

<b>Content Limits:</b> The content encompassed by this Content Statement will not be assessed.		<u>Item Formats/ potential formats:</u> <b>N/A</b> <u>Stimulus Attributes</u> <b>N/A</b> <b>Response Attributes / Potential items</b> <b>N/A</b>
Content Statement	<i>Expectation for Learning/ Learning targets</i>	
<b>Civic Involvement</b>		
<b>1 Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.</b>	<i>Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.</i>	Will not be assessed
	<ul style="list-style-type: none"> <li>• Identify/ Select a societal problem</li> <li>• Distinguish between political and public policy processes</li> <li>• Devise a plan to address a societal problem by engaging either the political process or the public policy process</li> <li>• Implement the plan</li> </ul>	
Political processes are related to the acquisition of governmental power and influencing governmental decision making. Public policy processes are related to the institutional actions and procedures involved with the government carrying out its functions.		

<b>Content Limits:</b> The content encompassed by this Content Statement will not be assessed.		Item Formats/ potential formats: N/A Stimulus Attributes N/A <b>Response Attributes / Potential items</b> N/A
Content Statement	Expectation for Learning/ Learning targets	
<b>Civic Involvement</b>		
<b>2</b> <b>Political parties, interest groups and the media provide opportunities for civic involvement through various means.</b>	<i>Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.</i>	Will not be assessed
	<ul style="list-style-type: none"> <li>• Distinguish between political parties and interest groups</li> <li>• Select a political party of interest group to address a civic issue</li> <li>• Identify a medium of communication</li> <li>• Evaluate and defend the ability of these choices to successfully resolve the issue</li> </ul>	
Political parties consist of organizations whose members hold similar views on public issues. Political parties seek to determine public policy through winning elections and having their members hold public office. Interest groups consist of organizations whose members hold similar views on public issues. Interest groups seek to influence the making and execution of public policy by engaging in political and public policy processes. Media are various means of mass communication with different audiences. Political parties and interest groups use media to influence the political and public-policy processes.		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u> <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation) <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Civic Participation and Skills</b>		
<p><b>3</b> <b>Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.</b></p>	<p><i>Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, policy positions of advocacy groups), explain how each source is relevant, describe the perspective or position of each source and evaluate the credibility of each source.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>apply, locate, organize, construct, list, identify, describe, explain, discuss, exemplify, and/or evaluate information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying a perspective provided in an information source.</li> <li>Identifying considerations used to determine the credibility of sources.</li> <li>Citing evidence in support of or opposition to stands on a provided civic issue.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Categorizing perspectives of provided sources pertaining to a single civic issue in a comparative chart.</li> <li>Evaluating the credibility of a provided source by selecting pertinent text and associating a reason for credibility or lack thereof.</li> <li>Selecting relevant types of information for investigating a provided civic issue.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> <li>Given a civic issue, a decision point, a set of constraints and a set of goals, evaluating sources of information for use in the position paper of a lobbying organization/interest group that supports a predetermined solution.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Explaining how information is relevant to a stated position on a civic issue.</li> <li>Explaining how to determine whether certain sources are credible.</li> <li>Describing how information sources are relevant to an issue.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify a civic issue</li> <li>Prepare a relevant collection of documents from at least two distinct information types</li> <li>Explain the relevancy of each source</li> <li>Describe the perspective or position of each source</li> <li>Evaluate the credibility of each source.</li> </ul>	
<p>Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source and evaluating the credibility of the sources. Public records can include sources such county tax records, a report issued by a state agency or the Congressional Record. Surveys of public opinion could be conducted by students or could come from major polling organizations. Surveys also could consist of data collections pertaining to a public issue (e.g., a survey of waterway contamination resulting from the runoff of snow removal chemicals). Research data comes in many forms and may originate with organizations ranging from universities to research institutes. Research into local issues can be conducted by students. Advocacy groups (interest groups, lobbies) produce literature and maintain websites that outline their positions on public policy issues. Considerations involved with determining the credibility of sources include:</p> <ul style="list-style-type: none"> <li>☑ The qualifications/reputation of the writer and/or organization;</li> <li>☑ The circumstances in which the source material was generated;</li> <li>☑ Internal consistency and agreement with other credible sources;</li> <li>☑ Use of supporting evidence and logical conclusions; and</li> <li>☑ Evidence of bias or unstated assumptions.</li> </ul>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Civic Participation and Skills</b>		
<p><b>4</b> The processes of persuasion, compromise, consensus-building and negotiation contribute to the resolution of conflicts and differences.</p>	<p>Identify a civic issue and explain how persuasion, compromise, consensus building and/or negotiation were used to resolve the opposing positions on the issue.</p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>apply, organize, construct, list, identify, describe, explain, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to: N/G</p> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Categorizing methods of conflict resolution based on descriptions of conflict settings.</li> <li>• Citing evidence demonstrating why persuasion, compromise, consensus building or negotiation was necessary to resolve a provided conflict or difference of opinion.</li> <li>• Identifying persuasion, compromise, consensus building or negotiation in the context of civic engagement.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>• In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> <li>• Given the circumstances of a disagreement over how to proceed in civil or governmental problem or condition, and the positions of the disagreeing factions, selecting a series of steps to resolve the conflict including persuasion, compromise, consensus building and/or negotiation to achieve the goals of the simulation.</li> <li>• In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Exemplifying how compromise is used to resolve opposing positions on a civic issue.</li> <li>• Exemplifying how negotiation is used to resolve opposing positions on a civic issue.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify a civic issue</li> <li>• Explain how opposing positions were resolved using persuasion, compromise, consensus building, and/or negotiation</li> </ul>	
<p><b>Additional Content Limits:</b> Use hypothetical situations to examine the processes contained in the Content Statement.</p>		
<p>Persuasion is a process of inducing others into accepting a point of view by means of reasoning and argumentation. Compromise is a process of making concessions to settle differences. Consensus building is a process of working toward achieving general agreement within a group. Negotiation is a process of settling differences through a discussion of issues. These processes come into play by varying degrees during activities related to governing.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Basic Principles of the U.S. Government</b>		
<p><b>5</b> <b>As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</b></p>	<p><i>Explain in context one of the basic principles which help define the government of the United States.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, cite, identify, describe, explain, discuss, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given context, identifying one of the basic principles of the U.S. Constitution.</li> <li>Given a narrative, citing the applicable basic principle of the U.S. Constitution.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Selecting a defining principle of the U.S. Constitution and diagramming how that principle affects the structure of government.</li> <li>Selecting a defining principle of the U.S. Constitution and diagramming how that principle affects the relationship between the government and the governed.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Briefly explaining how federalism shapes the structure of the U.S. government by discussing the component parts, their powers and their relationship to each other.</li> </ul>
	<ul style="list-style-type: none"> <li>Select a basic principle that helps define the government of the United States</li> <li>Explain this principle in context</li> </ul>	
	<p><b>Additional Content Limits:</b> Deal with only one principle in each item.</p>	
<p>Basic principles which help define the government of the United States include but are not limited to popular sovereignty, limited government, federalism, separation of powers, and checks and balances. Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, government governs with the consent of the governed. The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law. Federalism is a system of government in which power is divided between a central authority and constituent units. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states. The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government. Checks and balances constitute a system for controlling government power. Under this principle, the branches of government possess the ability to restrain certain actions of other branches. These principles were introduced in grade eight.. Independence is declared as an exercise of social contract thought.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<p><b>Basic Principles of the U.S. Government</b></p>		
<p><b>6</b>  <b>The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.</b></p>	<p><i>Cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited government.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, cite, identify, describe, explain, discuss, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying an excerpted argument as representative of a Federalist or Anti-Federalist position on limited government.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Connecting a given Anti-Federalist argument for limited government with the corresponding text from the U.S. Constitution.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li><i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li><i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Describing one idea expressed in the Federalist Papers related to limited government, and then describe one counter-argument in the Anti-Federalist Papers.</li> <li>Summarizing an argument presented in the Anti-Federalist Papers supporting the idea of limited government.</li> <li>Describing a position taken by the Federalist Papers on the subject of limited government.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify the position(s) held by the Federalists and/or Anti-Federalists on the issue of how well the Constitution upheld the principle of limited government.</li> <li>Cite arguments from the Federalist and/ or Anti-Federalist papers that support the(ir) position(s)</li> </ul>	
<p>When the Constitution of the United States was before the states for ratification, various attempts were made to influence the ratification debates. The proponents of ratification became known as Federalists and the opponents as Anti-Federalists. Both sides prepared essays that outlined their arguments. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.</p> <p>One key argument during the ratification debate concerned the extent of power that should be held by the national government. Federalists argued that the powers bestowed upon the national government helped to counteract the problems encountered under the Articles of Confederation. State sovereignty would have to give way in favor of the general welfare of the nation. In any case, according to the Federalists, federal power was defined and limited, while the states still held many residual powers. The Anti-Federalists responded that the truly important powers to govern had been delegated to the national government and that the states had little role other than to oversee the selection of federal officials. In addition, argued the Anti-Federalists, the "necessary and proper" and "supremacy" clauses rendered ineffective any limitations on the powers of the national government.</p> <p>Federalists can be said to have won the overall debate on the basic principles of government with the ratification of the Constitution of the United States. Anti-Federalists did achieve some success with the limitations on government embraced by the Bill of Rights.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b><u>Response Attributes / Potential items</u></b></p>
Content Statement	Expectation for Learning/ Learning targets	
<p><b><i>Basic Principles of the U.S. Government</i></b></p>		
<p><b>7 Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</b></p>	<p><i>Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and summarize the nature of the change</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, explain, summarize, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Listing two ways that constitutional government in the United States can be changed.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Categorizing specific changes to the constitutional government, citing the basic principle of the U.S. Constitution that was altered, and how its meaning or application changed as a result.</li> <li>• Given a Supreme Court case or Amendment to the Constitution, a student will adjust a model of the government to demonstrate how the interpretation or Amendment has changed the application of a basic constitutional principle (e.g., Amendments 1 and 11 concerning limited government).</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li>• <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Summarizing how the amendment process can change the meaning or application of one of the basic principles of the U.S. Constitution.</li> <li>• Summarizing how a specific Supreme Court interpretation changed the application of one of the basic principles of the U.S. Constitution, given a précis of the applicable case and decision.</li> </ul>
	<p><b>Additional Content Limits:</b> Students should be provided with contextual background on the U.S. Constitution, Supreme Court decisions, legislation and informal practices contained in the Content Statement.</p>	
<p>The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, supplemented and implemented in a variety of ways. The alternative processes for formally amending the U.S. Constitution are outlined in Article V of the document. Constitutional amendments have added to, modified, replaced and/or made inoperable provisions of the original document and previous amendments. The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the political branches and of the states to be unconstitutional. The U.S. Congress, in enacting legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions in furtherance of constitutional principles. Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in the Constitution, but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress' need for information to help draft new legislation.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response  <u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.  <b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Basic Principles of the U.S. Government</b>		
<p><b>8</b>  <b>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</b></p>	<p><i>Relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>apply, organize, relate, construct, list, identify, describe, and/or explain information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying one example of limited government found in the Bill of Rights.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Drawing a connection between an amendment from the Bill of Rights and the arguments in the early 1790s over the principle of “limited government.”</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li><i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li><i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Explaining the Anti-Federalist argument for individual freedoms being added to the Constitution.</li> <li>Describing how limited government is addressed in the Bill of Rights.</li> </ul>
	<ul style="list-style-type: none"> <li>Select one of the arguments over the need for a bill of rights</li> <li>Relate it to the wording of one of the first 10 Amendments to the Constitution of the United States.</li> </ul>	
<p>A key argument during the course of the debate over the ratification of the U.S. Constitution concerned the need for a bill of rights. Federalists pointed to protections included in the original document but Anti-Federalists argued that those protections were inadequate. To secure sufficient votes in the state ratifying conventions, Federalists pledged to offer a bill of rights once the new government was established. Massachusetts and Virginia, in accord with Anti-Federalist sentiments, went so far as to propose amendments to the Constitution, including amendments to protect the rights of citizens. The amendments which were ratified in 1791 and became known as the Bill of Rights addressed protections for individual rights (Amendments 1 – 9). These amendments reflect the principle of limited government. The 10th Amendment also addressed the principle of limited government as well as federalism.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<p><b>Basic Principles of the U.S. Government</b></p>		
<p><b>9 The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.</b></p>	<p>Summarize how the 13th through the 15th Amendments addressed the aftermath of slavery and the Civil War.</p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, summarize, and/or explain information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying Amendment 13, 14 or 15 by its respective provisions.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Establishing a connection between Amendments 13–15, and the extension of rights that were provided.</li> <li>Connecting a given historical scenario to the 13th, 14th, or 15th Amendment.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Explaining how discrimination influenced ratification of the 14th Amendment.</li> <li>Describing how the 13th, 14th and 15th Amendments helped to promote equality for former slaves.</li> </ul>
	<p>Summarize how the:</p> <ul style="list-style-type: none"> <li>* 13th</li> <li>* 14<sup>th</sup></li> <li>* 15<sup>th</sup></li> <li>*13<sup>th</sup> through the 15th together</li> </ul> <p>Amendments addressed the aftermath of slavery and the Civil War.</p>	
<p>The conflict over slavery was a primary cause of the American Civil War. As the war came to a close, plans to “reconstruct” the rebellious states were instituted. The 13th Amendment, which abolished slavery, was not part of President Lincoln’s original plan to readmit former Confederate states to Congress. Ratification of the 13th Amendment became a requirement under President Johnson’s Reconstruction plan. Once Southern state efforts to curtail the rights of freedmen became known, two further amendments were proposed. Ratification of these amendments became a requirement under the congressional plan of Reconstruction. The 14th Amendment defined what persons were citizens of the United States and offered protection from state infringements on citizens’ rights. It also revised the means for determining representation in the House of Representatives and included punishments for former Confederates and their states. The 15th Amendment extended the right to vote to citizens regardless of race, color or previous condition of servitude.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<p><b>Basic Principles of the U.S. Government</b></p>		
<p><b>10 Amendments 16 through 19 responded to calls for reform during the Progressive Era.</b></p>	<p>Summarize how the 16th through the 19th Amendments addressed the calls for reform during the Progressive Era.</p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, summarize, and/or explain information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying Amendment 16, 17, 18 or 19 by its respective provisions.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Connecting a given historical scenario to the 16th, 17th, 18th or 19th Amendment.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Describe how the 16th, 17th, 18th or 19th Amendment addressed calls for reform during the Progressive Era.</li> </ul>
	<p>Summarize how the</p> <ul style="list-style-type: none"> <li>16th</li> <li>17<sup>th</sup></li> <li>18<sup>th</sup></li> <li>19<sup>th</sup></li> <li>17<sup>th</sup> through the 19<sup>th</sup> together</li> </ul> <p>Amendments addressed the calls for reform during the Progressive Era.</p>	
<p><b>Additional Content Limits:</b> Items referring to the amendments collectively must only be in the multiple-choice format. Items referring to individual amendments may be in any item format.</p>		
<p>The Progressive Era was a time of political, economic, and social reform in response to problems which emerged throughout the United States in the late 1800s. Progressive reforms began at the local level and gradually spread to the national level, including four constitutional amendments. These amendments addressed issues related to taxation, representation in Congress, alcohol use and suffrage.</p> <p>Concerns over the usage of tariffs by the federal government and distribution of wealth in the country had been raised by the Populist Party. Progressives took up the call for reform and the 16th Amendment was passed to allow for a federal income tax. Critics of state politics viewed political party bosses and business leaders as having too much influence on state legislatures and their selection of senators. Amendment 17 provides for the direct election of senators by the people. Proponents of prohibition had for decades linked alcohol use to problems such as poverty and the destruction of family life. Efforts to ban the use of alcoholic beverages led to passage of the 18th Amendment. Another longstanding reform effort was focused on obtaining the right to vote for women. The 19th Amendment ended the denial of suffrage based upon the sex of a citizen.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Basic Principles of the U.S. Government</b>		
<p><b>11</b> <b>Four amendments have provided for extensions of suffrage to disenfranchised groups.</b></p>	<p><i>Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, and/or explain information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying two amendments that expanded suffrage.</li> <li>Describing how Amendment 15, 19, 24 or 26 worked to extend suffrage in the United States.</li> <li>Identify the common theme of Amendments 15, 19, 24 and 26.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Connecting a given historical scenario to the 15th, 19th, 24th or 26th Amendment.</li> <li>Connecting the specific group that benefited from suffrage extensions to the applicable Amendment.</li> <li>Identifying the groups that benefitted from Amendments 15, 19, 24 and/or 26.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li><i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li><i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying an amendment that extended suffrage and describing how it impacted the electorate.</li> <li>Citing evidence that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.</li> </ul>
	<p>A recurring theme in amending the Constitution of the United States has been the extension of voting rights to more citizens. Over time, the fundamental democratic practice of voting has been made possible for different groups of people. Amendment 15 prohibits the denial of suffrage to people because of race, color or previous condition of servitude. Amendment 19 prohibits the denial of suffrage on account of sex. Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans. Amendment 24 prohibits the use of poll taxes in federal elections. Finally, as a result of many young men being drafted to fight in the Vietnam War, but not being able to vote, Amendment 26 extends the right to vote to citizens who are 18 years of age or older.</p>	

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<p><b>Basic Principles of the U.S. Government</b></p>		
<p><b>12</b> <b>Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances.</b></p>	<p><i>Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, and/or explain information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identify the issues leading to the adoption of the 12th, 20th, 22nd, 23rd and/or 25th Amendments.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Connect the specific problems that led to the creation of a particular Amendment with the 12th, 20th, 22nd, 23rd or 25th Amendment.</li> <li>Connect a given historical scenario to the adoption of the 12th, 20th, 22nd, 23rd or 25th Amendment.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Explaining the influence of the Franklin D. Roosevelt presidency on the adoption of the 22nd Amendment.</li> <li>Describing the historical reasoning behind establishing presidential term limits.</li> <li>Describing the need to revise the constitutional provisions regarding presidential and/or vice presidential succession.</li> <li>Describing the reasoning behind the change to the Electoral College, requiring separate balloting for the president and vice president.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify constitutional amendments pertaining to presidential election, terms and succession.</li> <li>Explain the historical circumstances surrounding the adoption of each</li> </ul>	
<p><b>Additional Content Limits:</b> Amendments must be referenced in items with both number and content information as contained in the Content Elaborations.</p>		
<p>Constitutional provisions related to the executive branch of the federal government have been frequent subjects for amendment. The amendments have responded to events impacting presidential elections, terms and succession. - Amendment 12 altered the procedures of the Electoral College. The change allowed separate balloting for president and vice president to avoid a tie in electoral votes, as happened in the election of 1800. - The main provisions of Amendment 20 shortened the time between elections and when presidents and members of Congress take office. These changes reflected the improvements in transportation which allowed for easier travel to Washington and also reflected the desire to avoid "lame duck" periods in the transition from one administration or session to another. - Amendment 22 imposed a two-term limit on presidential terms. This amendment was passed following the four-term presidency of Franklin Roosevelt to institutionalize the two-term tradition established by George Washington. - Amendment 23 provided electors for the District of Columbia. The Electoral College was originally based upon electors representing states. As the population of the District of Columbia grew, it was decided that the residents there deserved to have the opportunity to vote for electors in presidential elections. Presidential succession and disability were addressed by Amendment 25. Lyndon B. Johnson, who had a history of heart problems, took office following the assassination of John F. Kennedy. As with other presidential successions, this left the office of the vice president vacant. The 25th Amendment clarified that a successor to the presidency was designated as President of the United States and included provisions for filling the office of Vice President. It also outlined procedures to be used in case of presidential disability.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Basic Principles of the U.S. Government</b>		
<p><b>13 Amendments 11, 21 and 27 have addressed unique historical circumstances.</b></p>	<p><i>Describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27.</i></p> <ul style="list-style-type: none"> <li>Describe the unique circumstances surrounding the adoption of Amendment 11</li> <li>Describe the unique circumstances surrounding the adoption of Amendment 21</li> <li>Describe the unique circumstances surrounding the adoption of Amendment 27</li> </ul>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, and/or explain information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying the effect of the 21st Amendment on the 18th Amendment.</li> <li>Given historical circumstances, identifying the related amendment.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Diagramming how the provisions of the 11th, 21st and/or 27th Amendments have addressed unique historical circumstances.</li> <li>Connecting specific problems leading to adoption of the 11th, 21st or 27th Amendments with its corresponding Amendment.</li> <li>Connecting a given historical scenario to the adoption of the 11th, 21st or 27th Amendment.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Explaining the circumstances surrounding the adoption of the 27th Amendment.</li> <li>Explaining the circumstances leading to the adoption of the 11th Amendment.</li> <li>Describing the historical reasoning for wanting to limit pay increases for Congress.</li> <li>Identifying the problems associated with enforcing the 18th Amendment and the reasons for its repeal with the 21st Amendment.</li> </ul>
<p>Three amendments to the United States Constitution have come about due to particularly unique circumstances. One amendment addresses judicial power and another repeals a previous amendment. The most recent amendment took more than 200 years to be ratified. The 11th Amendment was proposed in 1794, one year after the Supreme Court ruled in <i>Chisholm v. Georgia</i> (1793) that a lawsuit involving a state being sued by a citizen from another state could be heard in a federal court. Concerns over the extent of federal power led to the passage of this amendment, which limits the jurisdiction of the federal courts in cases of this type. The amendment repeals a portion of Article III, section 2, clause 1 of the Constitution. Congress enacted the Volstead Act to implement the provisions of the 18th Amendment. Difficulties in enforcing the law led to widespread disregard for Prohibition and increased criminal activities during the 1920s. A successful 1932 Democratic Party campaign against Prohibition led to the proposal and ratification of the 21st Amendment, which repealed the 18th Amendment. Originally proposed in 1789 to limit conflicts of interest among members of Congress in determining their own compensation, the 27th Amendment was not ratified with the 10 amendments known today as the Bill of Rights. Popular opposition to congressional pay raises in the 1980s renewed interest in the amendment and it was ratified in 1992.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Structure and Functions of the Federal Government</b>		
<p><b>14</b> <b>Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</b></p>	<p><i>Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, compare, list, identify, describe, explain and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying a branch that exercises a particular power or responsibility of the federal government.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Diagramming the powers of the branches of government in a graphic organizer.</li> <li>Categorizing powers and responsibilities according to the branch of government that wields them.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Describing the powers or responsibilities of one or more branches of the federal government.</li> <li>Comparing the powers and/or responsibilities assigned between two branches of government.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify powers and responsibilities of each branch as they pertain to law</li> <li>Identify powers and responsibilities of each branch as they pertain to public policy</li> <li>Compare the powers and responsibilities of each branch as they pertain to law</li> <li>Compare the powers and responsibilities of each branch as they pertain to public policy</li> </ul>	
<p>Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions.</p> <p>The U.S. Constitution establishes roles for each of the three branches of government related to law and public policy. It assigns each branch special powers and responsibilities.</p> <p>Laws are made by the legislative branch. Laws are enforced by the executive branch. Laws are interpreted by the judicial branch as it resolves disputes under the laws. The actions and procedures of all three branches establish public policy. These include:</p> <ul style="list-style-type: none"> <li>☐ Legislative – conducting oversight investigations, instituting impeachment proceedings, ratifying treaties, passing resolutions;</li> <li>☐ Executive – making rules and regulations, proposing the federal budget, recognizing foreign nations, issuing executive orders; and</li> <li>☐ Judicial – issuing writs of certiorari, establishing judicial procedures, sentencing offenders, accepting amicus curiae briefs.</li> </ul>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Structure and Functions of the Federal Government</b>		
<p><b>15</b> The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p>	<p>Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.</p> <ul style="list-style-type: none"> <li>Select historical or contemporary examples of interactions among two or three branches of the federal government</li> <li>analyze the political dynamics involved</li> </ul>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>apply, organize, construct, list, identify, describe, explain, discuss, analyze, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying an example of a check of the legislative branch by the judicial branch of government.</li> <li>Explaining how the influence of a single political party's control of the legislative branch of government has influenced the interactions between that branch and the executive branch of government.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Completing a diagram of the relationship among the branches of government in a provided situation, then selecting the check(s) and balance(s) that arose given that situation.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Illustrating examples of checks and balances as derived from the U.S. Constitution.</li> <li>Using documentation related to a historical episode to describe how the media, interest groups or political party control has influenced the interaction among the branches of government.</li> <li>Identifying examples of the checks and balances that the other two branches of government have to limit the power of the remaining branch.</li> <li>Using appropriate documentation to analyze how informal relationships among members of Congress have helped or hindered the ability of the executive branch to advance its legislative agenda.</li> </ul>
<p>Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work in concert to instances involving the exercise of checks and balances. In this context, the political process becomes one of the branches exercising their powers to influence public policy. The U.S. Constitution addresses the interaction among the branches of government with a system of checks and balances. Checks and balances include:</p> <ul style="list-style-type: none"> <li>Legislative on executive – veto override, impeachment of civil officers, Senate approval of appointments and treaties, raise and govern military forces;</li> <li>Legislative on judicial – creation of lower courts, determination of appellate jurisdiction of the Supreme Court, impeachment of judges;</li> <li>Executive on legislative – convene either or both houses of Congress, veto legislation;</li> <li>Executive on judicial – appoint judges, issue pardons and reprieves;</li> <li>Judicial on legislative – Chief Justice of the Supreme Court presides over impeachment trials for the president, interpret and apply laws; and</li> <li>Judicial on executive – judges not subject to removal by president, interpret and apply laws.</li> </ul> <p>The interaction among the three branches of government is impacted by factors such as:</p> <ul style="list-style-type: none"> <li>Interest group involvement (e.g., proposing legislation, advocating rules, filing briefs);</li> <li>Political party control of the executive and legislative branches;</li> <li>Amount of public interest and nature of media coverage/commentary; and</li> <li>Informal relationships among the members of each branch.</li> </ul>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Role of the People</b>		
<p><b>16</b>  <b>In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.</b></p>	<p><i>Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, explain, discuss and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Briefly explaining how failure to fulfill a civic responsibility (e.g., registering to vote) can lead to the denial of a right of citizenship, such as the franchise.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Diagramming the relationship between the exercise of various civic responsibilities and various rights of citizenship.</li> <li>Given a scenario, highlighting text referring to rights and indicate which rights need to be balanced.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Explaining how a fulfillment or failure to fulfill a civic responsibility affects the exercise of a stated right.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.</li> </ul>	
	<p><b>Additional Content Limits:</b> Students should be provided with contextual background in items referencing historical episodes.</p>	
<p>People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights.                  During the American Revolution, various state bills of rights were drafted. The original U.S. Constitution outlined many rights held by the people (see Art. I, sec. 9 and 10, Art. III, sec. 2, Art. IV, sec. 2).                  The federal Bill of Rights not only enumerates many rights, but other unstated rights are alluded to under the Ninth Amendment. The U.S. Supreme Court, in its interpretation of the 14th Amendment’s due-process clause, has instituted the doctrine of incorporation meaning that most of the guarantees in the Bill of Rights also apply to state and local governments. Many of the rights held by American citizens protect the ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office). There are general responsibilities of citizenship (e.g., respecting the rule of law, paying taxes and fees, accepting responsibility for one’s actions). There also are responsibilities associated with the exercise of particular rights. Examples include:                  ☐ Entitlement to privileges and immunities – respecting the rights of others; ☐ Right of free speech – engaging in civil discourse; ☐ Right to bear arms – receiving firearms training; ☐ Right to jury trial – serving on juries; and ☐ Right to vote – becoming informed on public issues.                  Citizenship also entails service to the nation which guarantees the rights of the people. This may include military service, community service and serving in public office.                  Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response</p> <p><u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.</p> <p><b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Role of the People</b>		
<p><b>17</b> Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.</p>	<p><i>Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, explain, discuss and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Citing an issue that a given amendment addressed.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Completing a diagram categorizing how the federal government addressed a denial of rights to a selected minority group.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li>• <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Describing examples of the denial of rights to minority groups and corresponding actions taken by the federal government to address those denials.</li> <li>• Explaining how the federal government used legislation to address a denial of rights to a minority group in the 20th century.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify an issue related to the denial of civil rights to a particular minority group</li> <li>• Explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people</li> </ul>	
<p>The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, certain groups of people have not been able to fully exercise their rights. Over time, the U.S. government has taken actions to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing. For instance, the ratification of the 19th Amendment guaranteed suffrage to all women and the ratification of the 24th Amendment eliminated the failure to pay taxes as a reason to deny participation in voting for federal officeholders. The executive branch used National Guard troops to help integrate schools and used the Department of Justice to bring charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts in the second half of the 20th century. The U.S. Supreme Court, through the process of incorporation, has used the due process clause of the 14th Amendment to apply most of the federal Bill of Rights to the states.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> constructed-response  <u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.  <b>Response Attributes / Potential items</b></p>
Content Statement	<i>Expectation for Learning/ Learning targets</i>	
<b>Ohio’s State and Local Governments</b>		
<p><b>18</b> <b>The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.</b></p>	<p><i>Provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.</i></p> <ul style="list-style-type: none"> <li>Identify difficulties in governing Ohio by 1851</li> <li>Provide examples of how the 1851 Ohio Constitution addressed these difficulties</li> </ul>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying one example of difficulties experienced in governing Ohio prior to the passage of the 1851 Ohio Constitution.</li> <li>Citing how the 1851 Ohio Constitution addressed the problems associated with the requirement that the Ohio Supreme Court meet annually in every county.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Completing a diagram by matching the difficulty in governing Ohio prior to 1851 with the solution provided by the Ohio Constitution of 1851.</li> <li>Completing organizational charts that demonstrate how legislative, judicial and executive officials were chosen for office prior to and after the passage of the 1851 Ohio Constitution.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li><i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li><i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student’s knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Explaining the reasoning behind the creation of district courts in Ohio.</li> <li>Describing how the Ohio Constitution in 1851 addressed the issues of high state debt and the requirement that the Supreme Court meet once each year in every county.</li> </ul>
	<p>Under Ohio’s original constitution, the General Assembly was the preeminent branch of the government. Key judicial and executive officers, other than the governor, were appointed by the legislature and were not elected by the people of Ohio. The governor, although an elected official, had few specific powers. The Supreme Court, which was required to meet once each year in every county, found it difficult to meet its obligations. In addition the state was burdened with a significant amount of debt. The Constitution of 1851 provided that major executive officials and all judges were to be elected by popular vote. While the powers of the governor were not significantly increased, legislative powers to enact retroactive laws were prohibited and all laws of a general nature were required to be uniform throughout the state. District courts were added to the court system to reduce the burdens upon the Supreme Court. The new constitution instituted debt limitations, banned poll taxes and required that tax funds be used only for their stated purpose.</p>	

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> N/A  <u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.  <b>Response Attributes / Potential items</b></p>
Content Statement	<i>Expectation for Learning/ Learning targets</i>	
<b>Ohio's State and Local Governments</b>		
<p><b>19</b> <b>As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</b></p>	<p><i>Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, explain, compare and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Listing two powers that are denied by the U.S. Constitution to Ohio's state government, but are exercised at the federal level.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Categorizing powers of government based on whether state and/or federal governments may exercise them.</li> <li>• Completing a diagram explaining the complementary nature of the roles of Ohio's state government and those of the federal government.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li>• <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> N/A</p>
	<ul style="list-style-type: none"> <li>• Determine how the Ohio Constitution complements the federal structure of government in the United States</li> <li>• Compare the structures between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States</li> <li>• Compare the powers between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States</li> <li>• Compare the relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States</li> </ul>	
<p>The government of the State of Ohio fits within the federal structure of government. The Ohio Constitution must be consistent with the basic principles outlined in the U.S. Constitution (Article VI). The Ohio Constitution outlines the powers and functions of state government and provides the context for local government in the state.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> N/A  <u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.  <b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Ohio's State and Local Governments</b>		
<p><b>20</b>  <b>Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.</b></p>	<p><i>Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, explain, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Identifying one role for civic engagement available to Ohio's citizens at the local or state level.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Selecting a role an Ohio citizen could play to address a presented local state problem and then explaining how that role would be helpful to the local government involved.</li> <li>Categorizing courses of action open to Ohio citizens according to state or local venues.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> N/A</p>
	<ul style="list-style-type: none"> <li>Identify and explain roles that Ohio's citizens can play in helping state government address problems facing their communities.</li> <li>Identify and explain roles that Ohio's citizens can play in helping local government address problems facing their communities.</li> </ul>	
<p>Ohioans can assist government in addressing problems affecting the state and local communities. Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting and signing petitions to place issues on the ballot. Involvement at the local level can range from organizing civic activities to attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.</p>		

<b>Content Limits:</b> The content encompassed by this Content Statement will not be assessed.		Item Formats/ potential formats: N/A Stimulus Attributes N/A <b>Response Attributes / Potential items</b> N/A
Content Statement	Expectation for Learning/ Learning targets	
<b>Public Policy</b>		
<b>21</b> <b>A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.</b>	<i>Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.</i> <ul style="list-style-type: none"> <li>• Select a public policy issue</li> <li>• Analyze this issue in terms of collaboration or conflict among the levels of government involved</li> <li>• Analyze this issue in terms of collaboration or conflict among the branches of government involved.</li> </ul>	Will not be assessed
Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions. Examples of public policy at different levels of government by different branches of government include: ☐ Federal Executive – the Department of State, which advises the president on foreign policy and directs activities of embassies in foreign countries; ☐ Federal Legislative – the Congressional Budget Office, which provides analyses of economic and budgetary data; ☐ State Legislative – the Ohio Legislative Service Commission, which assists in drafting legislation; ☐ State Judicial – the Ohio Courts of Common Pleas, which apply sentencing guidelines for convicted felons; and ☐ Local Legislative/Executive – County commissions, which determine and grant tax abatements. The complexity of public policy issues may involve multiple levels and branches of government. These levels and branches may engage in collaboration or conflict as they attempt to address public policy issues (e.g., 2010 Federal Race-to-the-Top education grants, the cleanup of the 2010 BP oil spill in the Gulf of Mexico, Arizona’s planned enforcement of immigration laws in 2010).		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> N/A  <u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.  <b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Public Policy</b>		
<p><b>22</b>  <b>Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</b></p>	<p><i>Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government.</i></p>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>apply, organize, construct, list, identify, describe, explain, discuss, exemplify and/or evaluate information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Listing two methods by which individuals or organizations may provide input on public policy issues at a specified level of government (local, federal and state).</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Identify an appropriate action a citizen can take to address the government about an issue. Match the action with the appropriate level and branch of government to address for the issue.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li>• <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> N/A</p>
	<ul style="list-style-type: none"> <li>• Identify different positions on public policy issues</li> <li>• Determine an approach for providing effective input to the appropriate level and branch (agency) of the government.</li> </ul>	
<p>Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can:</p> <ul style="list-style-type: none"> <li>☐ Campaign for candidates who will support their positions once in office;</li> <li>☐ Provide information to executive branch officials on the impacts of potential rules and regulations;</li> <li>☐ Lobby members of a legislature;</li> <li>☐ Provide testimony before legislative committees;</li> <li>☐ Prepare briefs to present during judicial proceedings;</li> <li>☐ Offer comments during public meetings;</li> <li>☐ Conduct letter-writing campaigns; and</li> <li>☐ Hold public demonstrations.</li> </ul> <p>Individuals and organizations must know the proper level and branch of government to engage at the various stages of making public policy.</p>		

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> N/A  <u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.  <b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Government and the Economy</b>		
<p><b>23</b> The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p>	<p><i>Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions.</i></p> <p><i>Examine applications of government regulation and determine a cost and benefit of each application.</i></p> <ul style="list-style-type: none"> <li>• Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions.</li> <li>• Examine applications of government regulation</li> <li>• Determine a cost and benefit of each application.</li> </ul>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, compare, explain, and/or exemplify information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying how changes in taxes and expenditures by the government can affect the overall economy (include possible results such as inflation, recession, increased consumer spending and economic growth).</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Categorizing as costs or benefits the effects of a government regulatory policy in a provided economic situation.</li> <li>• Categorizing government actions as either spending or taxing methods of influencing the nation's economic conditions.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <i>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</i></li> <li>• <i>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</i></li> </ul> <p><b>Constructed- Response (Performance-Based)</b> N/A</p>
	<p>Fiscal policies fall into two broad categories: expansionary policies (involving increased government spending and reduced taxes) to increase the level of aggregate demand and contractionary policies (involving decreased government spending and increased taxes) to decrease the level of aggregate demand.</p> <p>There are difficulties in using fiscal policy to maintain economic stability and foster economic growth. Much government spending is fixed (e.g., entitlement programs), so only a small portion of the federal government's budget is discretionary. Predicting the impact of spending and taxing is difficult as is predicting future economic performance. Government spending and taxing does not produce immediate results and economic conditions may change; thus, expansionary policies could result in inflation and contractionary policies could result in recession. Coordinating federal spending and taxing with monetary policy and with state policies is difficult and may be contradictory. Fiscal policy is subject to political pressures; in the past, expansionary policies have tended to be popular and contractionary policies have tended to be unpopular.</p> <p>The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.</p>	

<p><b>Content Limits:</b> The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards (amended 2012) and by the Expectations for Learning contained in the Model Curriculum for American Government. In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning. Content will be limited to the scope of the U.S. political system.</p>		<p><u>Item Formats/ potential formats:</u>  <b>Machine-scored:</b> (multiple-choice, short-answer, graphic response, simulation)  <b>Hand-scored:</b> N/A  <u>Stimulus Attributes:</u> Stimuli may include text, extracts, graphics, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from American Government Content Statements and Content Elaborations.  <b>Response Attributes / Potential items</b></p>
Content Statement	Expectation for Learning/ Learning targets	
<b>Government and the Economy</b>		
<p><b>24</b>  <b>The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</b></p>	<p><i>Explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</i></p> <ul style="list-style-type: none"> <li>Explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply</li> <li>Explain how the Federal Reserve System uses monetary tools to moderate the effects of expansion and contraction in the economy.</li> </ul>	<p><b>Response Attributes:</b> Students may be asked to utilize prior content knowledge to <b>organize, construct, list, identify, describe, and/or explain information.</b></p> <p><b>Multiple-choice</b> items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.</p> <p><b>Short-Answer</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Listing tools available to the Federal Reserve for regulating the money supply and moderating economic conditions.</li> </ul> <p><b>Graphic- Response</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Completing a diagram outlining the anticipated effects of the use of one or more Federal Reserve tools on the expansion or contraction of the economy.</li> <li>Completing a diagram explaining how the use of a Federal Reserve tool, such as altering the discount rate, is expected to affect the economy.</li> </ul> <p><b>Simulation Simulations may be developed for this Content Statement.</b> Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.</li> <li>In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.</li> </ul> <p><b>Constructed- Response (Performance-Based)</b> N/A</p>
	<p>Monetary tools employed by the Federal Reserve System to regulate the nation's money supply include:</p> <ul style="list-style-type: none"> <li>☑ Open market operations (purchase and sale of government securities);</li> <li>☑ Adjusting the discount rate (interest rate on loans the Fed makes to financial institutions); and</li> <li>☑ Adjusting the reserve requirement (required reserve ratio – the fraction of deposits that banks must keep on reserve and not use to make loans).</li> </ul> <p>Purchasing government securities, reducing the discount rate and reducing the reserve requirement all serve to increase the money supply, decrease interest rates, encourage consumer and business spending, and foster economic expansion.</p> <p>Selling government securities, increasing the discount rate and increasing the reserve requirement all serve to reduce the money supply, increase interest rates, depress consumer and business spending, and foster economic contraction.</p>	