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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| World Cultural Geography |
| 2014 |

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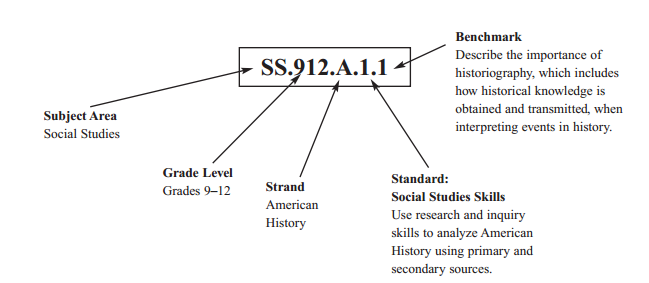
**I. Guide to the Individual Benchmark Specifications**

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.

**Benchmark Classification System**

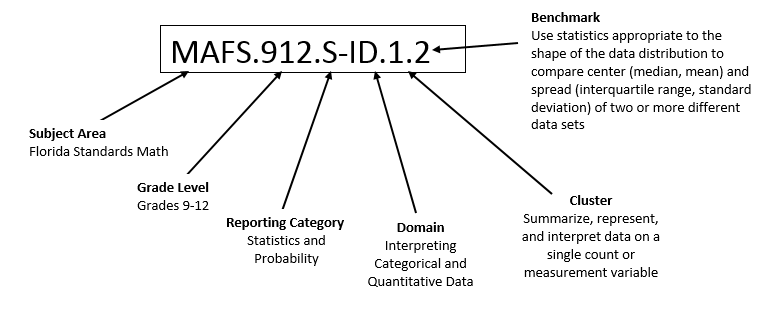
Each NGSSS benchmark is labeled with a system of letters and numbers.

* The two letters in the *first position* of the label identify the **Subject Area**.
* The number(s) in the *second position* represents the **Grade Level**.
* The letter in the *third position* represents the **Strand** or **Body of Knowledge.**
* The number in the *fourth position* represents the **Standard**.
* The number in the *last position* identifies the specific **Benchmark**.



Each MAFS benchmark is labeled with a system of letters and numbers.

* The four letters in the *first position* of the label identify the **Subject**.
* The number(s) in the *second position* represents the **Grade Level**.
* The letter(s) in the *third position* represents the **Category**.
* The number in the *fourth position* shows the **Domain**.
* The number in the *fifth position* identifies the **Cluster**.
* The number in the *last position* identifies the specific **Benchmark**.



**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 or in the Florida Standards. |
| **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. 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**  **Cognitive**  **Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which item should be assessed. |
| **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**  **Content Focus** | define the characteristics of the answers that a student must choose or provide.  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. |
| **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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| **Reporting Category** | Understand how to use maps and other geographic representations, tools, and technology to report information. |
| **Standard** | SS.912.G.1 |
| **Benchmark** | SS.912.G.1.2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Selected Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will understand the Five Themes of Geography: Movement, Region, Location, Human Interaction and Place. |
| **Content Limits** | None Specified |
| **Stimulus** **Attributes** | Items may include thematic maps, latitude, and longitude. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content Focus** | movement, region, location, human interaction, place, latitude, longitude, migration, immigration, emigration; exact location; relative location; site and swituation |
| **Sample Item** | Latitude and longitude may be used to determine which of the following characteristics of a place?   1. absolute location 2. elevation 3. relative location 4. site features   Correct Answer: A |

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| **Reporting**  **Category** | Understand how to use maps and other geographic representations, tools, and technology to report information. |
| **Standard** | SS.912.G.1 |
| **Benchmark** | SS.912.G.1.3 Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| **Also Assesses** | MAFS.K12.MP.6 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will determine absolute and relative locations using maps with coordinate point system and/or compass rose.  Students will be able to use a map or diagram with scale to determine distance. |
| **Content Limits** | Items will require students to determine distance using map scale, |
| **Stimulus** **Attributes** | Items may include maps with coordinate point system, compass rose, and scale.  Items may include basic geographic location problems using maps and math skills. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content Focus** | absolute location, relative location, longitude, latitude, bar scale, ration scale, global grid, prime meridian, equator, legend, key |
| **Sample Item** | Pictured: Unlabeled map of Africa  At its maximum width, how far is it from eastern Brazil to western Brazil?   1. less than 500 miles 2. less than 1000 miles 3. less than 2000 miles 4. more than 2000 miles   Correct Answer: D |

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| **Reporting** **Category** | Understand how to use maps and other geographic representations, tools,  and technology to report information. |
| **Standard** | SS.912.G.1 |
| **Benchmark** | SS.912.G.1.4 Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will be able to analyze multiple types of maps, graphs, and tables to determine concepts and ideas such as relative development. |
| **Content** **Limits** | None Specified |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Stimulus Attributes** | Items may include maps, graphs and tables.  Item will focus on the use multiple stimuli to assess and/or analyze data. |
| **Content** **Focus** | GPS, GIS, cartograms, population pyramids, political maps, physical maps, thematic maps, charts, and graphs |

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| **Sample Item** | Use the three graphs below to answer the following question.    **Tunisia**  **Somalia**  agriculture  industry  services  agriculture  industry  services  Using the information in the graphs, which country would be considered the **least** developed?  A. Ghana  B. RSA  C. Somalia  D. Tunisia  Correct Answer: C |

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| **Reporting** **Category** | Understand physical and cultural characteristics of places. |
| **Standard** | SS.912.G.2 |
| **Benchmark** | SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions. |
| **Also Assesses** | SS.912.G.1.4 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will be able to identify and classify attributes of the three types of regions (formal, functional, and perceptual). |
| **Content** **Limits** | None Specified |
| **Stimulus** **Attributes** | Items may include choropleth and thematic maps.  Item will focus on identify the three types of regions (functional, formal, perceptual/vernacular) their purposes and characteristics |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | region, formal region, perceptual/vernacular region, nodal region, mental map, uniform region, thematic maps, chloropleth maps |
| **Sample Item** | Which of the following would be the best example of a functional region?  A. a city  B. a college campus  C. a state  D. an area code  Correct Answer: D |

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| **Reporting** **Category** | Understand physical and cultural characteristics of places. |
| **Standard** | SS.912.G.2 |
| **Benchmark** | SS.912.G.2.2 Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| **Also Assesses** | SS.912.G.1.4 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will be able to identify and define factors and processes that distinguish “development.”  Using rates of development, students will be able to measure and interpret relative development between areas.  Students will be able to identify patterns between developed and developing places.  Students will be able to assess various development strategies. |
| **Content** **Limits** | Typical rates of development (such as per capita GDP or IMR) and common developmental policies and strategies (tourism, education, investment, physical plant, infrastructure, government subsidies). |
| **Stimulus** **Attributes** | Items may include tables and graphs for items using rates of development.  Item will focus on major policies and rates that determine development. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | Gross Domestic Product (GDP), Crude Birth Rate (CBR), Crude Death Rate (CDR), Natural Increase Rate (NIR), Total Fertility Rate (TFR) and Demographic Transition Model (DTM) |
| **Sample Item** | Which of the following rates would be an indication of underdevelopment if it had a high numeric value?   1. gross domestic product (GDP) 2. infant mortality rate 3. physicians per 1000 people 4. urban population   Correct Answer: B |

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| **Reporting**  **Category** | Understand the characteristics, distribution, and migration of human populations. |
| **Standard** | SS.912.G.4 |
| **Benchmark** | SS.912.G.4.1 Interpret population growth and other demographic data for any given place. |
| **Also Assesses** | LAFS.910.RH.3.7 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will read, interpret, and compare and contrastdata from a population profile (pyramid).  Students will distinguish relative development by the shape of a population profile and hypothesize impacts of a cinch or bulge in a population profile.  Students will read and interpret the Demographic Transition Model.  Students will explain how developmental factors change Natural Growth.  Students will demonstrate understanding of the process and impact of exponential growth (J-curve). |
| **Content** **Limits** | None Specified |
| **Stimulus** **Attributes** | Items may include population profiles, DTM, and j-curve.  Item will focus on the three major models of population growth used by geographers. |
| **Response Attributes** | Students will be able select the correct answer from answer choices provided for selected response questions. For short response and extended response, students will be able to interpret population pyramids and identify the appropriate stage of the Demographic Transition Model. |
| **Content** **Focus** | four stages of the Demographic Transition Model, S Curves, J Curves and Population Pyramids. |
| **Sample Item** | Use the population profiles below to answer the following question.  Country A:  Country B:  Country C:  Using the population pyramids, which population is most likely to double faster?   1. Country A   B. Country B  C. Country C  D. Country B and C  Correct Answer: A |

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| **Reporting**  **Category** | Understand the characteristics, distribution, and migration of human populations. |
| **Standard** | SS.912.G.4 |
| **Benchmark** | SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Identify push or pull factors of migration. |
| **Content** **Limits** | None Specified |
| **Stimulus** **Attributes** | Items may include items that address key factors. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided for selected response. For short response students will be able to explain push and pull factors of migration. |
| **Content** **Focus** | migration, push factor, pull factor, refugee, internally displaced person, asylum |
| **Sample Item** | Why do most long, international migrations end in large cities?  A. Countries can only be entered in big cities.  B. The easiest place to find jobs is in a large city.  C. All transportation hubs are in large coastal cities that are close  to the ocean.  D. Large cities are the place new immigrants will find a culture  similar to their own.  Correct Answer: D |

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| **Reporting** **Category** | Understand the characteristics, distribution, and migration of human populations. |
| **Standard** | SS.912.G.4 |
| **Benchmark** | SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will analyze impacts of migration shifts from source areas and destination places.  Students will assess immediate and long-term impacts of assimilation and cultural appropriation.  Students will identify and distinguish how new cultural attributes change destinations (economic, social, religious, cultural landscape, etc.) |
| **Content** **Limits** | None Specified |
| **Stimulus** **Attributes** | Items may include maps, graphs, flow charts, pictures and cartoons that show impacts of migration. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided for selected response items. . For short response and extended response students will be able to identify and explain short and long term impacts of cultural assimilation.  . |
| **Content** **Focus** | assimilation, acculturation, customs, culture, diffusion |

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| **Sample Item** | Which effect did the Columbian Exchange have on the native religions in the  Americas?   1. Native religions and European religions intertwined into hybrid religions. 2. Native religions were unchanged by the introduction of   European religions.  C. While many natives converted to European religions, the native religions stayed dominant.  D. European religions gained dominance in the Americas and wiped out the existence of the native religions.  Correct Answer: C |

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| **Reporting**  **Category** | Understand the characteristics, distribution, and migration of human populations. |
| **Standard** | SS.912.G.4 |
| **Benchmark** | SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Items will focus on the different types of cultural diffusion (contagious, hierarchical, relocation, stimulus) |
| **Content** **Limits** | Limited to relocation, stimulus, contagious, and hierarchical diffusion. |
| **Stimulus** **Attributes** | Items may include maps and flow charts. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided for selected response items. For extended response items students will be able to identify and give specific examples of types of diffusion. |
| **Content** **Focus** | diffusion, relocation diffusion, expansion diffusion, hierarchical diffusion, contagious diffusion, stimulus diffusion, hearth, distance decay, |
| **Sample Item** | The largest concentration of Muslims in the world is not in the Middle East,  but in Southeast Asia. What type of diffusion caused the spread of Islam?   1. contagious 2. hierarchical 3. relocation 4. stimulus   Correct Answer: B |

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| **Reporting**  **Category** | Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan). |
| **Standard** | SS.912.W.2 |
| **Benchmark** | SS.912.W.2.16 Trace the growth and development of national identity in England, France, and Spain. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students should be able to analyze how cultural patterns such as religion, language, and ethnicity have influenced the national identity of places. |
| **Content** **Limits** | None Specified |
| **Stimulus** **Attributes** | Items may include thematic maps. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | Indo-European Language Family, Roman Catholic Church, Protestant Reformation, Anglican Church, Colonialism, Nationalism, French Revolution. |
| **Sample Item** | Which of the following countries cannot trace their official language roots to the Ancient Romans?  A. England  B. France  C. Italy  D. Spain  Correct Answer: A |

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| **Reporting** **Category** | Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan). |
| **Standard** | SS.912.W.2 |
| **Benchmark** | SS.912.W.2.19 Describe the impact of Japan's physiography on its economic and political development. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Identify the economic and strategies created by Japan's high physiologic population density and its finite resources. |
| **Content**  **Limits** | Item limited to medieval times. |
| **Stimulus**  **Attributes** | Items will focus the impact of Japan’s physiography on its internal economic/political policies and its external economic/political policies. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content**  **Focus** | Samurai, Shogun, Daimyo, Physiographic, Diverse, Isolated, Connected, Archipelago, Imperialism, Hondo, Hokkaido, Tohoku, Shubu, Meiji Restoration, Edo Period, Lost Decade, Terracing, Kanto Region, Kanto Region |
| **Sample Item** | Why was the nation of Japan able to maintain its political independence despite repeated invasion attempts by the Mongols who had conquered the area from Russia through China to Korea?   1. Japan’s isolation and the extreme weather, especially typhoons,   helped destroy the invaders fleets.  B. The Samurai warriors of Japan were such effective fighters that they defeated the Mongols each time.  C. The Mongol military expenditure on the invasions over such a long distance at sea nearly crippled the Mongols, so they withdrew.  D. There were so few natural resources and areas to farm in Japan that  the Mongols were forced to retreat when they could not feed their armies.  Correct Answer: A |

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| **Reporting Category** | Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations. |
| **Standard** | SS.912.W.3 |
| **Benchmark** | SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students will identify the major beliefs and principles of Judaism Christianity and Islam. |
| **Content** **Limits** | Not Applicable |
| **Stimulus** **Attributes** | Items may include Thematic Maps. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | Judaism, Christianity, Islam, Five Pillars, Monotheism; Holy Cities and religious leaders |
| **Sample Item** | Which of these cities is sacred to Judaism, Christianity, and Islam?   1. Bethlehem 2. Damascus 3. Jerusalem 4. Mecca   Correct Answer: C |

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| **Reporting**  **Category** | Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations. |
| **Standard** | SS.912.W.3 |
| **Benchmark** | SS.912.W.3.18 Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. |
| **Also Assesses** | SS.912.G.2.1, SS.912.G.2.2, SS.912.G.4.7 |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Items will include cultural accomplishments and political structure of Meso and South American cultures. |
| **Content** **Limits** | Items will focus on Meso and South American civilizations. |
| **Stimulus** **Attributes** | Items may include images. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | Olmec, Maya, Aztec, Inca, Pyramids of Tikal, Chinampas, Quechua, Cuzco, Machu Picchu, Cuzco, Tenochtitlan, Aqueducts, Temples, Human Sacrifice, Chasquis, Mayan Calendar and Mathematics, Shamanism, Yucatan |
| **Sample Item** | Which of the following were similarities in architectural achievements among the Aztec and Mayan civilizations?   1. colonnade palaces 2. designs using the arch   C. northern facing structures  D. pyramid style temples  Correct Answer: D |

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| **Reporting**  **Category** | Identify major economic, political, social, and technological trends beginning in the 20th century. |
| **Standard** | SS.912.W.9 |
| **Benchmark** | SS.912.W.9.3 Explain the cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Items will focus on the steps common in genocide. Students will be expected to have a basic understanding of important people, statistics and factors in major 20th Century genocides (Holocaust, Holodomor, Cambodia, Rwanda, Darfur, Democratic Republic of the Congo, and Kony and IRA. |
| **Content** **Limits** | Items limited to 20th Century genocide examples listed in benchmark clarification. |
| **Stimulus** **Attributes** | None Specified |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided for selected response. For short response and extended response, students will able to identify and describe the stages of genocide and provide specific examples. |
| **Content** **Focus** | The Stages of Genocide: Classification, Symbolization, Dehumanization, Organization, Polarization, Preparation, Extermination, and Denial, 20th Century genocides of the Holocaust, Holodomor, Cambodia, Rwanda, Darfur, Democratic Republic of the Congo, Kony, IRA, |
| **Sample Item** | Which is the progression common to all genocides?   1. classification, dehumanization, organization, extermination, denial 2. classification, extermination, dehumanization, organization, denial 3. classification, organization, denial, dehumanization, extermination 4. dehumanization, classification, organization, extermination, denial   Correct Answer: A |

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| **Reporting** **Category** | Identify major economic, political, social, and technological trends beginning in the 20th century. |
| **Standard** | SS.912.W.9 |
| **Benchmark** | SS.912.W.9.4 Describe the causes and effects of twentieth century nationalist conflicts. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Items will look at centripetal and centrifugal factors and impacts of devolution. |
| **Content** **Limits** | Items limited to centripetal, centrifugal factors, devolution and supranationalism. |
| **Stimulus** **Attributes** | None Specified |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | centripetal factors, centrifugal factors, devolution and supranationalism |
| **Sample Item** | Which factor contributed the **most** to European supranationalism in the form of the Eurozone?   1. culture 2. economic 3. language 4. political   Correct Answer: B |

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| **Reporting**  **Category** | Understand how transportation, trade, communication, science, and technology  influence the progression and regression of cultures. |
| **Standard** | SS.912.H.3 |
| **Benchmark** | SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Items will focus on globalization of culture through transportation, trade, communication and technology. |
| **Content** **Limits** | Items will include questions on language, culture, migration and globalization. |
| **Stimulus** **Attributes** | Items may include flow-diagram maps and pictures. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | globalization, uniform, transnational corporation, diffusion, relocation diffusion |
| **Sample Item** | The two official languages of the Olympics are English and French. What is best reason these languages were chosen?   1. They are the official languages of many countries. 2. Both England and France are heavily populated countries. 3. They are the most commonly spoken languages in the world. 4. They are both commonly used in business with multinational corporations.   Correct Answer: D |

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| **Reporting** **Category** | Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy. |
| **Standard** | SS.912.C.4 |
| **Benchmark** | SS.912.C.4.1 Explain how the world's nations are governed differently. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Items will focus on the United States foreign policy specifically in regards to interaction with other types of government. |
| **Content** **Limits** | Items limited to questions about democracies, monarchies, oligarchies and autocracies. |
| **Stimulus** **Attributes** | Items may include thematic maps. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | democracy, monarchy, oligarchy, autocracy, NAFTA, NATO, containment, Marshall Plan, Cold War |
| **Sample Item** | Which nation is controlled by an autocratic government?   1. France 2. North Korea 3. Russia 4. United States   Correct Answer: B |

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| **Reporting** **Category** | Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy. |
| **Standard** | SS.912.C.4 |
| **Benchmark** | SS.912.C.4.3 Assess human rights policies of the United States and other countries. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark**  **Clarifications** | Students should be able to evaluate human rights policies of the last 100 years including, Apartheid, ethnic cleansing, Jim Crow laws, Holocaust, suppression of minority rights, treatment of political prisoners and women’s rights. |
| **Content** **Limits** | Items limited to questions on Apartheid, ethnic cleansing, Jim Crow laws, Holocaust, suppression of minority rights, treatment of political prisoners and women’s rights. |
| **Stimulus** **Attributes** | Items may include a graph of comparing and contrasting data or primary source document such as a picture or legal document. |
| **Response Attributes** | Students will be able to select the correct answer from answer choices provided. |
| **Content** **Focus** | apartheid, ethnic cleansing, Jim Crow laws, segregation, Plessy v. Ferguson, Brown v. Board of Education of Topeka, civil disobedience, Holocaust, Aryan, crematorium, Nuremberg Laws, 19th Amendment, EEOC, Title IX, Roe v. Wade, affirmative Action |
| **Sample Item** | South Africa's practice of Apartheid and the United States institution of Jim Crow laws in the American South had many similarities. Which of the following is **not** a similarity between Apartheid and Jim Crow laws?   1. Public places were segregated by skin color. 2. Blacks and whites were not allowed to marry. 3. Whites in both countries fears that blacks carried diseases. 4. Blacks were required to relocate to specific regions of the country.   Correct Answer: C |