

Guided Questions for Planning

- What is the main focus as we will teach as a team this week?
- Is our instruction aligned? (TEKS/SE, LO, Activities, DOL)
 - What are some Multiple Response Strategies to use?
 - Can the DOLs be done in 5-10 minutes?
- Which instructional strategies are working and which are not?

8th Grade Social Studies Instructional Calendar 2023-2024

[2023-2024 ERA BREAKDOWN LINK](#)

[H.O.T. QUESTIONS LINK](#)

Grade Level: 8th

Date: Nov. 4-8

3rd Six Weeks: Week 1

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/ SE	<p style="text-align: center;">Separation of Powers</p> <p>Continue Principles of Government 15CD, 16A, 19ABC</p> <p>8.15D - Analyze how the US Constitution reflects the principles of Limited government, republicanism, checks & balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	NO STUDENTS	<p style="text-align: center;">Checks and Balances</p> <p>8.15D - Analyze how the US Constitution reflects the principles of Limited government, republicanism, checks & balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	<p style="text-align: center;">Popular Sovereignty</p> <p>8.15D - Analyze how the US Constitution reflects the principles of Limited government, republicanism, checks & balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	<p style="text-align: center;">Individual Rights</p> <p>8.15D - Analyze how the US Constitution reflects the principles of Limited government, republicanism, checks & balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>
Lesson Objective Students will be able to...	Define how the U.S. Constitution reflects the principles of Separation of Powers by		Describe how the U.S. Constitution reflects the principles of Checks and Balances by	Define how the U.S. Constitution reflects the principles of Popular Sovereignty by	Define how the U.S. Constitution reflects the principles of Individual Rights by
DOL	Given 1-2 STAAR based questions, SWBAT define how the U.S. Constitution reflects the principles		Given 1-2 STAAR based questions, SWBAT describe how the U.S. Constitution reflects the principles	Given 1-2 STAAR based questions, SWBAT define how the U.S. Constitution reflects the principles	Given an SCR question, SWBAT define how the U.S. Constitution reflects the principles of Individual Rights with mastery.

	of Separation of Powers with 100%.		of Checks and Balances with 100%.	of Popular Sovereignty with 100%.	
Daily/Weekly DOL Links					
SCR					SCR

Grade Level: 8th

Date: Nov. 11-15

3rd Six Weeks: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
TEKS/ SE	<p>B.O.R./Grievances</p> <p>Continue Principles of Government 5ABCE, 20A</p> <p>8.15C - Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> <p>8.19 B - Summarize rights guaranteed in the Bill of Rights.</p>	<p>B.O.R./Grievances</p> <p>8.15C - Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> <p>8.19 B - Summarize rights guaranteed in the Bill of Rights.</p>	<p>B.O.R./Grievances</p> <p>8.15C - Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> <p>8.19 B - Summarize rights guaranteed in the Bill of Rights.</p>	<p>B.O.R./Grievances</p> <p>8.15C - Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> <p>8.19 B - Summarize rights guaranteed in the Bill of Rights.</p>	<p>Weekly DOL ALL P.O.G.</p>
Lesson Objective Students will be able to...	Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights by	Analyze colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights by	Describe colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights by	Summarize rights guaranteed in the Bill of Rights by	Display understanding of how the U.S. Constitution reflects the Principles of Government by completing a weekly DOL.
DOL	Given 1-2 STAAR based questions,	Given 1-2 STAAR based questions,	Given 1-2 STAAR based questions,	Given an SCR question, SWBAT summarize	Given 7-10 STAAR based questions,

	SWBAT identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights with 100%.	SWBAT analyze colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights with 100%.	SWBAT describe colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights with 100%.	rights guaranteed in the Bill of Rights with mastery.	SWBAT display understanding of how the U.S. Constitution reflects the Principles of Government with mastery.
Daily/Weekly DOL Links					In School City
SCR					SCR

Grade Level: 8th

Date: Nov. 18-22

3rd Six Weeks: Week 3

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/ SE	<p>Washington</p> <p>Begin First 5 Presidents 5ACDE</p> <p>8.5A - Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.</p> <p>8.5B - Summarize arguments regarding protective tariffs, taxation, and the banking system.</p>	<p>8.5A - Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.</p> <p>8.5B - Summarize arguments regarding protective tariffs, taxation, and the banking system.</p>	<p>Edynamics</p> <p>8.5C - Explain the origin and development of American political parties.</p> <p>8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p>	<p>Edynamics</p> <p>8.5C - Explain the origin and development of American political parties.</p> <p>8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p>	<p>3 Week Assessment (P.O.G. & Washington)</p>

Lesson Objective Students will be able to...	Identify major domestic problems faced by the leaders of the new republic by	Describe major domestic problems faced by the leaders of the new republic by	Identify the foreign policies of president Washington by	Explain the impact of Washington's Farewell Address by	Display understanding of the 3 weeks content by completing a 3 week assessment.
DOL	Given 1-2 STAAR based questions, SWBAT identify major domestic problems faced by the leaders of the new republic with 100%.	Given 1-2 STAAR based questions, SWBAT describe major domestic problems faced by the leaders of the new republic with 100%.	Given 1-2 STAAR based questions, SWBAT identify the foreign policies of president Washington with 100%.	Given an SCR question, SWBAT explain the impact of Washington's Farewell Address with mastery.	Given 10-12 STAAR based questions, SWBAT display understanding of the 3 weeks content with mastery.
Daily/Weekly DOL Links					In School City
SCR					SCR

THANKSGIVING BREAK - Nov. 25 - Nov. 29

Grade Level: 8th

Date: Dec. 2-6

3rd Six Weeks: Week 4

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/ SE	<p>Finish Washington Gallery Walk</p> <p>Adams Alien and Sedition Acts & XYZ Affair Continue First 5 Presidents 5DE, 13A</p> <p>8.5A - Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.</p>	<p>8.5A - Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.</p> <p>8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p>	<p>Jefferson Midnight Judges (Court Packing), Louisiana Purchase, Judicial Review, & Embargo of 1807</p> <p>8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p> <p>8.18A - Identify the origin of judicial review.</p>	<p>Jefferson Gallery Walk</p> <p>8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p> <p>8.18A - Identify the origin of judicial review.</p> <p>8.18B - Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison</p>	<p>Weekly DOL Open Book</p>

	8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.		8.18B - Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison		
Lesson Objective Students will be able to...	Describe major domestic problems faced by the leaders of the new republic by	Explain the foreign policies of president Adams by	Identify the origin of judicial review by	Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison by	Display understanding of major domestic problems faced by the leaders of the new republic by completing a weekly DOL.
DOL	Given 1-2 STAAR based questions, SWBAT describe major domestic problems faced by the leaders of the new republic with 100%.	Given 1-2 STAAR based questions, SWBAT explain the foreign policies of president Adams with 100%.	Given 1-2 STAAR based questions, SWBAT identify the origin of judicial review with 100%.	Given an SCR question, SWBAT summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison with mastery.	Given 5-7 STAAR based questions, SWBAT display understanding of major domestic problems faced by the leaders of the new republic with mastery.
Daily/Weekly DOL Links					In School City
SCR					SCR

Grade Level: 8th

Date: Dec. 9-13

3rd Six Weeks: Week 5

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/ SE	<p>Madison War of 1812</p> <p>Continue First 5 Presidents 5DE, 13A</p> <p>8.5D - Explain the causes, important events, and effects of the War of 1812.</p>	<p>ELAR Benchmark 8.5D - Explain the causes, important events, and effects of the War of 1812.</p> <p>8.13A - Analyze the economic effects of the War of 1812.</p>	<p>Math Benchmark Monroe Monroe Doctrine & Era of Good Feelings</p> <p>8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p>	<p>8.5E - Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p>	<p>6 Week Assessment Review</p>

	8.13A - Analyze the economic effects of the War of 1812.				
Lesson Objective Students will be able to...	Analyze the causes, important events, and effects of the War of 1812 by	Describe the economic effects of the War of 1812 by	Analyze the foreign policies of president Monroe by	Explain the impact of the Monroe Doctrine by	
DOL	Given 1-2 STAAR based questions, SWBAT analyze the causes, important events, and effects of the War of 1812 with 100%.	Given 1-2 STAAR based questions, SWBAT describe the economic effects of the War of 1812 with 100%.	Given 1-2 STAAR based questions, SWBAT analyze the foreign policies of president Monroe with 100%.	Given an SCR question, SWBAT explain the impact of the Monroe Doctrine with mastery.	
Daily/Weekly DOL Links					
SCR					SCR

Grade Level: 8th

Date: Dec. 16-19

3rd Six Weeks: Week 6

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/SE	Project/Review	Writing Camp	6 Week Assessment	6 Week Assessment	TEACHER PREP DAY - NO STUDENTS
Lesson Objective Students will be able to...	Review the 6 weeks content by completing a cumulative review project.	Review the 6 weeks content by completing a cumulative review project.	Display understanding of the 6 weeks content by completing the 6 week assessment.	Display understanding of the 6 weeks content by completing the 6 week assessment.	
DOL			Given 15-18 STAAR based questions, SWBAT display understanding of the 6 weeks content with mastery.	Given 15-18 STAAR based questions, SWBAT display understanding of the 6 weeks content with mastery.	
Daily/Weekly DOL Links			In School City	In School City	
SCR					

WINTER BREAK - Dec. 23 - Jan. 3



FWISD Leadership Academy Network



Assessment Summary

LAN_CA_6W3_Gr08_SS_Eng_24-25

Assessment Summary: LAN_CA_6W3_Gr08_SS_Eng_24-25

Year: 2024-2025

Subject: History-Social Science

Total Items: 18

Total Possible Points: 21.000

Includes 0 Pilot Items

Item Type	CR	GM	IC	MC	MR
Item Count	1	1	1	14	1

Item #	Standard	Item Type	Item ID	Correct Answer	Points	DOK
1	8.5(A) 8.29(C)	MC	STAAR_Social Studies_Gr08_20 19_Item12	F G H J	1	N/A
2	SS.8.5.E	MC	KDS-E618233	A B C D	1	Level 3: Strategic Thinking
3	SS.8.13.A	MC	MIB-579537	A B C D	1	Level 3: Strategic Thinking
4	SS.8.5.A	MC	KDS-E287164	A B C D	1	Level 2: Skill/Concept
5	SS.8.5.A	MC	8.5A	A B C D	1	N/A
6	8.15(C)	MC	STAAR_Social Studies_Gr08_20 19_Item30	F G H J	1	N/A
7	8.18(A)	MC	STAAR_SocialSt udies_Gr08_2015 _Item04	F G H J	1	N/A
8	8.15(D)	MC	STAAR_SocialSt udies_Gr08_2013 _Item26	F G H J	1	N/A
9	SS.8.5.B	MC	KDS-E287171	A B C D	1	Level 2: Skill/Concept
10	8.15(D)	MC	STAAR_Social Studies_Gr08_20 19_Item10	F G H J	1	N/A
11	8.5(C) 8.29(B)	MC	STAAR_Social Studies_Gr08_20 19_Item33	A B C D	1	N/A
12	SS.8.5.A	MC	KDS-E618221	A B C D	1	Level 1: Recall
13	SS.8.5.E	IC	GW Drop Down	1 2 3 4 1 2 3 4	1	N/A
14	SS.8.19.A	MC	KDS-E644873	A B C D	1	Level 1: Recall
15	SS.8.5.A	MC	KDS-E644786	A B C D	1	Level 1: Recall
16	SS.8.5.E	CR	Washington/Monr oe Foreign Policy SCR	-	2	N/A
17	SS.8.18.B	MR	KDS-E686019	A B C D E	2	N/A
18	SS.8.15.D	GM	KDS-E687482		2	N/A

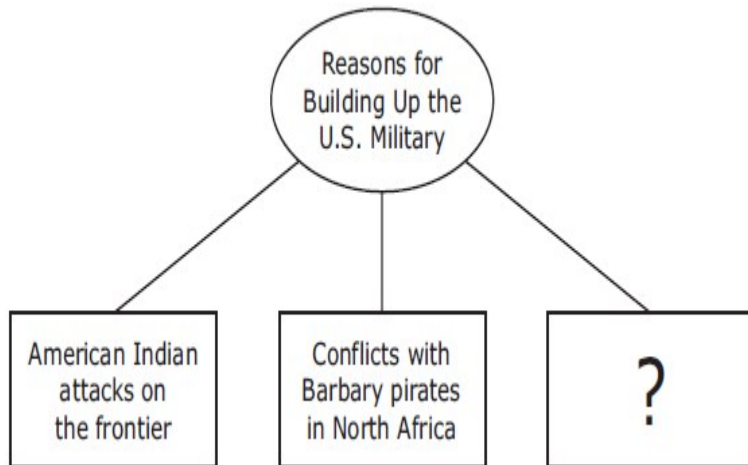
Standard Summary

Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
8.5(A) describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government; Readiness Standard	0	0	0	0	0	0	1	1
8.5(C) explain the origin and development of American political parties; Readiness Standard	0	0	0	0	0	0	1	1
8.15(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and Readiness Standard	0	0	0	0	0	0	1	1
8.15(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. Readiness Standard	0	0	0	0	0	0	2	2
8.18(A) identify the origin of judicial review and analyze examples of congressional and presidential responses; Readiness Standard	0	0	0	0	0	0	1	1
8.29(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; Process Standard	0	0	0	0	0	0	1	1
8.29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; Process Standard	0	0	0	0	0	0	1	1

Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
SS.8.5.A describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system; Readiness Standard	0	0	0	0	0	1	3	4
SS.8.5.B summarize arguments regarding protective tariffs, taxation, and the banking system; Supporting Standard	0	0	0	0	0	0	1	1
SS.8.5.E identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; Readiness Standard	0	0	1	0	0	0	2	3
SS.8.13.A analyze the economic effects of the War of 1812; and Supporting Standard	0	0	1	0	0	0	0	1
SS.8.15.D analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and Readiness Standard	0	0	0	0	0	0	1	1
SS.8.18.B summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and Supporting Standard	0	0	0	0	0	0	1	1
SS.8.19.A define and give examples of unalienable rights; Readiness Standard	0	0	0	0	0	0	1	1
Total:	0	0	2	0	0	1	17	20

Items and Rubric / Rationale

Item #: 1 ID: STAAR_Social
Studies_Gr08_2019_Item12



Which reason best completes the diagram?

- F Requirements of an alliance with France
- G Interest in conquering territories in South America
- H British impressment of U.S. sailors
- J Abolition of state militias

Answer Choice Rationales

- F The United States did not build up the military to fulfill the requirements of an alliance with France.
- G The United States did not build up the military in order to conquer territories in South America.
- H One of the problems faced by leaders of the United States in the late 1700s and early 1800s was building a military. The United States built up its military to protect settlers on the frontier and to help defend merchant ships against Barbary pirates. The United States also needed to protect sailors from being forced to serve in the British Navy, a practice known as impressment. For this item the student applies critical-thinking skills to organize and interpret information from a diagram.
- J The United States did not build up the national military because state militias had been abolished.

Item #: 2 ID: KDS-E618233

Answer Choice Rationales

The political cartoon concerns the Monroe Doctrine.



- A Correct answer
- B Correct answer
- C Correct answer
- D Correct answer

Based on the political cartoon, what was one goal of the Monroe Doctrine?

- A To establish U.S. dominance over the Western Hemisphere
- B To encourage trade between Europe and South America
- C To spread democracy to other countries in the Western Hemisphere
- D To remain neutral in conflicts between Europe and South America

Item #: 3 ID: MIB-579537

How did the War of 1812 affect the economy of the United States?

- A More people turned to farming because the war disrupted overseas trade.
- B Manufacturing increased because British goods were no longer imported.
- C The destruction of factories caused by the fighting resulted in a slow recovery.
- D Labor costs increased due to shortages of workers who went to fight in the war.

Item #: 4 **ID: KDS-E287164****Answer Choice Rationales**

In response to the "XYZ Affair" and threats to national security, Congress passed the —

A Correct answer

- A Alien and Sedition Acts.
- B Alien Registration Act.
- C Espionage Act.
- D Logan Act.

Item #: 5 **ID: 8.5A**

- The Whiskey Rebellion
- The Bank of the United States
- The Alien and Sedition Acts
- *Marbury v. Madison*

The list provides examples of --

- A topics discussed during the Second Constitutional Convention
- B domestic issues faced by the leaders of the new republic
- C weaknesses of the government under the Articles of Confederation
- D issues leading to the ratification of the first constitutional amendments

Item #: 6 **ID: STAAR_Social
Studies_Gr08_2019_Item30**

Which grievance from the Declaration of Independence is addressed by the Sixth Amendment to the U.S. Constitution?

- F "He has dissolved Representative Houses repeatedly."
- G "For depriving us in many cases, of the benefits of Trial by Jury . . ."
- H "He has obstructed the . . . Laws for establishing Judiciary powers."
- J "For Quartering large bodies of armed troops among us . . ."

Item #: 7 **ID: STAAR_SocialStudies_Gr08_2015_Item04**

The decision in *Marbury v. Madison* was significant in U.S. history because it —

- F reinforced federal authority over American Indian affairs
- G confirmed the power of Congress to regulate interstate commerce
- H established the practice of judicial review by the Supreme Court
- J upheld the power of the Electoral College to choose the vice president

Answer Choice Rationales

- F The Sixth Amendment addressed the rights of the accused in criminal prosecutions, not the disbanding of legislatures.
- G The Sixth Amendment to the U.S. Constitution addressed the denial of trial by jury. It guarantees the accused "the right to a speedy and public trial by an impartial jury."
- H The Sixth Amendment addressed the rights of the accused in criminal prosecutions, not the blocking of judiciary powers.
- J The Sixth Amendment addressed the rights of the accused in criminal prosecutions, not the quartering of troops.

Item #: 8 **ID: STAAR_SocialStudies_Gr08_2013_Item26**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

—*Tenth Amendment, U.S. Constitution*

Which principle of U.S. government is most clearly reflected in the amendment above?

- F Checks and balances
- G Federalism
- H Separation of powers
- J Due process

Item #: 9 **ID: KDS-E287171**

Answer Choice Rationales

In the 1800s, southern states opposed a protective tariff because it —

- A favored foreign countries that specialized in manufacturing goods.
- B tended to favor northern states that specialized in agriculture.
- C tended to favor the manufacturing industry in northern states.
- D favored western territories that had recently found gold.

C Correct answer

Item #: 10 **ID: STAAR_Social**
Studies_Gr08_2019_Item10

Which phrase best represents the U.S. principle of republicanism?

- F The creation of a Congress to carry out the will of the people
- G The establishment of courts to interpret laws and government actions
- H The division of power between a federal government and state governments
- J The power of a court to declare a law unconstitutional

Item #: 11 **ID: STAAR_Social**
Studies_Gr08_2019_Item33

1	2
<ul style="list-style-type: none"> • Continental Army • English Army 	<ul style="list-style-type: none"> • George Washington • Paul Revere
3	4
<ul style="list-style-type: none"> • Virginia Plan • New Jersey Plan 	<ul style="list-style-type: none"> • Thomas Jefferson • Alexander Hamilton

Which pair contributed to the development of political parties in the United States?

- A 1
- B 2
- C 3
- D 4

Answer Choice Rationales

- F The principle of republicanism refers to a government with representatives elected to carry out the will of the people. Voters elect members of Congress to represent them.
- G The establishment of courts to interpret laws and government actions applies to the judicial branch and refers to the principles of separation of powers and checks and balances, not republicanism.
- H The division of power between federal and state governments is the principle of federalism, not republicanism.
- J The power of a court to declare a law unconstitutional is the principle of judicial review, not republicanism.

Answer Choice Rationales

- A The Continental Army and the English Army fought against each other in the American Revolution. Their fighting did not lead to the development of political parties in the United States.
- B George Washington was against the formation of political parties as stated in his 1796 Farewell Address.
- C The Virginia Plan and the New Jersey Plan were proposed during the writing of the U.S. Constitution to address representation in Congress. The two plans did not contribute to the development of political parties in the United States.
- D Thomas Jefferson and Alexander Hamilton disagreed about several key issues. Those disagreements led to the formation of the first political parties in the United States. Thomas Jefferson led the Democratic-Republicans, while Alexander Hamilton led the Federalists. For this item the student applies critical-thinking skills to compare and categorize.

Item #: 12 **ID: KDS-E618221****Answer Choice Rationales**

Why was the Sedition Act, signed into law by President John Adams in 1798, controversial?

- A The act restricted Americans' freedom of religion.
- B The act established the first U.S. military draft.
- C The act established the first national bank.
- D The act restricted Americans' freedom of speech.

- A Correct answer
- B Correct answer
- C Correct answer
- D Correct answer

Item #: 13 **ID: GW Drop Down**

In George Washington's Farewell Address, he warned Americans about the dangers of _____ because he _____ .

Inline Choice 1:

- 1 increasing U.S. manufacturing
- 2 forming permanent alliances with foreign nations
- 3 keeping the Articles of Confederation
- 4 allowing the presidential cabinet

Inline Choice 2:

- 1 feared trade with Latin America would be harmed
- 2 was troubled that France might establish colonies in the Americas
- 3 worried that the nation might later be dragged into a foreign war
- 4 sought to protect America's western frontier

Item #: 14 **ID: KDS-E644873**

Which description is an example of an unalienable right from the Declaration of Independence?

- A Equality — People's education should be equal in every state.
- B Wealth — People's salaries should be dependent on their skills.
- C Happiness — People can do lawful things that they enjoy.
- D Patriotism — People can choose to join any of the armed forces.

Answer Choice Rationales

- A **Option A is incorrect:**
Equality is not one of the three unalienable rights listed in the Declaration of Independence.
- B **Option B is incorrect:**
Wealth is not one of the three unalienable rights listed in the Declaration of Independence.
- C **Option C is correct:**
In the Declaration of Independence, unalienable rights meant rights that belong to all men and cannot be taken away. Thomas Jefferson lists three unalienable rights in the Declaration of Independence: life, liberty, and the pursuit of happiness. For this item the student applies critical-thinking skills to make generalizations.
- D **Option D is incorrect:**
Patriotism is not one of the three unalienable rights listed in the Declaration of Independence.

Item #: 15 **ID: KDS-E644786**

Why did Alexander Hamilton think a national bank would strengthen the central government?

- A The bank would help provide stability for the U.S. economy.
- B The bank would create a monopoly that would eliminate state banks.
- C The bank would encourage foreign competition for manufactured goods.
- D The bank would have the power to regulate interstate commerce.

Item #: 16 **ID: Washington/Monroe Foreign Policy SCR**

How did U.S. foreign policy change from the presidency of Washington to the presidency of Monroe?

Answer Choice Rationales

- Option A is correct:**
Alexander Hamilton developed a plan to stabilize the U.S. economy and strengthen the central government after the American Revolution. The creation of a national bank was a part of Hamilton's economic plan. A national bank would allow the government to collect taxes, hold government funds, and make loans. Hamilton believed that these were all vital functions for the economic success of the new nation. For this item the student applies critical-thinking skills to draw conclusions.
- Option B is incorrect:**
The national bank was for the use of the federal government. The bank did not replace existing state banks.
- Option C is incorrect:**
The national bank would provide economic stability, not support foreign competition.
- Option D is incorrect:**
The national bank would provide economic stability. The ability to regulate interstate commerce is given to Congress in Article I, Section 8 of the U.S. Constitution.

Item #: 17

ID: KDS-E686019

This excerpt is from the U.S. Constitution.

The Congress shall have Power . . .

To regulate Commerce with foreign Nations, and among the several States.

—*U.S. Constitution, Article I, Section 8, Clause 3*

How did the U.S. Supreme Court interpret this article in *Gibbons v. Ogden* (1824)?

Select **TWO** correct answers.

- A States may control commerce within their borders that involves foreign countries.
- B States may be subject to federal regulation in matters of commerce.
- C States may possess the power to regulate interstate commerce.
- D States may pass legislation that restricts interstate commerce.
- E States may regulate commerce within their own borders.

Answer Choice Rationales

- A **Option A is incorrect:**
Only the federal government has the power to control commerce that involves foreign countries.
- B **Option B is correct:**
In *Gibbons v. Ogden*, the U.S. Supreme Court held that states may be subject to federal regulation of commerce. For this item, the student applies critical-thinking skills to use valid primary sources to acquire information about the United States.
- C **Option C is incorrect:**
The U.S. Supreme Court decision made it clear that the power to regulate interstate commerce remained with the federal government only.
- D **Option D is incorrect:**
The U.S. Supreme Court decision clarified that the power to regulate interstate commerce was denied to the states.
- E **Option E is correct:**
The U.S. Supreme Court ruled that states had the authority to regulate trade only within their borders; only the federal government could regulate trade between states.

Item #: 18 ID: KDS-E687482

Correct Answer:

Legislative Branch	Executive Branch	Judicial Branch
Makes the laws Declares wars	Enforces the laws Commands armed forces	Interprets the laws Declares laws unconstitutional

Rationale:

Options “Declares wars” and “Makes the laws” are powers of the Legislative Branch.

The U.S. Constitution gives the legislative branch the power to declare wars and to make (write) laws in Article I.

Options “Commands armed forces” and “Enforces the laws” are powers of the Executive Branch.

The U.S. Constitution gives the executive branch the power to command the armed forces and to enforce laws in Article II.

Options “Declares laws unconstitutional” and “Interprets the laws” are powers of the Judicial Branch.

The U.S. Constitution gives the judicial branch the power to interpret laws and declare them unconstitutional in Article III and in the U.S. Supreme Court decision of Marbury v. Madison.

Interprets the laws Declares wars Commands armed forces Declares laws unconstitutional Enforces the laws Makes the laws

Which powers does the U.S. Constitution give to each branch of government?

Move each constitutional power to the correct branch of government.

Legislative Branch	Executive Branch	Judicial Branch