Skills |
| **Learning Objective/Benchmark** | SS.912.C.1.5 |
| **JROTC Crosswalk** | Analyze what our country would be like without the seven citizenship skills  **For Instructor Use: U6C1L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Define** the seven You the People citizenship skills  **Relate** the seven You the People citizenship skills to the Preamble of the Constitution  **Explain** the relationship between the citizenship skills and effective teamwork  **Define** key words: balance, cooperation, fairness, patience, respect, self-improvement, strength |
| **Content Focus** | Citizenship Skills |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | You and another Cadet were teamed up to talk to potential JROTC students about the Cadet Citizenship Training Program. While you worked on creating a list of citizenship skills, your teammate made a list of the goals of the program. When you exchanged lists, you noticed one item that you didn't think was an appropriate goal. Which item would you recommend be left out?  A) help Cadets identify and correct other citizen's ideas about government  B) help Cadets better understand the development of the U. S. system of government  C) help Cadets develop interpersonal skills that will assist them throughout their personal and professional lives  D) help Cadets learn the mechanics of how government works, in the U. S., through hands-on exercises and experiences  **Answer: A** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | Foundations of the American Political System |
| **Learning Objective/Benchmark** | SS.912.C.2.6 |
| **JROTC Crosswalk** | Examine the role government plays in protecting our natural rights  **For Instructor Use: U6C2L1** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Identify** how and why the natural rights philosophers used an imaginary state of nature to think about the basic problems of governments  **Analyze** the basic ideas of the natural rights philosophy, including state of nature, law of nature, natural rights, social contract, and consent  **Determine** the purpose of government based on the natural rights philosophy  **Describe** how the natural rights philosophy uses the concepts of consent and social contract to explain the formation of government  **Analyze** the influence of the natural rights philosophy on the Founders  **Evaluate** the concepts of constitution and constitutional government  **Determine** the essential characteristics of constitutional government that differentiate them from autocratic or dictatorial governments  **Explain** the essential characteristics of a constitution or higher law |
| **Content Focus** | Our Natural Rights |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Who exerted the most influence on the thinking of the Founders during the time of the Revolution?  A) Ben Franklin  B) George Washington  C) John Locke  D) Thomas Jefferson  **Answer: C** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | Foundations of the American Political System |
| **Learning Objective/Benchmark** | SS.912.C.2.15 |
| **JROTC Crosswalk** | Trace how the American idea of individual rights developed  **For Instructor Use: U6C2L2** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will:  **Examine** how the ideas of classical republicanism influenced the Founders' ideas of what kind of government they wanted  **Distinguish** between classical republicanism and the natural rights philosophy  **Evaluate** how the ideas and traditions of historical eras supported the Founders’ thinking about natural rights and classical republicanism  **Explore** how James Madison refined the ideas of classical republicanism to meet the needs of the new Americans |
| **Content Focus** | Developing Republican Government |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | You are very active in your community and your local government by volunteering and attending council meetings. What are you practicing?  A) capitalism  B) civic virtue  C) classical republicanism  D) common good  **Answer: B** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | Foundations of the American Political System |
| **Learning Objective/Benchmark** | SS.912.G.1.4 |
| **Also Assesses** | Show how the Founders built on the principles of British representative  government  **For Instructor Use: U6C2L3** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  **Examine** how the nature of the British constitution emerged from struggles between royalty, nobility, and the church  **Identify** how parliamentary government changed and began to represent the interests of all people  **Assess** how the constitutional principles in the English Bill of Rights impacted the U.S. Bill of Rights  **Defend** a position on the importance of specific rights such as habeas corpus and trial by jury and what limitations, if any, should be placed on them |
| **Content Focus** | British Origins of American Constitutionalism |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Protection against arbitrary deprivation of life, liberty, or property is known as what?  A) due process of law  B) manorialism  C) rights of Englishmen  D) tenets  **Answer: A** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | Creating the Constitution |
| **Learning Objective/Benchmark** | SS.912.C.2.2 |
| **JROTC Crosswalk** | Explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution  **For Instructor Use: U6C3L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:  Describe the steps leading to the calling of the Philadelphia Convention and the initial purpose of the Convention  Describe the characteristics of the Framers who attended the Convention  Describe the Framers’ agreement on how to conduct the business of the Convention  Defend positions on how the Constitution should be developed: by Congress or by a special national convention  **Describe** the basic elements of the Virginia Plan and the New Jersey Plan and the differences between them  **Relate** the elements of the Virginia and New Jersey Plans to the basic ideas of government such as natural rights, republican government, and constitutional government  **Explain** the reasons for the disagreements among the delegates regarding representation  **Evaluate** the advantages and disadvantages of the Virginia and New Jersey Plans for a national government  Explain why the Virginia Plan was used as the basis for the new Constitution rather than the New Jersey Plan |
| **Content Focus** | Creating the Constitution |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Fifty-five delegates attended the Philadelphia Constitutional Convention. What do we call these men who attended today?  A) Congressmen  B) Delegates of the states  C) Framers of the Constitution  D) Representatives of the thirteen colonies  **Answer: C** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | Creating the Constitution |
| **Learning Objective/Benchmark** | SS.912.C.3.14 |
| **JROTC Crosswalk** | Assess how the powers granted to the legislative, judicial, and executive branches of government result in a balance of power.  **For Instructor Use: U6C3L3** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will:   * **Explain** how and why the Framers developed the present system of representation in Congress and the advantages and disadvantages of this system * **Describe** how Article I of the Constitution delegates explicit powers to the Congress and limits the powers of both the national and state governments * **Describe** the “three-fifths clause” and the “fugitive slave clause” and explain what issues they were intended to resolve * **Defend** positions on disagreements at the Philadelphia Convention over representation and slavery * **Explain** the basic organization of the executive and judicial branches set forth in Articles II and III of the Constitution * **Describe** the limitations on the powers of the executive and judicial branches * **Explain** why the Framers developed the Electoral College as the method for selecting the president * **Defend** positions on the influence of the presidency over legislation |
| **Content Focus** | Balancing Power |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Which of the following is not a branch of the federal government?  A) executive branch  B) judicial branch  C) law creation branch  D) legislative branch  **Answer: C** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | The Bill of Rights |
| **Learning Objective/Benchmark** | PE.912.L.4.4 |
| **Also Assesses** | Compare positions on capital punishment to rights protected in the Fifth through Eighth Amendments.  **For Instructor Use: U6C6L6** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify how provisions in the Fifth Amendment protect your rights after arrest. The student will examine historic and current positions pertaining to types of punishment. The student will explain how the Sixth Amendment is intended to provide fair hearing for accused criminals. The student will look at issues and controversies over the Right to Counsel. The student will define key terms; acquitted, bail, capital punishment, cruel and unusual punishment, double jeopardy, felony, indicted, right to counsel. |
| **Content Focus** | Protection of rights within the judicial system |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-2 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | In a small town, a man was arrested for stealing five eggs from a chicken coop. He had a jury trial, but the small town had a small pool of potential jurors, and nearly all the jurors knew the victim. He declared his innocence, but was found guilty and ordered to pay a fine of $5,000. He disagreed with the decision and said that he would prove himself innocent. The Judge told him, "The jury has made its decision, and their word is final. Which of his rights under the Fifth, Sixth, and Eighth Amendments were not violated?  A) the right to appeal  B) the right from excessive fines  C) the right to a public and impartial trial  D) the right to receive information on charges  **Answer: D** |