

# **Support Materials for Core Content for Assessment**

**Version 4.1**

## **Social Studies**

August 2006  
Kentucky Department of Education

### **Introduction to Depth of Knowledge (DOK) - Based on Norman Webb’s Model (Karin Hess, Center for Assessment/NCIEA, 2005)**

According to Norman L. Webb (“Depth of Knowledge Levels for Four Content Areas,” March 28, 2002), interpreting and assigning depth of knowledge levels to both objectives within standards and assessment items is an essential requirement of alignment analysis.

Four Depth of Knowledge (DOK) levels were developed by Norman Webb as an alignment method to examine the consistency between the cognitive demands of standards and the cognitive demands of assessments.

### **Depth of Knowledge (DOK) Levels for Social Studies**

A general definition for each of the four (Webb) Depth of Knowledge levels is followed by Table 1, which provides further specification and examples for each of the DOK levels for social studies. Webb recommends that large-scale, on-demand assessments only assess Depth of Knowledge Levels 1, 2, and 3, due primarily to testing time constraints. Depth of Knowledge at Level 4 in social studies is best reserved for local assessment. Table 2 provides examples of DOK “ceilings” (the highest level of cognitive demand for large-scale assessment) using one state’s social studies grade level expectations.

**Descriptors of DOK Levels for Social Studies** (based on Webb, *Technical Issues in Large-Scale Assessment*, report published by CCSSO, December 2002)

#### **Recall and Reproduction – Depth of Knowledge (DOK) Level 1**

Recall and Reproduction asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on the complexity of what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

A student answering a Level 1 item either knows the answer or does not: that is, the answer does not need to be “figured out” or “solved.”

Some examples that represent but do not constitute all of Level 1 performance are:

- Define Compromise.
- Identify two examples of political conflict among individuals and/or groups in the United States during the colonial time period.
- Identify how scarcity forces people and societies to make choices.
- List three physical characteristics of a region of the United States.
- Describe physical features of regions.

### **Skills and Concepts/Basic Reasoning – Depth of Knowledge (DOK) Level 2**

Skills and Concepts/Basic Reasoning includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Some examples that represent but do not constitute all of Level 2 performance are:

- Explain the causes and effects of the Revolutionary War.
- Describe how groups and individuals in Kentucky make economic decisions based on their limited productive resources.
- Explain the reasons why discrimination developed in the United States prior to the Civil Rights Movement.
- Compare and give examples of how scarcity required the Ancient Egyptians and the Ancient Romans to make decisions about how their productive resources should be used.
- Explain how interaction between the supporters of slavery and those opposed to slavery led to political conflict and competition during the 1850s.

### **Strategic Thinking/Complex Reasoning – Depth of Knowledge (DOK) Level 3**

Strategic Thinking/Complex Reasoning requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to

problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Some examples that represent, but do not constitute all of Level 3 performance are:

- Propose and evaluate solutions for an economic problem.
- Citing evidence, evaluate monarchies, democracies, republics, and dictatorships in terms of their effectiveness in establishing order, providing security, and accomplishing common goals.
- Analyze the causes of the rapid population growth of the “Sun Belt” states, and explain the economic impact of this growth on those regions where population patterns have shifted.
- Recognize and explain misconceptions related to the discovery of America.

#### **Extended Thinking/Reasoning – Depth of Knowledge (DOK) Level 4**

Extended Thinking/Reasoning requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources examine and explain alternative perspectives across a variety of sources and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.

Some examples that represent, but do not constitute all of Level 4 performance are:

- Research, apply and adapt information to solve a geographic problem.
- Create and participate in a simulation of a mock trial.
- Plan and develop a solution to a problem/issue in your community.
- Examine and explain alternative perspectives across a variety of primary/secondary sources.
- Analyze and synthesize information for multiple sources.

**Table 1: Applying Webb’s Depth of Knowledge Levels for Social Studies –**

**(Adapted from Karin Hess, Center for Assessment/NCIEA by the  
 Kentucky Department of Education, 2005)**

<b>Webb’s DOK Levels</b>			
<b>Recall &amp; Reproduction (DOK 1)</b>	<b>Skills &amp; Concepts/Basic Reasoning (DOK 2)</b>	<b>Strategic Thinking/Complex Reasoning (DOK 3)</b>	<b>Extended Thinking/Reasoning (DOK 4)</b>
<ul style="list-style-type: none"> <li>• Identify who, when, what where, and why</li> <li>• Recall facts, terms, concepts, trends, generalizations and theories</li> <li>• Use a variety of tools</li> <li>• Recognize or identify specific information contained in graphics.</li> <li>• Identify specific information in maps, charts, tables, graphs or drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Describe or explain how or why</li> <li>• Give an example</li> <li>• Describe and explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view or processes</li> <li>• Compare/contrast people, places, events, purposes, and concepts</li> <li>• Classify, sort items into meaningful categories</li> <li>• Convert information from one form to another</li> </ul>	<ul style="list-style-type: none"> <li>• Use concepts to solve problems</li> <li>• Use evidence to justify</li> <li>• Propose and evaluate solutions to problems</li> <li>• Recognize and explain misconceptions</li> <li>• Cite evidence and develop a logical argument for concepts</li> <li>• Reason and draw conclusions</li> <li>• Discriminate among plausible answers</li> <li>• Analyze similarities and differences in issues and problems</li> <li>• Apply concepts to new situations</li> <li>• Make connections</li> </ul>	<ul style="list-style-type: none"> <li>• Connect and relate ideas and concepts within the content area or among content areas</li> <li>• Examine and explain alternative perspectives across a variety of sources</li> <li>• Describe and illustrate how common themes and concepts are found across time and place</li> <li>• Make predictions with evidence as support</li> <li>• Develop a logical argument</li> <li>• Plan and develop solutions to problems</li> <li>• Analyze and synthesize information from multiple sources</li> <li>• Complex reasoning with planning, investigating or</li> </ul>

**Table 1: Applying Webb’s Depth of Knowledge Levels for Social Studies –**

<ul style="list-style-type: none"> <li>• Define</li> <li>• Identify cause and effect</li> <li>• Describe (recall, recite or reproduce information)</li> <li>• Identify purposes</li> </ul>		<p>across time and place to explain a concept or big idea</p> <ul style="list-style-type: none"> <li>• Recognize and explain patterns</li> <li>• Make and support decisions</li> <li>• Evaluate effectiveness and impact</li> </ul>	<p>developing that will most likely require an extended period of time-must require applying significant conceptual understanding and higher-order thinking</p> <ul style="list-style-type: none"> <li>• Apply and adapt information to real-world situations</li> <li>• Participation in simulations and activities requiring higher-level thinking (e.g., Mock Trial, Mock Congress, Project Citizen)</li> </ul>
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**Depth of Knowledge as a “Ceiling”**

Core Content statements are identified with a Depth of Knowledge (DOK) levels. This level represents the highest level (ceiling) that items will be designed for the Kentucky Core Content Test.

It is important to note, however, that items will also be developed below the ceiling level. Table 2 provides three examples of social studies core content statements with different “ceilings,” that is, the highest DOK Level at which an item could be assessed. Table 2 also indicates the other DOK levels at which an item could be assessed.

**Table 2: Depth of Knowledge Sample Chart -  
 Using the Same Content Statement Across DOK levels/Grade spans  
 (Kentucky Department of Education, 2005)**

<p><b>SS-05-1.1.1 Students will describe the basic functions of the United States Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty) and explain their significance today. DOK 3</b></p>			
<p><b>Webb’s DOK Levels</b></p>			
<p><b>Recall &amp; Reproduction (DOK 1)</b></p>	<p><b>Skills and Concepts/Basic Reasoning (DOK 2)</b></p>	<p><b>Strategic Thinking/ Complex Reasoning (DOK 3)</b></p>	<p><b>Extended Thinking/Reasoning (DOK 4)</b></p>
<p>List and define the basic purposes of government in the United States (as stated in the Preamble to the United States Constitution).</p>	<p>Explain and give examples of how the U.S. Government:</p> <ul style="list-style-type: none"> <li>• Establishes justice</li> <li>• Ensures domestic tranquility</li> <li>• Provides for the common defense</li> <li>• Promotes the general welfare</li> <li>• Secures the blessings of liberty to ourselves and our posterity to citizens in your community.</li> </ul>	<p>Analyze the freedom of speech provision in the first amendment. Provide evidence of how this amendment fulfills a purpose of the government as stated in the preamble and explain why this is important to your life today.</p>	<p>Evaluate how the government has fulfilled a purpose (listed in the preamble) throughout various historical time periods (e.g. establish justice through Revolution and New Nation, Expansion and Conflict, and Industrialization)          Create a graphic organizer to show your findings.</p>

**Table 2: Depth of Knowledge Sample Chart -**

**SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2**

<p>Define:</p> <ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Democracy</li> <li>• Republic</li> <li>• Dictatorship</li> </ul>	<p>Compare the purposes and sources of power for these present day forms of government:</p> <ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Democracy</li> <li>• Republic</li> <li>• Dictatorship</li> </ul>	<p>Describe the purpose of governmental power in a dictatorship. Using the Preamble to the US Constitution, analyze the differences between the purposes of the governmental power (e.g. establish justice), in the United States as opposed to a country ruled by a dictator.</p>	<p>Using multiple sources, research and predict how each of the following present day governments might resolve a real-world problem/issue and support your prediction.</p> <ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Democracy</li> <li>• Republic</li> <li>• Dictatorship</li> </ul> <p>* Teacher would provide real world problem/s.</p>
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**Table 2: Depth of Knowledge Sample Chart -**

**SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security, and accomplishing common goals. DOK 3**

<p>Identify the purposes and sources of power in the following:</p> <ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Democracy</li> <li>• Republic</li> <li>• Dictatorship</li> </ul>	<p>Explain the similarities and differences between monarchies, democracies, republics, and dictatorships in terms of their purposes and sources of power.</p>	<p>Citing evidence, evaluate monarchies, democracies, republics, and dictatorships in terms of their effectiveness in establishing order, providing security, and accomplishing common goals.</p>	<p>Given a real-world problem that affects the global community (e.g., human rights, trade imbalance), research and explain how different governments have responded to these issues. Using multiple viewpoints, analyze their effectiveness.</p>
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**Table 3: Depth of Knowledge Sample Chart -  
 Using Same Verb Across DOK Levels and Grade Spans  
 (Kentucky Department of Education, 2005)**

<b>Social Studies Core Content Statement</b>	<b>Ceiling</b>	<b>Recall &amp; Reproduction (DOK 1)</b>	<b>Skills &amp; Concepts /Basic Reasoning (DOK 2)</b>	<b>Strategic Thinking/Complex Reasoning (DOK 3)</b>	<b>Extended Thinking/Reasoning (DOK 4)</b>
SS-05-1.1.1 Students will describe the basic functions of the United States Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty) and explain their significance today. DOK 3	3		Explain how the U.S Government functions, as defined by the Preamble to the Constitution.	Using examples to justify your answer, explain the powers of government established by the Preamble to the United States Constitution and why these powers are still significant today.	Using multiple sources, research how the U.S. Government has used its powers (as defined by the Preamble to the Constitution) over time, and explain, through a class presentation, the significance of these actions.
SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). DOK 2	2		Explain how the purposes and sources of power differ in a monarchy vs. a democracy.	Explain how the relationship between sources of power and the role of citizens differs in democracies vs. monarchies, and	

**Table 3: Depth of Knowledge Sample Chart -**

				cite examples to support your answer.	
SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security, and accomplishing common goals. DOK 3	3		Explain how the purposes and sources of power differ among democracies, monarchies, and dictatorships.	Explain how effective democracies, monarchies, and dictatorships have been in establishing order, providing security, and accomplishing common goals, and cite examples to support your answer.	Using multiple sources, research a government and explain its effectiveness over time in establishing order, providing security, and accomplishing common goals. Cite examples to support your answer.

**Depth of Knowledge (DOK)  
2004 Released Items – Social Studies  
(Kentucky Department of Education, 2005)**

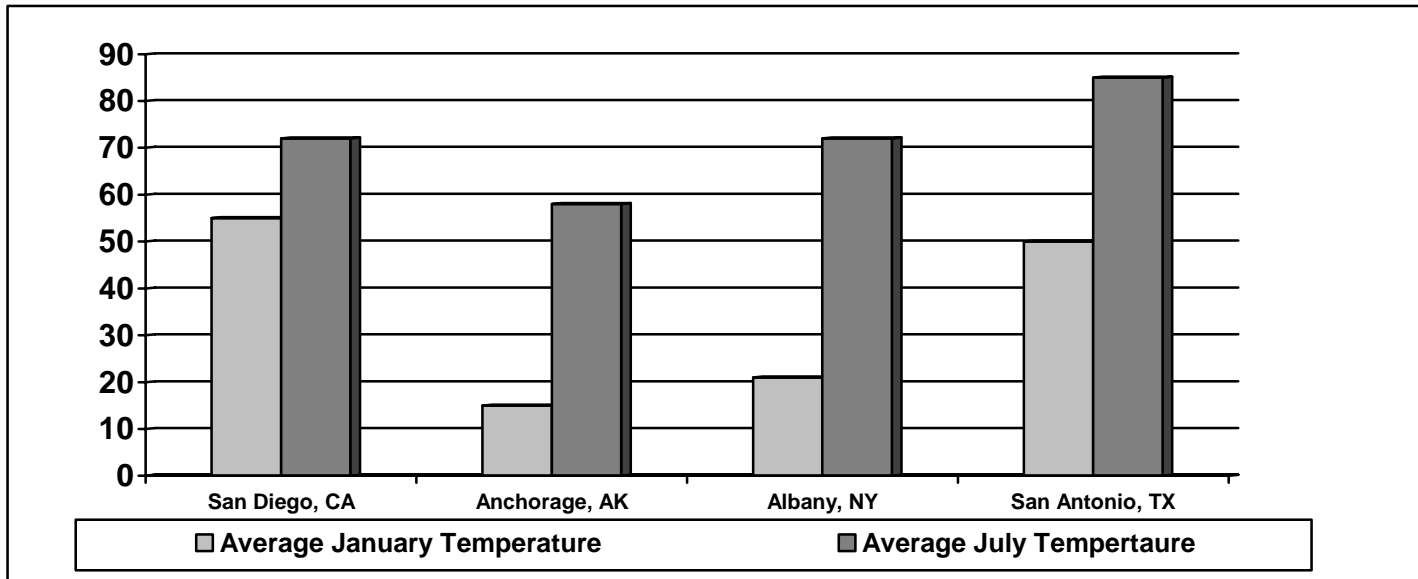
**Elementary**

*Multiple Choice - People in the United States*

1. People in the United States enjoy freedom of speech. This freedom is protected by the
  - Declaration of Independence.
  - Bill of Rights.
  - Emancipation Proclamation.
  - Articles of Confederation.

*Multiple Choice – Average Temperatures*

3. Use the bar graph below to answer question 3.



3. If you are looking for a place to live that has warm winters and cool summers, which city would be your best choice?
- Albany, NY
  - San Diego, CA
  - Anchorage, AK
  - San Antonio, TX

*Open Response – Government Workers*

7. In the United States, the town, county, and state governments, and the national government collect taxes to provide citizens with many different services. Some of the tax money is used to hire people to do the different government jobs that provide these services.
- a. Identify TWO types of government jobs.
  - b. Describe the services each job provides.

**Middle School**

*Multiple Choice – Shared Powers*

1. Under our system of checks and balances, the Supreme Court can limit the power of both the Congress and the President by
- impeaching public officials.
  - vetoing a law.
  - making appointments.
  - declaring a law unconstitutional.

*Multiple Choice – Market Economies*

3. In a free market economy, the price and quality of goods and services are **most strongly** affected by
- advertising.
  - competition.
  - borrowing.
  - regulation.

*Open Response – America’s Diversity*

8. Before the arrival of Europeans, North America was home to many different Native American peoples and cultures. Beginning in the 1600s, Europeans and Africans added to America’s diversity. Today we live in a society that was shaped by each of these three groups, as well as by other groups who arrived later.
- a. Identify **one** contribution to American life made by **each** of the three groups listed below:
    - Native Americans
    - African Americans
    - European Americans (Spanish, English, German, Irish, etc.)
  - b. Explain why these contributions are still important in American life today. Use specific examples to support your answer.

*Open Response – Separation of Powers*

9. The framers of the U.S. Constitution wanted to prevent the new federal government from becoming a dictatorship. To keep the government from becoming too powerful, they divided its powers among three branches—the legislative branch, the executive branch, and the judicial branch.
- a. For **each** of the three branches of government identify **one** power given to it by the Constitution.
  - b. Explain why **each** power you identified in **part a** is important in our system of government. Support your explanation with specific, real-life examples.

**High School**

*Multiple Choice – Supreme Court*

1. The ability of the Supreme Court to declare an act of Congress, or of the president, unconstitutional is an example of
- capitalism.
  - states’ rights.
  - federalism.
  - judicial review.

*Multiple Choice – Bolshevik Revolution of 1917*

5. The Bolshevik Revolution of 1917 introduced which form of government to Russia?
- communism
  - democracy
  - fascism
  - monarchy

*Open Response – Constitutional Rights*

6. Constitutional rights in the United States extend to all citizens. The Bill of Rights guarantees:
- freedom of religion
  - freedom of speech
  - freedom of the press
  - the right to assemble and to petition the government
  - the right to keep and bear arms
  - freedom from unreasonable search and seizure
  - the right to due process of law (speedy and fair trial, impartial jury, right to counsel, protection against cruel and unusual punishment)
- a. Select **one** of the Constitutional rights listed above that you support **or** that you feel is particularly important. Discuss **two** reasons for your position.
- b. Select **one** of the Constitutional rights listed above that you do not support **or** that you feel should be amended. Discuss **two** reasons for your position.

*Open Response – The Great Northern Migration*

9. Human migration can be the result of factors that “push” populations from one place or “pull” them to another. In the U.S., between 1910 and 1945, many African Americans migrated from rural southern areas to large northern cities. This migration from the South to the North redistributed America’s black population and had lasting social and political effects on the nation.
- a. Describe **two** conditions in the rural southern areas during this time period that caused African Americans to consider migrating to the North.
- b. Describe **two** conditions in northern cities during this time period that attracted African Americans to the North.

**Depth of Knowledge (DOK) Annotations for  
2004 Released Items – Social Studies  
(Kentucky Department of Education, 2005)**

**Elementary**

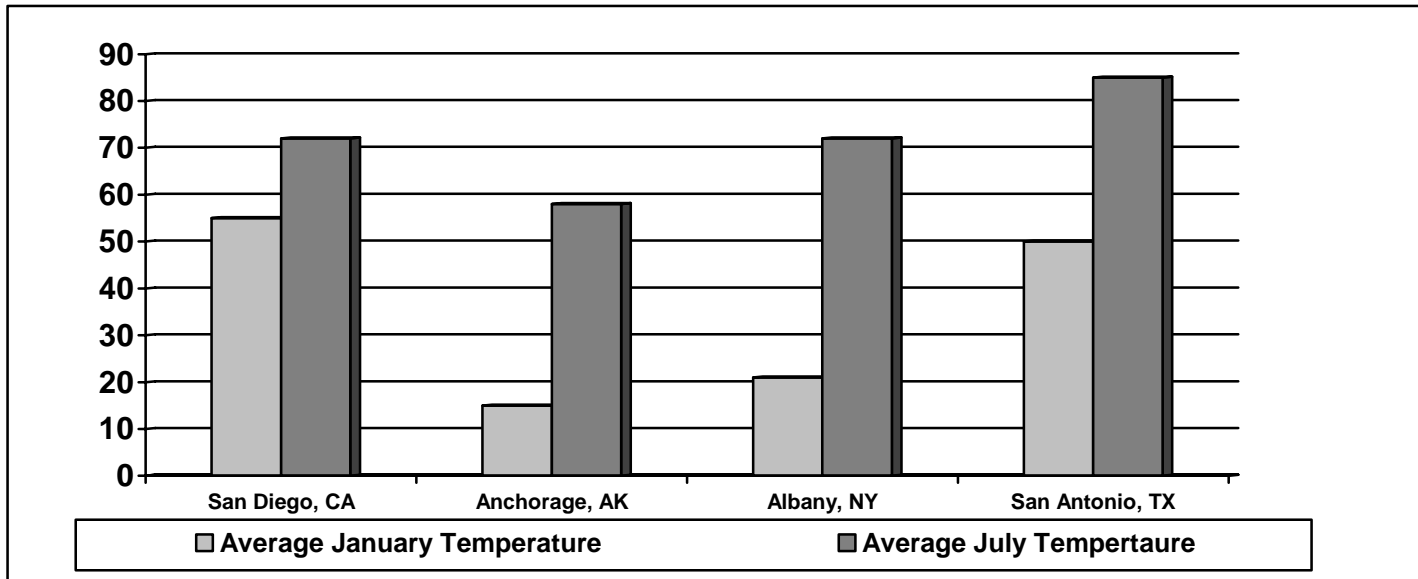
*Multiple Choice - People in the United States*

1. People in the United States enjoy freedom of speech. This freedom is protected by the
  - Declaration of Independence.
  - Bill of Rights.
  - Emancipation Proclamation.
  - Articles of Confederation.

**Social Studies—5—1—DOK 1—SS-05-1.3.1—This item requires students to simply recall information from an historical document.**

*Multiple Choice – Average Temperatures*

3. Use the bar graph below to answer question 3.



4. If you are looking for a place to live that has warm winters and cool summers, which city would be your best choice?
- Albany, NY
  - San Diego, CA
  - Anchorage, AK
  - San Antonio, TX

**Social Studies—5—3—DOK 2—SS-05-4.1.3—This item requires students to read and interpret a graph.**

*Open Response – Government Workers*

7. In the United States, the town, county, and state governments, and the national government collect taxes to provide citizens with many different services. Some of the tax money is used to hire people to do the different government jobs that provide these services.
- c. Identify TWO types of government jobs.
  - d. Describe the services each job provides.

**Social Studies—5—7—DOK 2—SS-05-1.1.1—This item requires students to complete a two-step task that involves recall and description.**

**Middle School**

*Multiple Choice – Shared Powers*

1. Under our system of checks and balances, the Supreme Court can limit the power of both the Congress and the President by
- impeaching public officials.
  - vetoing a law.
  - making appointments.
  - declaring a law unconstitutional.

**Social Studies—8—1—DOK 1—SS-08-1.2.1—This item requires students to recall information.**

*Multiple Choice – Market Economies*

3. In a free market economy, the price and quality of goods and services are **most strongly** affected by
- advertising.
  - competition.
  - borrowing.
  - regulation.

**Social Studies—6—3—DOK 2—SS-06-3.3.1—This item requires students to understand terminology and clarify concepts.**

*Open Response – America’s Diversity*

8. Before the arrival of Europeans, North America was home to many different Native American peoples and cultures. Beginning in the 1600s, Europeans and Africans added to America’s diversity. Today we live in a society that was shaped by each of these three groups, as well as by other groups who arrived later.
- b. Identify **one** contribution to American life made by **each** of the three groups listed below:
- Native Americans
  - African Americans
  - European Americans (Spanish, English, German, Irish, etc.)
- b. Explain why these contributions are still important in American life today. Use specific examples to support your answer.

**Social Studies—8—8—DOK 3—SS-08-5.2.1—This item requires students to identify, explain, and justify a position using supporting evidence.**

*Open Response – Separation of Powers*

9. The framers of the U.S. Constitution wanted to prevent the new federal government from becoming a dictatorship. To keep the government from becoming too powerful, they divided its powers among three branches—the legislative branch, the executive branch, and the judicial branch.

- a. For **each** of the three branches of government identify **one** power given to it by the Constitution.
- b. Explain why **each** power you identified in **part a** is important in our system of government. Support your explanation with specific, real-life examples.

**Social Studies—8—9—DOK 3—SS-08-1.2.1— This item requires students to identify, explain, and justify a position using supporting evidence.**

**High School**

*Multiple Choice – Supreme Court*

1. The ability of the Supreme Court to declare an act of Congress, or of the president, unconstitutional is an example of
  - capitalism.
  - states' rights.
  - federalism.
  - judicial review.
  -

**Social Studies—11—1—DOK 1-SS-HS-1.2.1-This item requires students to recall the definition of a specific term.**

*Multiple Choice – Bolshevik Revolution of 1917*

5. The Bolshevik Revolution of 1917 introduced which form of government to Russia?
- communism
  - democracy
  - fascism
  - monarchy

**Social Studies -11-5-DOK 1-SS-HS-5.3.4-This item requires students to recall an event.**

*Open Response – Constitutional Rights*

6. Constitutional rights in the United States extend to all citizens. The Bill of Rights guarantees:
- freedom of religion
  - freedom of speech
  - freedom of the press
  - the right to assemble and to petition the government
  - the right to keep and bear arms
  - freedom from unreasonable search and seizure
  - the right to due process of law (speedy and fair trial, impartial jury, right to counsel, protection against cruel and unusual punishment)
- a. Select **one** of the Constitutional rights listed above that you support **or** that you feel is particularly important. Discuss **two** reasons for your position.
- b. Select **one** of the Constitutional rights listed above that you do not support **or** that you feel should be amended. Discuss **two** reasons for your position.

**Social Studies-11-6-DOK 3-SS-HS-1.2.2-This item requires students to formulate an opinion based on their knowledge, develop a position and support it with evidence.**

*Open Response – The Great Northern Migration*

9. Human migration can be the result of factors that “push” populations from one place or “pull” them to another. In the U.S., between 1910 and 1945, many African Americans migrated from rural southern areas to large northern cities. This migration from the South to the North redistributed America’s black population and had lasting social and political effects on the nation.

- a. Describe **two** conditions in the rural southern areas during this time period that caused African Americans to consider migrating to the North.
- b. Describe **two** conditions in northern cities during this time period that attracted African Americans to the North.

**Social Studies-11-9-DOK 2 SS-HS-4.3.1 – This item requires students to describe cause and effect relationships.**

**Depth of Knowledge (DOK) Annotations  
Social Studies 2004 Released Items**

**Elementary**

*Multiple Choice - People in the United States*

1. Social Studies—5—1—DOK 1—SS-05-1.3.1— (Big Idea: Citizens have rights and responsibilities). This item requires students to recall information about a historical document (Bill of Rights).

*Multiple Choice – Average Temperatures*

3. Social Studies—5—3—DOK 2—SS-05-4.1.3— (Big Idea: Physical and human characteristics create patterns on Earth’s surface). This item requires students to read and interpret a geographic tool (graph).

*Open Response – Government Workers*

7. Social Studies—5—7—DOK 2—SS-05-1.1.1— (Big Idea: People form governments). This item requires students to identify and describe government services.

**Middle School**

*Multiple Choice – Shared Powers*

1. Social Studies—8—1—DOK 1—SS-08-1.2.1— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to recall information about how our system of checks and balances prevents the concentration of political power.

*Multiple Choice – Market Economies*

3. Social Studies—6—3—DOK 2—SS-06-3.3.1— (Big Idea: Markets are institutional arrangements). This item requires students to understand how prices of goods and services are determined in present day market economies.

*Open Response – America’s Diversity*

8. Social Studies—8—8—DOK 3—SS-08-5.2.1— (Big Idea: The history of the United States is a chronicle of a diverse people and the nation they form). This item requires students to identify contributions of European, African, and Native American people, explain how these contributions have helped form America’s diverse society today, and cite specific examples to support their answer.

*Open Response – Separation of Powers*

9. Social Studies—8—9—DOK 3—SS-08-1.2.1— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to identify a power from each branch of government, and explain its importance using real-world examples.

**High School**

*Multiple Choice – Supreme Court*

1. Social Studies—11—1—DOK 1—SS-HS-1.2.1— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to recall and identify the definition of judicial review.

*Multiple Choice – Bolshevik Revolution of 1917*

5. Social Studies—11—5—DOK 1—SS-HS-5.3.4— (Big Idea: The history of the world is a chronicle of human activities and human societies). This item requires students to recall the significance of the Bolshevik Revolution.

*Open Response – Constitutional Rights*

6. Social Studies—11—6—DOK 3—SS-HS-1.2.2— (Big Idea: U.S. Constitution establishes a government of limited and shared powers). This item requires students to formulate an opinion based on their knowledge of the freedoms guaranteed by the Bill of Rights, develop a position and support it with evidence.

*Open Response – The Great Northern Migration*

9. Social Studies—11—9—DOK 2—SS-HS-4.3.1— (Big Idea: Movement and settlement patterns). This item requires students to describe push/pull factors related to movement and settlement patterns of African Americans in the Twentieth Century.