<table>
<thead>
<tr>
<th>Kentucky Reviewers</th>
</tr>
</thead>
</table>
| **Danita C. Carey**  
Westport Middle School  
Louisville, Kentucky |
| **Michelle K. Cason**  
Williamstown Independent Schools  
Williamstown, Kentucky |
| **William Stephen Daugherty**  
McNabb Middle School  
Mount Sterling, Kentucky |
| **Sharan Gwynn**  
Georgetown Middle School  
Georgetown, Kentucky |
| **Carolyn F. Lifland**  
Madison Middle School  
Richmond, Kentucky |
| **Jerry L. Parks, Th.D.**  
Georgetown Middle School  
Georgetown, Kentucky |
| **Marcia Stegeman**  
Newport Middle School  
Newport, Kentucky |

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KY29 (tl)Buddy Mays/CORBIS, (tr)Wolfgang Kaehler/CORBIS, (b) Gary W. Carter/CORBIS.
How Do I Succeed in World History?

Your textbook, *Journey Across Time: The Early Ages*, includes a variety of tools designed to help you be successful as you study the early history of the world. One of the most valuable tools is the list of objectives that you will be expected to master by the end of the school year. The list is called the Kentucky Core Content for Social Studies Assessment, Grade 7. Following the core content is a correlation chart to help you determine where the textbook teaches this content.

This section of your textbook also includes a Standardized Test Practice. The Practice is designed to help you prepare for standardized tests. It consists of practice questions that cover all the core content standards and is organized by week to help you and your teacher arrange your study.

Identifying what you are expected to learn at the very beginning of the year and honing your test-taking skills throughout the year will help focus your study of world history. It will also help you and your parents or caregivers see when you might need extra help in mastering the concepts of a particular unit of study. Such extra help will ensure that your study of world history will be both enjoyable and successful.

Focus on Kentucky is another section of your textbook. This feature includes interesting information about your state that you should know.

The chart on page KY32 explains the Depth of Knowledge levels used to evaluate the complexity of assessment questions.
On the following pages, you will find a listing of the Kentucky Core Content for Social Studies Assessment, Grade 7. The core content lists the things you should learn and be able to do as you complete this World History course. Read through the core content with your parents or caregivers to help you become successful in this course. Also, review the core content from time to time to help the things you learn fall into place. Depth of Knowledge (DOK) levels indicate the highest DOK level at which Kentucky Core Content Test (KCCT) questions can assess that standard’s content. For more information on DOK levels, see the DOK descriptors on page KY32.

Government & Civics
The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Formation of Governments

SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2

SS-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). DOK 3
Cultures & Societies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Elements of Culture

SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2

Social Institutions

SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.

Interactions Among Individuals and Groups

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. DOK 2

*Supporting standard proposed for local instruction
Economics

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

Scarcity

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2

Production, Distribution, and Consumption

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2

Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
The Use of Geographic Tools

SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in early civilizations prior to 1500 A.D. DOK 3

SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

Regions

SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2

SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D. changed over time as technologies, resources and knowledge became available. DOK 2

Patterns

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 3

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D. DOK 3

Human-Environment Interaction

SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2

SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2
**SS-07-4.4.3** Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.

### Historical Perspective

**History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.**

### The Factual and Interpretive Nature of History

**SS-07-5.1.1** Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3

**SS-07-5.1.2** Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3

### The History of the World

**SS-07-5.3.1** Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations. DOK 2

**SS-07-5.3.2** Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature. DOK 3
**SS-07-5.3.3** Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day. DOK 3

**SS-07-5.3.4** Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies. DOK 3

* **SS-07-5.3.5** Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.
Government & Civics

The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Formation of Governments

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<thead>
<tr>
<th>SS-07-1.1.1</th>
<th>Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2</th>
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<tbody>
<tr>
<td>TWE: 112D, 125, 258D</td>
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<td>SE: 43, 44, 124, 140</td>
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<td>TWE: 130</td>
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<td>TWE: 112, 525</td>
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<td>TWE: 19, 273, 617</td>
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<tr>
<th>SS-07-1.1.2</th>
<th>Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). DOK 3</th>
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<tr>
<td>122-130, 139-142, 147-149, 273, 325, 326</td>
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<td>TWE: 122, 123, 130</td>
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<td>SE: 148, 149</td>
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<tr>
<td>TWE: 143, 269</td>
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</tbody>
</table>

Cultures & Societies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Elements of Culture

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<tr>
<th>SS-07-2.1.1</th>
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<td>SE: 189</td>
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<td>TWE: 20, 28, 142, 474</td>
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*DOK represents the Depth of Knowledge, which includes the degree of difficulty of a particular activity or question. The Depth of Knowledge levels are explained in detail on page KY32.*
## Social Institutions

**SS-07-2.2.1** Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.

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<thead>
<tr>
<th>Core Content</th>
<th>Student Edition</th>
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</thead>
</table>

## Interactions Among Individuals and Groups

**SS-07-2.3.1** Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D. **DOK 2**

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**SS-07-2.3.2** Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. **DOK 2**

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<td>SE: 531</td>
<td>TWE: 287</td>
<td>SE: 294, 296, 537</td>
<td>SE: 592</td>
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## Economics

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

### Scarcity

**SS-07-3.1.1** Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used. **DOK 2**

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</table>

### Production, Distribution, and Consumption

**SS-07-3.4.1** Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D. **DOK 2**

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**SS-07-3.4.2** Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. **DOK 2**

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</table>
## Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### The Use of Geographic Tools

**SS-07-4.1.1** Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in early civilizations prior to 1500 A.D.  
**DOK 3**


**SE:** 14, 195, 225, 451  
**TWE:** 196, 447  
**SE:** 3, 23, 445, 485, 581  
**TWE:** 117  
**SE:** 17, 18, 202, 251  
**TWE:** 196, 226

### Regions

**SS-07-4.2.1** Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).  
**DOK 2**


**SE:** 14, 39, 213  
**TWE:** 220D, 274  
**SE:** 269, 323  
**TWE:** 380, 409, 425

**SS-07-4.1.2** Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.  
**DOK 3**


**SS-07-4.2.1** Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).  
**DOK 2**


**SE:** 117, 219  
**TWE:** 18, 123, 176  
**SE:** 15, 40, 197  
**TWE:** 117, 225  
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*SS-07.4.3.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.*
### Historical Perspective

History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

### The Factual and Interpretive Nature of History

**SS-07-5.1.1** Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. **DOK 3**

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**SS-07-5.1.2** Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. **DOK 3**

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### The History of the World

**SS-07-5.3.1** Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations. **DOK 2**

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<td>SE: 533, 561</td>
<td>TWE: 525, 547, 548</td>
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* SS-07-5.3.5 Students will explain how the Age of Exploration (early civilizations prior to 1500 AD) produced extensive contact among isolated cultures and explain the impact of this contact.
You will take a variety of standardized tests as you go through school. Standardized tests help you work on a variety of skills. These include reading comprehension, critical thinking skills, understanding the main idea, and interpreting charts, maps, and graphs.

Mastering these skills will benefit you throughout your education. In addition, standardized tests help you and your teacher identify test-taking skills that need improvement.

Pages KY18–KY28 of this text include a section called Standardized Test Practice. Each page contains several multiple choice questions that are just like those found on standardized tests. Completing a few questions each week will help you grow familiar with this question format.

Working through these sample questions will also help you and your teacher identify test-taking skills that need improvement. For example, on multiple choice tests it is useful to eliminate answers you know are wrong in order to find the answer that is correct. Practicing skills like this one helps you feel more comfortable when you take a standardized test.

Plan to spend a few minutes each day working on test preparation. Most practice questions are multiple choice. Some include documents, maps, charts, and graphs that you must interpret to correctly answer the questions. Some questions are open response and require you to construct an answer. If you have difficulty with any question, you can refer to the pages in your textbook referenced in parentheses at the bottom of the question.
Your textbook also contains other opportunities to prepare for standardized tests. Take advantage of these opportunities to help you practice your skills before you take a test.

- The section contains many maps, charts, and skills pages that have questions that help you understand and read the text.
- For additional help reading maps, graphs, and charts, use the StudentWorks™ Plus CD-ROM. The In Motion graphics allow you to explore different layers of information for many of the visuals found in the textbook.
- The section assessments at the end of each section allow for further practice in analyzing and understanding information.
- Study Central™ at jatea.glencoe.com helps you further review section content.
- The chapter assessments provide more opportunities to practice your skills.
- The questions in the Standardized Test Practice section at the end of the textbook help you prepare for the multiple choice style of most standardized tests.

**Test-Taking Tips**

- **A** Go to bed early the night before the test.
- **B** Read each question carefully and think about ways to solve it before you try to answer the question.
- **C** Relax. Most people get nervous when taking a test. It’s natural. Just do your best.
- **D** Answer questions you are sure about first. If you do not know the answer, skip it and go back to that question later.
- **E** Make sure to look at any visuals that are part of the question before you select your answer.

**Standardized Test Practice**

**DIRECTIONS:** Use the map and your knowledge of social studies to answer the following question on a separate sheet of paper.

1. Which of the following statements about the Columbian Exchange is true?
   - **A** Food products were traded only between Africa and the Americas.
   - **B** Europeans acquired cattle from the Americas.
   - **C** Europeans introduced corn, tomatoes, and beans to Native Americans.
   - **D** Enslaved Africans were brought to the Americas.

   **Answer:** C
Directions: Answer the following questions on a separate piece of paper.

WEEK 1: Government & Civics

Pericles’ Funeral Oration
“Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. No one...is kept [out of government] because of poverty.”

—Pericles, as recorded by Thucydides, History of the Peloponnesian War

1. Read the quotation above. Why did Pericles call his government a democracy?
   A. Only rich people could vote.
   B. Public office could be held by any person of the nobility.
   C. Public offices were for men only.
   D. Power belonged to all the people.

Government & Civics: SS-07-1.1.2
DOK 2
(See textbook page 140.)

2. The introduction of civil service examinations in China eventually led to
   A. the fall of the Song dynasty.
   B. the rise of the scholar-official class.
   C. the acceptance of Buddhism.
   D. the expansion of the Chinese empire.

Government & Civics: SS-07-1.1.1
DOK 2
(See textbook page 415.)

3. Ghana became a powerful kingdom in West Africa by
   A. maintaining a small and cheap army.
   B. developing a democratic government.
   C. controlling the salt and gold trade.
   D. selling vast quantities of iron ore.

Government & Civics: SS-07-1.1.1
DOK 1
(See textbook page 448.)

4. Open Response: Roman Government

The ancient Romans developed many concepts of government that have had a great impact on American democracy.

a. Explain how the Romans handled one of the following aspects of government:
   • justice
   • responsibility
   • freedom

b. Explain why these contributions are still important today.

Government & Civics: SS-07-1.1.2
DOK 3
(See textbook pages 270–273, 325–326.)

4. (Answers to the Open-Response Question will vary but should analyze the impact of Romans on our society today.)

Week 1 Test-Taking Tip: As you read the first part of a multiple choice question, try to anticipate the answer before you look at the choices. If your answer is one of the choices, it is probably correct.
A letter from Paul to the church in Rome, c. A.D. 56

"Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honor one another above yourselves. Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. Share with God’s people in need."

—The Holy Bible, Romans, 12:9-13

1. According to Paul, how should early Christians treat each other?
   A Only brothers should be devoted to one another.
   B People should take care of themselves first.
   C People should avoid affliction.
   D People should share with the needy.

Cultures & Societies: SS-07-2.3.2
DOK 2
(See textbook page 349.)

2. The Sumerian system of writing known as cuneiform was made up of
   A about 30 letters representing sounds.
   B picture symbols representing objects, ideas, and sounds.
   C characters that represented ideas only.
   D wedge-shaped markings first used to track business deals.

Cultures & Societies: SS-07-2.1.1
DOK 1
(See textbook page 20.)

3. Aesop wrote his fables to
   A praise Greek military heroes.
   B teach Greeks about their past.
   C provide entertainment only.
   D teach a moral lesson.

Cultures & Societies: SS-07-2.2.1
DOK 1
(See textbook page 158.)

4. During the Crusades, Europeans fought a series of wars to
   A take back the Holy Land from the Muslims.
   B reunite the Holy Roman Empire.
   C drive back the Germanic invaders from Rome.
   D find medicines to combat the Black Plague.

Cultures & Societies: SS-07-2.3.1
DOK 1
(See textbook pages 541–543.)
WEEK 3: Economics

1. One of the Seven Wonders of the Ancient World was the Hanging Gardens of Babylon. Based on the
   image, what purpose did the complex irrigation systems serve the garden?
   - provided water for complex gardens
   - provided protection from attack
   - provided water travel throughout Babylon
   - provided clean drinking water

   Economics: SS-07-3.4.2
   DOK 2
   (See textbook page 29.)

2. Why was the Silk Road important to China?
   - It was the only way China could gain access to silk.
   - Caravans carried goods over it to Southeast Asia.
   - It brought China into contact with many other civilizations and led to an exchange of goods and ideas.
   - Chinese troops used it to conquer Tibet.

   Economics: SS-07-3.4.1
   DOK 2
   (See textbook page 247.)

3. In medieval Europe, business groups called guilds
   - decided how goods were to be made and what their prices would be.
   - financed expeditions to the Americas.
   - created political groups that challenged the king’s power.
   - paid taxes only on goods purchased on the Silk Road.

   Economics: SS-07-3.1.1
   DOK 2
   (See textbook page 530.)

4. Open Response:
   Ancient Economies
   Constantine tried to improve the Roman economy by making the sons of farmers and workers follow their
   father’s trades.

   Do you think his methods had the potential for success? Explain your answer.

   Economics: SS-07-3.1.1
   DOK 2
   (See textbook page 320.)

4. (Answers to the Open-Response question will vary,
   but should display analysis of Constantine’s economic policy.)

Week 3 Test-Taking Tip: Read open-response questions carefully. Some open-response questions have multiple parts.
Make sure you answer each part.
WEEK 4: Geography

1. According to the map, from which area did human migration start?
   - Asia
   - Europe
   - Africa
   - Australia
   Geography: SS-07-4.3.1
   DOK 1
   (See textbook page 9.)

2. Early city-states developed between the Tigris and Euphrates Rivers in ______. Historians call this region the Fertile Crescent.
   - Mesopotamia
   - China
   - Northern Europe
   - South America
   Geography: SS-07-4.4.3
   DOK 1
   (See textbook page 18.)

3. Read the above passage. Which statement below is based on the information here?
   - The flooding of the Nile could extend far from the river banks.
   - Herodotus was a famous Egyptian.
   - Egypt developed irrigation systems that were based in the Nile River.
   - Dams were an important part of Egyptian water management.
   Geography: SS-07-4.4.2
   DOK 2
   (See textbook page 39.)

4. Where did the religion known as Judaism begin?
   - Canaan
   - Jerusalem
   - Egypt
   - Babylon
   Geography: SS-07-4.3.1
   DOK 1
   (See textbook page 81.)

Week 4 Test-Taking Tip: When answering a question using a map, such as Question 1, be sure to carefully read the map’s title to help you understand what kind of a map it is. Make sure the information on the map supports your answer.

Herodotus said, “The Nile, when it floods, spreads over not only the Delta but parts of what are called Libya and Assyria for two days’ journey in either direction, more or less…."

Spread of Early Humans

Movement of early humans

KEY

150,000–200,000 years ago
25,000 years ago
40,000 years ago
100,000 years ago
50,000 years ago

150° E
120° E
90° E
60° E
0°
30° S
30° N
60° N
90° N

AFRICA
ASIA
EUROPE
AUSTRALIA

Mercator projection

2,000 km
2,000 mi.

Movement of early humans
“After the . . . [disease] many buildings of all sizes in every city fell into total ruin for want of inhabitants. Likewise, many villages and hamlets were deserted, with no house remaining in them, because everyone who lived there was dead, and indeed many of these villages were never inhabited again. In the following winter there was such a lack of workers in all areas of activity that it was thought that there had hardly ever been such a shortage before. . . .”

—Historian Henry Knighton, c. 1388

1. According to the passage, what was one effect of the Black Death?
   - increase in labor supply
   - cities fell into ruin
   - harsh winter
   - disease

2. What two important actions led to the acceptance of Christianity in Rome?
   - Jesus’ crucifixion and Paul’s preaching throughout Asia
   - Christian persecutions and the conversion of Saul
   - Constantine’s conversion and Theodosius’s outlawing other religions
   - fires in Rome and the Battle of the Milvian Bridge

3. What helped Europeans learn more about the size of the oceans and continents?
   - maps created in ancient Greece
   - the invention called the compass
   - the voyages from the Age of Exploration
   - a new scientific encyclopedia

4. Which event contributed to the rise of feudalism?
   - the Viking invasions
   - the growth of towns
   - the Crusades
   - the collapse of Charlemagne’s empire
WEEK 6: Cultures & Societies

“A widow, on the death of her husband, may have her marriage portion and inheritance without difficulty...she may remain in her husband’s house for forty days after her husband’s death, within which time her dower [property from marriage] shall be assigned to her.”

—Magna Carta

1. According to this passage, what right did a woman have after her husband died?
   - (A) to inherit all his possessions
   - (B) to make all her own decisions
   - (C) to live in his house for forever
   - (D) to her inheritance and marriage portion

2. What feature did most Greek city-states have in common?
   - (A) They were built on top of a mountain for safety.
   - (B) They had an acropolis and an agora.
   - (C) They had large populations of more than 300,000 people.
   - (D) They had democratic governments.

3. How did the development of Sanskrit improve life in ancient India?
   - (A) by contributing to mathematicians’ invention of algorithms
   - (B) by allowing people to write down sacred texts
   - (C) by teaching Indians to care more about the sufferings of others
   - (D) by creating a new caste group that served as priests

4. Chinese inventions had a strong impact on European civilizations. For example, the compass
   - (A) let Europeans know that the Americas existed.
   - (B) taught Europeans how to build better boats.
   - (C) encouraged Europeans to explore the world.
   - (D) allowed Europeans to build strong armor.

Week 6 Test-Taking Tip: Although you may not immediately recall the answer, start by eliminating answer choices that you know are incorrect.
WEEK 7: Geography

1. Study the map of ancient Egypt and the Nile River valley. Which of the following choices was a result of the Nile River’s flooding?
   - development of papermaking
   - fertile soil allowing for good farming
   - pharaohs built dams to protect villages
   - people living along river migrated to other regions

Geography: SS-07-4.1.1
DOK 1
(See textbook page 39.)

2. How did geography influence early Greek communities?
   - City-states grew only in river valleys.
   - Fiercely independent communities developed.
   - Greeks united under one central government.
   - Greeks lacked organized government.

Geography: SS-07-4.1.2
DOK 1
(See textbook page 117.)

3. As the Romans expanded throughout Italy, they built roads between military settlements
   - to allow troops to travel swiftly through the region.
   - to help the merchants come visit them.
   - to allow generals to return to Rome for festivals.
   - to prevent soldiers from leaving the army.

Geography: SS-07-4.4.1
DOK 2
(See textbook page 266.)

Week 7 Test-Taking Tip: Before any examination, get a good night’s sleep. You will feel more alert and better able to recall what you know.
WEEK 8: Historical Perspective

1. Prehistoric people developed tools, which affected their productivity and way of life. Look at the chart. Which artifacts, if discovered, would show that a society hunted animals?
   - A spear, bow and arrow
   - B bone needles
   - C scraping tools
   - D all of the above
   **Historical Perspective: SS-07-5.3.1**
   DOK 2
   (See textbook page 11.)

2. What happened as a result of Alexander the Great’s conquests?
   - A The Greeks waged the Peloponnesian War against Alexander.
   - B Democracy spread throughout much of Asia and North Africa.
   - C Greek culture reached southwest Asia and Egypt.
   - D Macedonia became one of the most important cities in the ancient world.
   **Historical Perspective: SS-07-5.3.2**
   DOK 1
   (See textbook page 177.)

3. At its height, the Roman Empire included North Africa and stretched from
   - A Italy to Asia Minor.
   - B southern Europe to India.
   - C Gaul to Arabia.
   - D northern Europe to Greece.
   **Historical Perspective: SS-07-5.3.2**
   DOK 1
   (See textbook page 293.)

4. One effect of the Crusades was increased trade between Europe and the Middle East. What was another effect?
   - A The Crusades weakened the power of the pope.
   - B Europeans became more tolerant of non-Christians.
   - C The Crusades helped break down feudalism.
   - D Millions of Europeans died.
   **Historical Perspective: SS-07-5.1.1**
   DOK 1
   (See textbook page 543.)
1. Qin Shihuangdi forced ____ to build the Great Wall in order to protect China from invaders from the north.
   - soldiers
   - farmers
   - aristocrats
   - nomads

   **Geography: SS-07-4.2.1**
   DOK 1
   *(See textbook page 242.)*

2. Remains found by archaeologists show that the Shang dynasty may have
   - dug the Grand Canal linking parts of China.
   - strengthened the Great Wall of China to keep out invaders.
   - erected ziggurats to worship its gods and goddesses.
   - built the first Chinese cities.

   **Geography: SS-07-4.2.2**
   DOK 1
   *(See textbook page 206.)*

3. Mountains and rivers shaped European culture by
   - separating cultures from one another.
   - leading to devastating weather.
   - allowing one group to dominate.
   - inspiring artists.

   **Geography: SS-07-4.1.2**
   DOK 2
   *(See textbook page 514.)*

4. Open Response: Analyzing Population

   **Population Change in Selected European Countries, 1200–1500**

   According to the chart, the population of Europe dropped significantly between 1300 and 1400. What caused this drop in population, and what impact did it have on Europe?

   **Geography: SS-07-4.3.2**
   DOK 3
   *(See textbook page 555.)*

   4. *(Answers to the Open-Response question will vary, but should display an understanding of the effects of the Black Death.)*

   **Week 9 Test-Taking Tip:** Pay close attention to the order of events when answering questions that deal with history and time lines. Answers related to historical events and dates may or may not appear in chronological order following the question.
WEEK 10: Historical Perspective

1. China reunited in A.D. 581 under the Sui dynasty, when a general who called himself Wendi declared himself emperor. How many other dynasties are described on this chart?

\[ \text{A} \ 4 \ 
\text{B} \ 3 \ 
\text{C} \ 2 \ 
\text{D} \ 1 \]

Historical Perspective: SS-07-5.3.3
DOK 1
(See textbook page 409.)

2. What did Gupta mathematicians develop?

\[ \text{A} \ 	ext{early forms of computers} \ 
\text{B} \ 	ext{the idea of zero} \ 
\text{C} \ 	ext{long division} \ 
\text{D} \ 	ext{geometry} \]

Historical Perspective: SS-07.5.3.3
DOK 1
(See textbook page 215.)

3. How does the Latin language live on in the English language?

\[ \text{A} \ 	ext{Judges and lawyers speak Latin in court.} \ 
\text{B} \ 	ext{Many English words come from Latin.} \ 
\text{C} \ 	ext{Every person has a Latin name.} \ 
\text{D} \ 	ext{The English alphabet is the same as the Latin alphabet.} \]

Historical Perspective: SS-07-5.3.2
DOK 1
(See textbook page 304.)

4. The Umayyad dynasty lost power because

\[ \text{A} \ 	ext{it angered many Muslims, especially in Persia.} \ 
\text{B} \ 	ext{it could not unite against the Seljuk Turks.} \ 
\text{C} \ 	ext{the Ottomans conquered it with superior weapons.} \ 
\text{D} \ 	ext{the Moguls did not support its expansionist methods.} \]

Historical Perspective: SS-07-5.1.2
DOK 1
(See textbook page 382.)

Week 10 Test-Taking Tip: Skim through a test before you start to answer questions, so you can decide how to pace yourself.
Symbols of Kentucky

**Nickname**
The “Bluegrass State” is named for the plentiful green grasses that grow wild throughout the state. Every spring this green grass produces beautiful bluish-purple buds and turns meadows and fields into seas of blue grass.

**Kentucky’s State Flag**
The state flag of Kentucky consists of the state seal surrounded by a wreath of goldenrod, the state flower, set on a navy blue background. Although the flag was authorized in 1918, it was not until 1928 that the design of the flag was approved. The current colors on the flag did not become official until they were passed into law in 1962.

**State Seal & Motto**
Kentucky’s state seal was inspired by the state’s first governor, Isaac Shelby. Shelby was fond of a song written in 1768 by John Dickinson called “The Liberty Song.” The state’s motto, “United we stand, divided we fall,” comes from this song and appears on the seal. Also included on the seal is an image of two men shaking hands to symbolize unity. The seal is surrounded by two small sprigs of goldenrod.

**State Song**
“My Old Kentucky Home” by Stephen Collins Foster was designated the state song of Kentucky in 1928. Foster wrote the song in 1850 after he visited relatives in Kentucky. His sister, Charlotte, also influenced the writing of the song. She wrote many letters to her brother from Kentucky, describing the beautiful surroundings and the people she met there.

**State Tree**
It was not until 1994 that Kentucky chose the Tulip Poplar as its state tree. Before that the Kentucky Coffee Tree had been the official state tree. There was much debate over which of the two trees to use as the official one, but in the end the Tulip Poplar was chosen. The Tulip Poplar is a very fast-growing tree with bright yellow flowers that bloom every spring. It is also known as the Yellow Poplar and can grow to over 100 feet tall!
**State Horse**

In 1996 Kentucky adopted the Thoroughbred as its official state horse. Although Thoroughbreds originated as a cross between English mares and Arabian stallions, they are raised on horse farms throughout the state. Thoroughbreds are the fastest of horses—they can run almost 40 miles (64 km) per hour for up to a mile. Because of this, the Thoroughbred is the king of racing.

**State Bird**

During a legislative session in 1926, the cardinal was named the official state bird of Kentucky. Kentucky is one of seven states that have the cardinal as its state bird. It is one of the most beautiful birds in North America, and the male cardinal is easily recognizable because of its bright red coloring.

**State Flower**

Goldenrod grows throughout Kentucky, sometimes reaching as high as 8 feet (2 m) tall! In 1926 goldenrod was named the official state flower. It gets its name from the small yellow-gold flowers that grow from the plant’s stem. When the goldenrod blooms every summer, bees use the colorful flowers to make their honey.
Kentucky’s People

Kentucky and United States Population, 2004

<table>
<thead>
<tr>
<th></th>
<th>Total Population, 2004</th>
<th>Kentucky</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4,031,134</td>
<td>285,691,501</td>
</tr>
<tr>
<td>Persons under 18 years old</td>
<td></td>
<td>24.2%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Persons 65 years old and over</td>
<td></td>
<td>12.1%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Female persons</td>
<td></td>
<td>51.3%</td>
<td>51.1%</td>
</tr>
<tr>
<td>White persons</td>
<td></td>
<td>91.2%</td>
<td>77.3%</td>
</tr>
<tr>
<td>African American persons</td>
<td></td>
<td>7.3%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Native American persons</td>
<td></td>
<td>0.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Asian American persons</td>
<td></td>
<td>1.1%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Persons of Hispanic or Latino origins (may be of any race)</td>
<td></td>
<td>1.9%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

Note: Data includes only the household population and excludes those living in institutions, dormitories, or other group quarters. People may belong to more than one race.

Source: U.S. Census Bureau, 2004 American Community Survey.

Kentucky: Population 1900–2000

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (in millions)</th>
<th>% = percent change from previous census</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>1910</td>
<td>2.5</td>
<td>25.0%</td>
</tr>
<tr>
<td>1920</td>
<td>3.0</td>
<td>20.0%</td>
</tr>
<tr>
<td>1930</td>
<td>3.5</td>
<td>16.7%</td>
</tr>
<tr>
<td>1940</td>
<td>4.0</td>
<td>14.3%</td>
</tr>
<tr>
<td>1950</td>
<td>4.5</td>
<td>12.5%</td>
</tr>
<tr>
<td>1960</td>
<td>5.0</td>
<td>10.6%</td>
</tr>
<tr>
<td>1970</td>
<td>5.5</td>
<td>9.8%</td>
</tr>
<tr>
<td>1980</td>
<td>6.0</td>
<td>9.2%</td>
</tr>
<tr>
<td>1990</td>
<td>6.5</td>
<td>8.5%</td>
</tr>
<tr>
<td>2000</td>
<td>7.0</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau.
Kentucky’s Economy

Kentucky Employment by Industry, 2000

- Education, health, and social services: 20.3%
- Manufacturing: 12.1%
- Retail trade: 17.6%
- Leisure and hospitality: 7.2%
- Construction: 7.2%
- Professional, scientific, and business services: 6.2%
- Transportation and warehousing, and utilities: 6.0%
- Finance, insurance, real estate, and rental and leasing: 5.4%
- Other services: 4.7%
- Public administration: 4.3%
- Wholesale trade: 3.4%
- Agriculture, forestry, fishing and hunting, and mining: 3.3%
- Information: 2.2%

Source: U.S. Census Bureau.

Kentucky’s Leading Farm Crops, 2004

<table>
<thead>
<tr>
<th>Crop</th>
<th>Total value in millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco</td>
<td>$481.7</td>
</tr>
<tr>
<td>Hay</td>
<td>$420.9</td>
</tr>
<tr>
<td>Corn</td>
<td>$355.2</td>
</tr>
<tr>
<td>Soybeans</td>
<td>$335.8</td>
</tr>
<tr>
<td>Wheat</td>
<td>$60.7</td>
</tr>
<tr>
<td>Apples</td>
<td>$2.7</td>
</tr>
<tr>
<td>Sorghum</td>
<td>$2.0</td>
</tr>
<tr>
<td>Barley</td>
<td>$1.2</td>
</tr>
<tr>
<td>Peaches</td>
<td>$1.0</td>
</tr>
</tbody>
</table>

Source: www.nass.usda.gov

Top 10 Industrial Sectors in Kentucky, 2001

<table>
<thead>
<tr>
<th>Industry</th>
<th>Total value in millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>$26,275</td>
</tr>
<tr>
<td>Government</td>
<td>$19,217</td>
</tr>
<tr>
<td>Real Estate, Rental, and Leasing</td>
<td>$12,044</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>$10,621</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>$9,443</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>$8,303</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>$6,535</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>$6,317</td>
</tr>
<tr>
<td>Construction</td>
<td>$5,740</td>
</tr>
<tr>
<td>Professional and Technical Services</td>
<td>$5,082</td>
</tr>
</tbody>
</table>

Source: www.thinkkentucky.com
The table below provides descriptions of the four Depth of Knowledge levels that are used to evaluate the difficulty levels of the standardized test questions. The DOK levels indicated in the Core Content for Social Studies Assessment identify the highest DOK level at which a question for that standard will be developed for the Kentucky Core Content Test. The DOK levels indicated in the test questions identify the level of each particular question.

### Webb’s DOK Levels

| Recall & Reproduction (DOK 1) | • Identify who, when, what, where, and why  
|                              | • Recall facts, terms, concepts, trends, generalizations and theories  
|                              | • Use a variety of tools  
|                              | • Recognize or identify specific information contained in graphics  
|                              | • Identify specific information in maps, charts, tables, graphs or drawings  
|                              | • Define  
|                              | • Identify cause and effect  
|                              | • Describe (recall, recite or reproduce information)  
|                              | • Identify purposes  
| Skills & Concepts/Basic Reasoning (DOK 2) | • Describe or explain how or why  
|                                          | • Give an example  
|                                          | • Describe and explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view or processes  
|                                          | • Compare/contrast people, places, events, purposes, and concepts  
|                                          | • Classify, sort items into meaningful categories  
|                                          | • Convert information from one form to another  
| Strategic Thinking/Complex Reasoning (DOK 3) | • Use concepts to solve problems  
|                                          | • Use evidence to justify  
|                                          | • Propose and evaluate solutions to problems  
|                                          | • Recognize and explain misconceptions  
|                                          | • Cite evidence and develop a logical argument for concepts  
|                                          | • Reason and draw conclusions  
|                                          | • Disseminate among plausible answers  
|                                          | • Analyze similarities and differences in issues and problems  
|                                          | • Apply concepts to new situations  
|                                          | • Make connections across time and place to explain a concept or big idea  
|                                          | • Recognize and explain patterns  
|                                          | • Make and support decisions  
|                                          | • Evaluate effectiveness and impact  
| Extended Thinking/Reasoning (DOK 4) | • Connect and relate ideas and concepts within the content area or among content areas  
|                                          | • Examine and explain alternative perspectives across a variety of sources  
|                                          | • Describe and illustrate how common themes and concepts are found across time and place  
|                                          | • Make predictions with evidence as support  
|                                          | • Develop a logical argument  
|                                          | • Plan and develop solutions to problems  
|                                          | • Analyze and synthesize information from multiple sources  
|                                          | • Complex reasoning with planning, investigating or developing that will most likely require an extended period of time—must require applying significant conceptual understanding and higher-order thinking  
|                                          | • Apply and adapt information to real-world situations  
|                                          | • Participation in simulations and activities requiring higher-level thinking (e.g., Mock Trial, Mock Congress, Project Citizen)  