**Structure:**

* 60 multiple choice questions (10 field test items)
* Minimum of 6 questions per standard
* At least 75% of objectives have a question
* Depth of knowledge
	+ Level 1- 20-25% Level 2- 65-70% Level 3- 5-15%
* 3rd grade reading level, except content vocabulary, which is 5th grade
* 60-80 minutes to administer the assessment
* At least 50% of questions have pictorial and graphical representations
* All stems worded positively (the word “not” is avoided)
* Responses “both of the above, none of the above, all the above” not used
* Items under “content limits” are definitely tested (see “content limits” for each unit)
* Time frame 1607-1806, *settlement of Jamestown to Bill of Rights adoption in 1791*
* Multiple stimuli are required to answer some questions
* Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, etc.
* Items will not require students to memorize dates, but important dates will be in stem
* Stimuli/Attributes (pictorial and graphical representations; items highlighted will for sure be on the assessment):

Primary Sources Secondary Sources

Chart Table

Diagram Graph

Political Cartoon Advertisement

The Constitution Laws/Treaties/Acts

Supreme Court case Diary

Journal Newspaper excerpt

Magazine article Quote

Speech Letter

Map Globe

Atlas Almanac

Population pyramid Cartogram

Piece of Art Photograph

Timeline

**Standard 1: James Towne Settlement and Plimoth Plantation (~8 questions, 16% of the assessment)**

**The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society.**

1.1 Emphasis:

-Geographic reasons the Virginia coast made English settlement attractive

-Short or long term political and economic results of settling in Virginia

Content Limits:

Propriety colonies: Roanoke and James Towne, development of Virginia, national prestige

1.2 Emphasis:

Compare the economic, political and religious motivations for settling in Virginia of free immigrants and indentured servants

Content Limits:

Free immigrants, indentured servants, limited to 1607-1620 and should not reference specific regions or areas of settlement

1.3 Emphasis

-Types of interactions between Native and English settlers in James Towne

-Permanency of James Towne: Starving Times and the development of tobacco as Virginia’s cash crop

Content Limits:

Contributions to the establishment and survival of the James Towne settlement, contributions to helping the colony survive the starving times, contributions to the development of tobacco as Virginia’s cash crop, relationship of the individual to other groups

1.4 Emphasis:

Identify or explain how the English demonstrated their commitment to the permanent settlement of James Towne

Content Limits:

 Representative government- House of Burgess, private ownership of land, first African American laborers, the development of slavery, women settlers

1.5 Emphasis:

-Successes and challenges of Plimoth Plantation

-Students need to cite evidence from stimulus

-This item requires a least one stimuli from a primary or secondary source for DOK 2 and 3

Content Limits:

Geographic reasons the Massachusetts coast made English settlement attractive, religious motivations for emigration – religious persecution, contributions of William Bradford, Chief Massasoit, and Squanto, contributions of Pilgrims, Pilgrims relationship with Native Americans, Mayflower Compact, institutions and principles of government

**Standard 2: Colonial America (~10 questions, 20% of the assessment)**

**The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture and institutions of self-government.**

2.1 Emphasis:

Compare and contrast the regional colonies

Content Limits:

Concepts for comparison: natural resources, agriculture, economic growth, imports, exports, systems of labor, geography, and regional differences related to economy

2.2 Emphasis:

Compare and contrast the methods of self-government in the three colonial regions including the role of religion

Content Limits:

Self-government: town hall meetings, House of Burgesses, representative government; the role of religion in the founding of Maryland, Massachusetts, Rhode Island and Pennsylvania; Religious toleration

2.3 Emphasis:

Explain the impact of the triangular trade routes on Europe, Africa, and the British colonies

Content Limits:

Triangular trade routes: international economy – concept of interdependence, import and export of slave labor, raw materials and finished goods; Middle Passage, Africans forced migration, Atlantic slave trade, cultural interactions: diversity, art, tradition of oral history, music, food

2.4 Emphasis:

-Analyze relationships and interactions between Native Americans and colonists

-Understand territorial conflicts between Native Americans and British Colonists

Content Limits:

King Phillip or Metacomet, King Phillips’ War, territorial claims and seizure of Native American lands, positive and negative interactions: trade, treaties, diseases

2.5 Emphasis:

-Understand the significance of key individuals and groups in the founding and settling of English colonies in North America

-Identify the roles of key individuals and groups

-Analyze causes and effects of religious freedom

-This item requires at least one stimulus from an informational text for DOK 2 or 3

Content Limits:

Roger Williams, Lord Baltimore, James Oglethorpe, William Penn, Catholics, Quakers, debtors, Key Concepts: compromise, charter, intolerance, religious freedom, religious toleration

2.6 Emphasis:

Analyze daily life in the colonies by comparing different groups’ perspectives of daily life

Content Limits:

Landowners, Plantations, Merchants, artisans, craftsmen, indenture servants, concept of social class, African Americans- free and enslaved, Native Americans

**Standard 3: American Revolution (~18 questions, 36% of the assessment)**

**The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the United States Constitution**

3.1 Emphasis:

-Causes of the events leading to the American Revolution

-The effects of those events

-Focus is on the significance of events and people, not just factual information

Content Limits:

Great Britain, Parliament, Boston Massacre, legislative representation, Thomas Paine and Common Sense, Sugar/Stamp/Quartering/Coercive Acts, Paul Revere’s engraving of the Boston Massacre, how raids evolved into planned insurrection, internal v. external taxation, King George, boycott, arsenal, Proclamation of 1763, Lexington and Concord, Siege of Boston, Minute Men, Committees of Correspondence, Boston Tea Party

3.2 Emphasis:

-Colonial political and property grievances for declaring independence

-Understand the political ideals found within the *Declaration of Independence*

*-*This item requires at least one stimulus for DOK 2 and DOK 3

Content Limits:

Ideals of American society: equality, unalienable rights, consent of governed; Colonial grievances listed in DofI: right of self-government, occupation by British troops and martial law, and interference with colonists’ right to make a living and govern themselves; DofI: significance of July 4, 1776, Thomas Jefferson as author of DofI; Second Continental Congress

3.3 Emphasis:

-Understand and recall the social contract found in the DofI

-Understand how the social contract has been preserved and protected by the American military when necessary

-Describe and identify the concept of the social contract as described in full text of the DofI

Content Limits:

Celebrate Freedom Week, Formation of the American Government, Declaration of Independence, Key concepts: sacrifice, contribution, social contract, self-evident, unalienable rights (life, liberty and the pursuit of happiness), consent of the governed, just powers

3.4 Emphasis:

-The formation of the first American system of government

- The strengths and weaknesses of the first system of government

-Purposes of the *Articles of Confederation*

*-*This item requires at least one stimulus for DOK 2 and DOK 3

Content Limits:

*Articles of Confederation –* focus on positives only*,* Managing and winning the Revolutionary War, Managing the Western Territories

3.5 Emphasis:

-Analyze the significance of major military and diplomatic events of the Revolutionary War

-Explain the impacts of Trenton, Saratoga, Yorktown and the encampment at Valley Forge

Content Limits:

George Washington’s military leadership, Purpose of the Treaty of Paris, Key Battles/events: Valley Forge, Saratoga, Yorktown

3.6 Emphasis:

-Identify key individuals and their contributions to the Revolutionary War

-Identify key individuals’ points of view about the Revolutionary War

-This items requires a least one stimulus for DOK 2 and DOK 3

Content Limits:

Patrick Henry, John Adams, Abigail Adams, Samuel Adams, Paul Revere, Thomas Jefferson, Phillis Wheatley, Benjamin Franklin, Mercy Otis Warren, Sons and Daughters of Liberty, patriots, loyalists

**Standard 4 Early Federal Period (~14 questions, 28% of the assessment)**

**The student will examine the political, economic, social and geographic transformation of the United States during the early to mid-1800s**

4.1 Emphasis:

-Examine issues and events that led to the Constitutional Convention

-This item requires at least one stimulus from an informational text for DOK 2 and DOK 3

Content Limits:

Weaknesses of *Articles of Confederation,* weak national government, Shay’s Rebellion, Northwest Ordinance, Constitutional Convention

4.2 Emphasis:

-Analyze and understand the issues, debates and compromises of the Constitutional Convention

-Identify key individuals and their contributions to the Constitutional Convention

Content Limits:

Key Debates: Virginia Plan, New Jersey Plan; Key Compromises: Three-fifths Compromise, Great Compromise, slavery; Key Individuals: George Washington, James Madison, George Mason, Gouverneur Morris

4.3 Emphasis:

-Determine the main purposes of the U.S. government as expressed in the preamble to the Constitution and in the Constitution

-This item requires at least one stimulus for DOK 2 and DOK 3

Content Limits:

U.S. Constitution: Preamble, separation of powers, three branches of government, Federal government, shared powers between states and federal government, checks and balances

4.4 Emphasis:

-Explain the ratification of the U.S. Constitution

-Compare and contrast the Federalist and Anti-Federalists points of view

Content Limits:

Bill of Rights, ratification process, Federalist point of view, Anti-Federalist point of view

4.5 Emphasis:

-Summarize the liberties defined in the Bill of Rights

-This item requires at least one stimulus for DOK2 and DOK 3

Content Limits:

Bill of Rights, individual rights as listed, Amendments 1-10

Content checklist: Unit 1

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| **Content –James Towne and Plimoth Settlement** | **Lesson** | **Formative Assessment** | **Unit Assessment** |
| Propriety colonies: Roanoke and James Towne |  |  |  |
| development of Virginia |  |  |  |
| national prestige |  |  |  |
| free immigrants, 1607-1620 |  |  |  |
| indentured servants, 1607-1620  |  |  |  |
| contributions to the establishment and survival of the James Towne settlement  |  |  |  |
| contributions to helping the colony survive the Starving Times |  |  |  |
| contributions to the development of tobacco as Virginia’s cash crop |  |  |  |
| relationship of the individual to other groups (Native and English speakers) |  |  |  |
| representative government- House of Burgess  |  |  |  |
| private ownership of land |  |  |  |
| first African American laborers |  |  |  |
| the development of slavery |  |  |  |
| women settlers |  |  |  |
| geographic reasons the Massachusetts coast made English settlement attractive  |  |  |  |
| religious motivations for emigration – religious persecution |  |  |  |
| contributions of William Bradford, Chief Massasoit, and Squanto |  |  |  |
| contributions of Pilgrims |  |  |  |
| Pilgrims relationship with Native Americans |  |  |  |
| Mayflower Compact |  |  |  |
| institutions and principles of government |  |  |  |
| self-government: town hall meetings, House of Burgesses, representative government  |  |  |  |

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| **Content Checklist: Unit 2- Colonial America** | **Lesson** | **Formative Assessment** | **Unit** **Assessment** |
| the role of religion in the founding of Maryland, Massachusetts, Rhode Island and Pennsylvania |  |  |  |
| religious toleration |  |  |  |
| Triangular trade routes |  |  |  |
| international economy – concept of interdependence |  |  |  |
| import and export of slave labor, raw materials and finished goods |  |  |  |
| Africans forced migration |  |  |  |
| Middle Passage |  |  |  |
| Atlantic slave trade |  |  |  |
| cultural interactions: diversity, art, tradition of oral history, music, food |  |  |  |
| King Phillip or Metacomet |  |  |  |
| King Phillips’ War |  |  |  |
| territorial claims and seizure of Native American lands |  |  |  |
| positive and negative interactions between Native Americans and Colonists: trade, treaties, diseases |  |  |  |
| Roger Williams |  |  |  |
| Lord Baltimore |  |  |  |
| James Oglethorpe |  |  |  |
| William Penn |  |  |  |
| Catholics |  |  |  |
| Quakers |  |  |  |
| debtors |  |  |  |
| compromise |  |  |  |
| charter |  |  |  |
| intolerance |  |  |  |
| religious freedom |  |  |  |
| religious toleration |  |  |  |
| Landowners, Plantations, Merchants, artisans, craftsmen, indenture servants, concept of social class, African Americans- free and enslaved, Native Americans |  |  |  |
| Social class |  |  |  |

Content Checklist: Unit 3

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| --- | --- | --- | --- |
| **Content- American Revolution** | **Lesson** | **Formative Assessment** | **Unit** **Assessment** |
| Great Britain Proclamation of 1763 |  |  |  |
| Parliament |  |  |  |
| Boston Massacre |  |  |  |
| legislative representation, |  |  |  |
| Thomas Paine and Common Sense |  |  |  |
| Sugar/Stamp/Quartering/Coercive Acts |  |  |  |
| Paul Revere’s engraving of the Boston Massacre |  |  |  |
| how raids evolved into planned insurrection |  |  |  |
| internal v. external taxation |  |  |  |
| King George |  |  |  |
| boycott |  |  |  |
| arsenal |  |  |  |
| Lexington and Concord |  |  |  |
| Siege of Boston |  |  |  |
| Minute Men |  |  |  |
| Committees of Correspondence |  |  |  |
| Boston Tea Party |  |  |  |
| Ideals of American society: equality, unalienable rights, consent of governed  |  |  |  |
| Colonial grievances listed in Declaration of Independence |  |  |  |
| right of self-government |  |  |  |
| interference with colonists’ right to make a living and govern themselves |  |  |  |
| Declaration of Independence |  |  |  |
| significance of July 4, 1776 |  |  |  |
| Thomas Jefferson as author of Declaration of Independence |  |  |  |
| Second Continental Congress  |  |  |  |

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| **Content Unit 3 (CONTINUED)** | **Lesson** | **Formative Assessment** | **Unit** **Assessment** |
| occupation by British troops and martial law |  |  |  |
| concepts: sacrifice, contribution, social contract, self-evident, unalienable rights (life, liberty and the pursuit of happiness), consent of the governed, just powers |  |  |  |
| Formation of the American Government |  |  |  |
| Celebrate Freedom Week |  |  |  |
| *Articles of Confederation –* focus on positives only |  |  |  |
| managing and winning the Revolutionary War |  |  |  |
| managing the Western Territories |  |  |  |
| George Washington’s military leadership |  |  |  |
| purpose of the Treaty of Paris |  |  |  |
| key battles/events: Valley Forge, Saratoga, Yorktown |  |  |  |
| John Adams |  |  |  |
| Abigail Adams |  |  |  |
| Samuel Adams |  |  |  |
| Paul Revere |  |  |  |
| Thomas Jefferson |  |  |  |
| Phillis Wheatley |  |  |  |
| Benjamin Franklin |  |  |  |
| Mercy Otis Warren |  |  |  |
| Sons and Daughters of Liberty |  |  |  |
| Patriots and loyalists |  |  |  |

Content Checklist: Unit 4

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| **Content- Early Federal Period** | **Lesson** | **Formative Assessment** | **Unit Assessment** |
| Weaknesses of *Articles of Confederation* |  |  |  |
| weak national government |  |  |  |
| Shay’s Rebellion |  |  |  |
| Northwest Ordinance |  |  |  |
| Constitutional Convention |  |  |  |
| Key Debates: Virginia Plan, New Jersey Plan  |  |  |  |
| Key Compromises: Three-fifths Compromise, Great Compromise |  |  |  |
| George Washington |  |  |  |
| slavery |  |  |  |
| James Madison |  |  |  |
| George Mason |  |  |  |
| Gouverneur Morris |  |  |  |
| U.S. Constitution: Preamble, separation of powers, three branches of government, Federal government, shared powers between states and federal government, checks and balances |  |  |  |
| Bill of Rights – Amendments 1-10 |  |  |  |
| ratification process |  |  |  |
| Federalist point of view |  |  |  |
| Anti-Federalist point of view |  |  |  |